

AdvancED Accreditation Survey Results 2014-15 – Table of Contents

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Pinellas County Schools
2014-15 AdvancED Staff Survey
Executive Summary

Purpose

Each year, the Pinellas County School Board (PCSB) administers a climate survey. This year, PCSB achieved district wide accreditation through AdvancED. As part of the accreditation requirements, school stakeholder groups (including staff) completed surveys. The results of the staff surveys replace the climate survey this year, and are presented in this report. The purpose of the accreditation survey aligns with the purpose of the climate survey. In an effort to reduce the burden on staff, district leadership chose to use the accreditation survey to replace the climate survey. Data obtained from the survey will provide beneficial information for improving the teaching and learning environment in the district.

Methodology

The survey contained 53 questions. Answer options followed a 6-point Likert scale of agreement from Strongly Agree to Strongly Disagree with options for Neutral and Not Applicable responses. Respondents completed the survey anonymously via an online link to the AdvancED website. A response rate of at least 60% for each school was an accreditation requirement. The Department of Assessment, Accountability, and Research (AAR) accessed the results in raw data format via download with a secure password. The AAR department compiled results for each school.

This report contains survey results for each elementary school, middle school, high school, exceptional student education center, and adult education center. Responses are also reported in aggregate for each group, and the overall district. Each school's data provides the entire Likert scale of responses for their school. Pinellas Virtual School is not included in the district wide data, given the uniqueness of questions pertaining to digital teaching and learning.

Results

The level of agreement across all questions at the elementary school level ranged from 71.8% to 95.2%, with an average of 81.7%; at the middle school level from 63.0% to 94.3%, with an average of 76.8%; and at the high school level from 55.7% to 91.8%, with an average of 74.0%. Within exceptional education centers the level of agreement for all survey questions ranged from 60.6% to 91.8%, with an average of 74.0%. Adult education centers averaged 78.3% agreement, with a range from 63.8% to 93.3%. Districtwide the level of agreement for all survey questions averaged 79.2% with a range from 67.9% to 94.2%.

Conclusion

Results from the 2014-15 AdvancED staff survey were more positive for all items than the 2013-14 climate survey, which may be related to a higher response rate. The AdvancED staff survey received about 3,500

more responses than the 2013-14 climate survey. A total of 8,709 responses were collected from the AdvancED staff survey compared to 5,193 responses to the 2013-14 climate survey. Agreement district wide was consistently high; schools with lower agreement relative to all schools in their level and/or the overall district may consider implementation of processes to improve these perspectives.

Recommendations

PCSB will continue to administer the AdvancED survey in place of the climate survey for subsequent years. It is recommended that PCSB require the same 60% response rate mandated by AdvancED for accreditation purposes. The use of a consistent survey and required minimum response rate per school will assure alignment with AdvancED's quality standards and processes, and allow for comparison and identification of trends from year-to-year. Additionally, AAR is offering continued education and guidance regarding survey administration and use of survey results to drive continuous quality improvement.

Additional Steps

The AAR department will be using the results of the AdvancED surveys in the Leadership Data Training workshop in June of this year. Attendees will learn how to interpret the results of the data analyses to inform school improvement processes.

**Pinellas County Schools
AdvancED Staff Survey Report
2014-15**

		All Schools Districtwide											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	4763	55.4%	3330	38.7%	387	4.5%	57	.7%	34	.4%	24	.3%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	3213	37.4%	3692	43.0%	1227	14.3%	296	3.4%	71	.8%	91	1.1%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	3384	39.4%	3863	44.9%	1002	11.7%	242	2.8%	62	.7%	41	.5%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	3435	40.0%	4012	46.7%	884	10.3%	161	1.9%	49	.6%	52	.6%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	3950	46.0%	3631	42.3%	730	8.5%	202	2.4%	57	.7%	24	.3%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	2994	36.3%	3706	45.0%	1109	13.5%	297	3.6%	88	1.1%	45	.5%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	2285	27.7%	3775	45.8%	1627	19.8%	377	4.6%	102	1.2%	71	.9%
Q8	Our school's leaders support an innovative and collaborative culture.	3257	39.5%	3339	40.5%	1025	12.4%	432	5.2%	159	1.9%	24	.3%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	4275	51.9%	3250	39.5%	447	5.4%	192	2.3%	55	.7%	18	.2%
Q10	Our school's leaders hold themselves accountable for student learning.	3251	39.5%	3165	38.4%	1122	13.6%	484	5.9%	185	2.2%	29	.4%
Q11	Our school's leaders hold all staff members accountable for student learning.	3831	46.5%	3361	40.8%	686	8.3%	255	3.1%	80	1.0%	22	.3%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	3054	37.1%	3564	43.3%	1052	12.8%	386	4.7%	113	1.4%	68	.8%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	2630	31.9%	3670	44.6%	1362	16.5%	415	5.0%	85	1.0%	73	.9%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		All Schools Districtwide											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	2672	32.4%	3534	42.9%	1359	16.5%	454	5.5%	146	1.8%	70	.9%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	3045	37.0%	3700	44.9%	1116	13.6%	218	2.6%	86	1.0%	67	.8%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	2130	27.4%	3580	46.0%	1276	16.4%	556	7.1%	75	1.0%	163	2.1%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	2075	26.7%	3507	45.1%	1377	17.7%	572	7.4%	93	1.2%	155	2.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	2019	26.0%	3594	46.2%	1425	18.3%	499	6.4%	72	.9%	169	2.2%
Q19	All teachers in our school use a variety of technologies as instructional resources.	2180	28.0%	3744	48.1%	1228	15.8%	427	5.5%	61	.8%	139	1.8%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	2147	27.6%	3861	49.6%	1268	16.3%	305	3.9%	39	.5%	160	2.1%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	1795	23.1%	3637	46.7%	1636	21.0%	476	6.1%	58	.7%	178	2.3%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	1970	25.3%	3673	47.2%	1522	19.6%	383	4.9%	52	.7%	181	2.3%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	1914	24.6%	3500	45.0%	1525	19.6%	533	6.9%	95	1.2%	210	2.7%

**Pinellas County Schools
AdvancED Staff Survey Report
2014-15**

		All Schools Districtwide											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	2712	34.9%	3531	45.4%	1002	12.9%	297	3.8%	69	.9%	168	2.2%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	2007	25.8%	3602	46.3%	1448	18.6%	463	6.0%	73	.9%	187	2.4%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	2164	27.8%	3933	50.6%	1125	14.5%	365	4.7%	73	.9%	120	1.5%
Q27	In our school, related learning support services are provided for all students based on their needs.	2218	28.5%	3729	47.9%	1095	14.1%	523	6.7%	136	1.7%	80	1.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	2166	27.8%	3327	42.8%	1522	19.6%	533	6.9%	96	1.2%	137	1.8%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	2166	27.8%	3642	46.8%	1352	17.4%	433	5.6%	64	.8%	124	1.6%
Q30	In our school, staff members provide peer coaching to teachers.	1904	24.5%	3634	46.7%	1512	19.4%	489	6.3%	83	1.1%	157	2.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	2094	26.9%	3523	45.3%	1406	18.1%	514	6.6%	147	1.9%	96	1.2%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	2665	34.3%	3897	50.1%	868	11.2%	244	3.1%	40	.5%	67	.9%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	2131	27.4%	3739	48.1%	1401	18.0%	343	4.4%	77	1.0%	85	1.1%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		All Schools Districtwide											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	1803	23.2%	3477	44.7%	1675	21.5%	514	6.6%	89	1.1%	219	2.8%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	2215	28.5%	3880	49.9%	1213	15.6%	276	3.6%	60	.8%	128	1.6%
Q36	Our school provides qualified staff members to support student learning.	3023	39.8%	3717	48.9%	602	7.9%	186	2.4%	39	.5%	27	.4%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	2413	31.8%	3812	50.2%	809	10.7%	398	5.2%	115	1.5%	48	.6%
Q38	Our school provides sufficient material resources to meet student needs.	2079	27.4%	3526	46.4%	1074	14.1%	685	9.0%	170	2.2%	61	.8%
Q39	Our school provides protected instructional time.	2615	34.4%	3577	47.1%	845	11.1%	365	4.8%	115	1.5%	79	1.0%
Q40	Our school provides a variety of information resources to support student learning.	2325	30.6%	4171	54.9%	814	10.7%	205	2.7%	27	.4%	53	.7%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	2104	27.7%	3731	49.1%	1125	14.8%	461	6.1%	111	1.5%	61	.8%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	1896	25.0%	3695	48.7%	1385	18.2%	421	5.5%	112	1.5%	81	1.1%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	2281	30.0%	3514	46.3%	1148	15.1%	451	5.9%	145	1.9%	52	.7%
Q44	Our school provides opportunities for students to participate in activities that interest them.	2325	30.6%	3495	46.0%	1185	15.6%	403	5.3%	72	.9%	115	1.5%
Q45	Our school maintains facilities that support student learning.	2840	37.4%	3865	50.9%	632	8.3%	182	2.4%	61	.8%	16	.2%
Q46	Our school maintains facilities that contribute to a safe environment.	3129	41.2%	3596	47.3%	567	7.5%	213	2.8%	83	1.1%	10	.1%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	2637	35.1%	3961	52.7%	681	9.1%	110	1.5%	27	.4%	99	1.3%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		All Schools Districtwide											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	2183	29.1%	3787	50.4%	1092	14.5%	292	3.9%	42	.6%	118	1.6%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	2325	31.0%	3763	50.1%	1064	14.2%	223	3.0%	28	.4%	109	1.5%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	1834	24.4%	3469	46.2%	1479	19.7%	555	7.4%	89	1.2%	90	1.2%
Q51	Our school uses data to monitor student readiness and success at the next level.	2373	31.6%	3942	52.4%	837	11.1%	226	3.0%	44	.6%	94	1.3%
Q52	Our school leaders monitor data related to student achievement.	2939	39.1%	3707	49.3%	663	8.8%	96	1.3%	31	.4%	79	1.1%
Q53	Our school leaders monitor data related to school continuous improvement goals.	2914	38.8%	3706	49.3%	708	9.4%	90	1.2%	27	.4%	70	.9%

*To ensure statistical integrity, results for Countryside HS are not included in the districtwide analyses due to a technical error causing missing data.

**To ensure statistical integrity, results for Pinellas Virtual School are not included in the districtwide analyses due to the uniqueness of digital teaching/learning.

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		All Elementary Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	2718	57.3%	1796	37.9%	177	3.7%	19	.4%	13	.3%	17	.4%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	1844	38.9%	2057	43.4%	620	13.1%	134	2.8%	29	.6%	53	1.1%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	1993	42.1%	2093	44.2%	513	10.8%	96	2.0%	19	.4%	25	.5%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	2007	42.4%	2211	46.7%	412	8.7%	61	1.3%	16	.3%	31	.7%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	2318	48.9%	1937	40.9%	354	7.5%	87	1.8%	24	.5%	19	.4%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	1733	38.1%	2059	45.3%	591	13.0%	111	2.4%	24	.5%	25	.6%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	1332	29.3%	2126	46.8%	869	19.1%	139	3.1%	35	.8%	42	.9%
Q8	Our school's leaders support an innovative and collaborative culture.	1913	42.1%	1834	40.4%	531	11.7%	191	4.2%	61	1.3%	13	.3%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	2658	58.5%	1652	36.4%	154	3.4%	54	1.2%	15	.3%	10	.2%
Q10	Our school's leaders hold themselves accountable for student learning.	2016	44.4%	1709	37.6%	542	11.9%	193	4.2%	64	1.4%	19	.4%
Q11	Our school's leaders hold all staff members accountable for student learning.	2354	51.8%	1775	39.1%	289	6.4%	88	1.9%	26	.6%	11	.2%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	1823	40.1%	1929	42.5%	542	11.9%	168	3.7%	36	.8%	45	1.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	1594	35.1%	2003	44.1%	694	15.3%	170	3.7%	35	.8%	46	1.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		All Elementary Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	1623	35.7%	1944	42.8%	672	14.8%	198	4.4%	61	1.3%	44	1.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	1829	40.3%	1994	43.9%	550	12.1%	88	1.9%	43	.9%	36	.8%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	1355	31.5%	2012	46.7%	611	14.2%	224	5.2%	17	.4%	87	2.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	1294	30.1%	1999	46.4%	660	15.3%	250	5.8%	25	.6%	78	1.8%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	1252	29.1%	2026	47.1%	717	16.7%	208	4.8%	18	.4%	85	2.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	1313	30.5%	2083	48.4%	630	14.6%	194	4.5%	18	.4%	68	1.6%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	1279	29.7%	2121	49.2%	680	15.8%	140	3.3%	9	.2%	78	1.8%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	1089	25.3%	2059	47.8%	878	20.4%	176	4.1%	13	.3%	92	2.1%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	1241	28.8%	2049	47.6%	752	17.5%	159	3.7%	12	.3%	94	2.2%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	1178	27.4%	1957	45.5%	793	18.4%	248	5.8%	33	.8%	96	2.2%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		All Elementary Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	1639	38.1%	1948	45.2%	479	11.1%	136	3.2%	25	.6%	79	1.8%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	1215	28.2%	1989	46.2%	768	17.8%	208	4.8%	29	.7%	97	2.3%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	1315	30.5%	2171	50.4%	586	13.6%	148	3.4%	27	.6%	59	1.4%
Q27	In our school, related learning support services are provided for all students based on their needs.	1301	30.2%	2013	46.7%	583	13.5%	309	7.2%	66	1.5%	35	.8%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	1277	29.7%	1856	43.1%	824	19.1%	246	5.7%	41	1.0%	62	1.4%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	1369	31.8%	2084	48.4%	613	14.2%	161	3.7%	13	.3%	67	1.6%
Q30	In our school, staff members provide peer coaching to teachers.	1125	26.1%	1984	46.1%	824	19.1%	261	6.1%	29	.7%	84	2.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	1204	28.0%	1944	45.2%	790	18.4%	257	6.0%	55	1.3%	55	1.3%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	1584	36.8%	2109	49.0%	464	10.8%	98	2.3%	15	.3%	36	.8%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	1252	29.1%	2050	47.6%	760	17.7%	165	3.8%	29	.7%	49	1.1%

**Pinellas County Schools
AdvancED Staff Survey Report
2014-15**

		All Elementary Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	1226	28.5%	2062	47.9%	771	17.9%	174	4.0%	19	.4%	54	1.3%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	1308	30.4%	2132	49.5%	642	14.9%	128	3.0%	24	.6%	69	1.6%
Q36	Our school provides qualified staff members to support student learning.	1845	43.9%	1964	46.7%	290	6.9%	79	1.9%	13	.3%	13	.3%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	1433	34.1%	2106	50.1%	426	10.1%	177	4.2%	38	.9%	26	.6%
Q38	Our school provides sufficient material resources to meet student needs.	1268	30.2%	1995	47.4%	579	13.8%	280	6.7%	48	1.1%	35	.8%
Q39	Our school provides protected instructional time.	1726	41.0%	1948	46.3%	346	8.2%	121	2.9%	30	.7%	35	.8%
Q40	Our school provides a variety of information resources to support student learning.	1408	33.5%	2285	54.3%	395	9.4%	81	1.9%	8	.2%	28	.7%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	1231	29.3%	2094	49.8%	604	14.4%	203	4.8%	41	1.0%	33	.8%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	1098	26.1%	2066	49.1%	760	18.1%	191	4.5%	45	1.1%	45	1.1%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	1247	29.7%	1926	45.8%	675	16.1%	253	6.0%	69	1.6%	35	.8%
Q44	Our school provides opportunities for students to participate in activities that interest them.	1141	27.1%	1880	44.7%	818	19.4%	280	6.7%	38	.9%	49	1.2%
Q45	Our school maintains facilities that support student learning.	1640	39.0%	2132	50.7%	339	8.1%	72	1.7%	13	.3%	10	.2%
Q46	Our school maintains facilities that contribute to a safe environment.	1841	43.8%	2002	47.6%	260	6.2%	76	1.8%	21	.5%	6	.1%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	1620	38.9%	2139	51.3%	314	7.5%	40	1.0%	5	.1%	48	1.2%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		All Elementary Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	1374	33.0%	2116	50.8%	516	12.4%	89	2.1%	11	.3%	57	1.4%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	1431	34.4%	2067	49.7%	510	12.3%	90	2.2%	6	.1%	58	1.4%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	1091	26.2%	1964	47.2%	790	19.0%	241	5.8%	31	.7%	48	1.2%
Q51	Our school uses data to monitor student readiness and success at the next level.	1472	35.3%	2161	51.9%	394	9.5%	79	1.9%	12	.3%	47	1.1%
Q52	Our school leaders monitor data related to student achievement.	1771	42.5%	1990	47.8%	309	7.4%	40	1.0%	12	.3%	44	1.1%
Q53	Our school leaders monitor data related to school continuous improvement goals.	1742	41.8%	2002	48.1%	338	8.1%	32	.8%	12	.3%	39	.9%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		All Middle Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	781	54.6%	568	39.7%	61	4.3%	11	.8%	7	.5%	2	.1%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	502	35.1%	625	43.7%	205	14.3%	70	4.9%	14	1.0%	14	1.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	513	35.9%	651	45.5%	191	13.4%	57	4.0%	11	.8%	7	.5%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	538	37.6%	682	47.7%	162	11.3%	36	2.5%	4	.3%	8	.6%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	618	43.2%	637	44.5%	129	9.0%	36	2.5%	9	.6%	1	.1%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	479	35.4%	601	44.4%	195	14.4%	59	4.4%	14	1.0%	5	.4%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	351	25.9%	597	44.1%	295	21.8%	81	6.0%	19	1.4%	10	.7%
Q8	Our school's leaders support an innovative and collaborative culture.	510	37.7%	568	42.0%	160	11.8%	91	6.7%	22	1.6%	2	.1%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	655	48.4%	569	42.1%	82	6.1%	34	2.5%	13	1.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	472	34.9%	525	38.8%	209	15.4%	102	7.5%	41	3.0%	4	.3%
Q11	Our school's leaders hold all staff members accountable for student learning.	616	45.5%	582	43.0%	104	7.7%	42	3.1%	8	.6%	1	.1%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	464	34.3%	623	46.0%	165	12.2%	82	6.1%	11	.8%	8	.6%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	388	28.7%	629	46.5%	231	17.1%	89	6.6%	6	.4%	10	.7%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		All Middle Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	398	29.4%	583	43.1%	243	18.0%	99	7.3%	21	1.6%	9	.7%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	450	33.3%	658	48.6%	188	13.9%	39	2.9%	9	.7%	9	.7%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	278	22.0%	588	46.5%	250	19.8%	117	9.2%	12	.9%	20	1.6%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	266	21.0%	556	44.0%	280	22.1%	122	9.6%	20	1.6%	21	1.7%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	289	22.8%	578	45.7%	257	20.3%	105	8.3%	12	.9%	24	1.9%
Q19	All teachers in our school use a variety of technologies as instructional resources.	274	21.7%	623	49.2%	246	19.4%	90	7.1%	13	1.0%	19	1.5%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	324	25.6%	647	51.1%	216	17.1%	53	4.2%	7	.6%	18	1.4%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	249	19.7%	591	46.7%	282	22.3%	115	9.1%	7	.6%	21	1.7%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	250	19.8%	602	47.6%	299	23.6%	77	6.1%	14	1.1%	23	1.8%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	233	18.4%	564	44.6%	288	22.8%	131	10.4%	23	1.8%	26	2.1%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		All Middle Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	429	33.9%	592	46.8%	160	12.6%	56	4.4%	9	.7%	19	1.5%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	278	22.0%	590	46.6%	259	20.5%	103	8.1%	13	1.0%	22	1.7%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	300	23.7%	641	50.7%	215	17.0%	86	6.8%	12	.9%	11	.9%
Q27	In our school, related learning support services are provided for all students based on their needs.	315	24.9%	602	47.6%	211	16.7%	99	7.8%	31	2.5%	7	.6%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	273	21.6%	525	41.5%	294	23.2%	143	11.3%	19	1.5%	11	.9%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	256	20.2%	604	47.7%	286	22.6%	98	7.7%	9	.7%	12	.9%
Q30	In our school, staff members provide peer coaching to teachers.	273	21.6%	643	50.8%	242	19.1%	81	6.4%	14	1.1%	12	.9%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	326	25.8%	589	46.6%	203	16.0%	99	7.8%	35	2.8%	13	1.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	419	33.1%	662	52.3%	132	10.4%	42	3.3%	4	.3%	6	.5%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	343	27.1%	637	50.4%	210	16.6%	56	4.4%	10	.8%	9	.7%

**Pinellas County Schools
AdvancED Staff Survey Report
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		All Middle Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	211	16.7%	560	44.3%	335	26.5%	127	10.0%	22	1.7%	10	.8%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	309	24.4%	657	51.9%	210	16.6%	61	4.8%	12	.9%	16	1.3%
Q36	Our school provides qualified staff members to support student learning.	426	34.6%	679	55.2%	96	7.8%	18	1.5%	10	.8%	2	.2%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	359	29.2%	612	49.7%	141	11.5%	88	7.1%	25	2.0%	6	.5%
Q38	Our school provides sufficient material resources to meet student needs.	270	21.9%	552	44.8%	183	14.9%	171	13.9%	49	4.0%	6	.5%
Q39	Our school provides protected instructional time.	319	25.9%	603	49.0%	178	14.5%	96	7.8%	26	2.1%	9	.7%
Q40	Our school provides a variety of information resources to support student learning.	319	25.9%	705	57.3%	152	12.3%	43	3.5%	7	.6%	5	.4%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	284	23.1%	580	47.1%	213	17.3%	121	9.8%	26	2.1%	7	.6%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	254	20.6%	577	46.9%	262	21.3%	103	8.4%	23	1.9%	12	1.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	348	28.3%	605	49.1%	182	14.8%	64	5.2%	28	2.3%	4	.3%
Q44	Our school provides opportunities for students to participate in activities that interest them.	382	31.0%	641	52.1%	148	12.0%	47	3.8%	11	.9%	2	.2%
Q45	Our school maintains facilities that support student learning.	423	34.4%	665	54.0%	100	8.1%	31	2.5%	10	.8%	2	.2%
Q46	Our school maintains facilities that contribute to a safe environment.	474	38.5%	611	49.6%	107	8.7%	29	2.4%	10	.8%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	383	31.5%	683	56.2%	113	9.3%	22	1.8%	6	.5%	9	.7%

**Pinellas County Schools
 AdvancED Staff Survey Report
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		All Middle Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	290	23.8%	626	51.5%	210	17.3%	71	5.8%	7	.6%	12	1.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	302	24.8%	639	52.5%	203	16.7%	54	4.4%	4	.3%	14	1.2%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	243	20.0%	567	46.6%	260	21.4%	124	10.2%	10	.8%	12	1.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	323	26.6%	665	54.7%	156	12.8%	50	4.1%	10	.8%	12	1.0%
Q52	Our school leaders monitor data related to student achievement.	430	35.4%	647	53.2%	111	9.1%	14	1.2%	6	.5%	8	.7%
Q53	Our school leaders monitor data related to school continuous improvement goals.	430	35.4%	645	53.0%	116	9.5%	16	1.3%	3	.2%	6	.5%

**Pinellas County Schools
 AdvancED Staff Survey Report
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		All High Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	825	49.9%	692	41.9%	103	6.2%	18	1.1%	11	.7%	4	.2%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	573	34.7%	710	43.0%	266	16.1%	67	4.1%	20	1.2%	17	1.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	575	34.8%	769	46.5%	211	12.8%	69	4.2%	23	1.4%	6	.4%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	576	34.8%	792	47.9%	209	12.6%	45	2.7%	23	1.4%	8	.5%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	675	40.8%	748	45.3%	152	9.2%	59	3.6%	16	1.0%	3	.2%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	489	30.6%	732	45.9%	221	13.8%	106	6.6%	37	2.3%	11	.7%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	380	23.8%	739	46.3%	310	19.4%	120	7.5%	33	2.1%	14	.9%
Q8	Our school's leaders support an innovative and collaborative culture.	532	33.3%	652	40.9%	224	14.0%	121	7.6%	60	3.8%	7	.4%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	645	40.4%	710	44.5%	132	8.3%	83	5.2%	21	1.3%	5	.3%
Q10	Our school's leaders hold themselves accountable for student learning.	483	30.3%	654	41.0%	238	14.9%	148	9.3%	68	4.3%	5	.3%
Q11	Our school's leaders hold all staff members accountable for student learning.	563	35.3%	693	43.4%	189	11.8%	106	6.6%	37	2.3%	8	.5%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	498	31.2%	706	44.2%	224	14.0%	107	6.7%	51	3.2%	10	.6%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	407	25.5%	714	44.7%	311	19.5%	121	7.6%	31	1.9%	12	.8%

**Pinellas County Schools
 AdvancED Staff Survey Report
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		All High Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	415	26.0%	705	44.2%	298	18.7%	123	7.7%	46	2.9%	9	.6%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	505	31.6%	743	46.6%	246	15.4%	66	4.1%	24	1.5%	12	.8%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	267	17.9%	686	45.9%	299	20.0%	162	10.9%	36	2.4%	43	2.9%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	262	17.5%	659	44.1%	330	22.1%	160	10.7%	37	2.5%	45	3.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	270	18.1%	691	46.3%	313	21.0%	146	9.8%	30	2.0%	43	2.9%
Q19	All teachers in our school use a variety of technologies as instructional resources.	323	21.6%	722	48.4%	265	17.7%	119	8.0%	24	1.6%	40	2.7%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	322	21.6%	758	50.8%	266	17.8%	85	5.7%	16	1.1%	46	3.1%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	242	16.2%	663	44.4%	358	24.0%	154	10.3%	29	1.9%	47	3.1%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	266	17.8%	703	47.1%	346	23.2%	111	7.4%	18	1.2%	49	3.3%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	305	20.4%	656	43.9%	323	21.6%	132	8.8%	30	2.0%	47	3.1%

**Pinellas County Schools
AdvancED Staff Survey Report
2014-15**

		All High Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	412	27.6%	689	46.1%	247	16.5%	80	5.4%	24	1.6%	41	2.7%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	307	20.6%	715	47.9%	291	19.5%	119	8.0%	18	1.2%	43	2.9%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	329	22.0%	777	52.0%	219	14.7%	103	6.9%	28	1.9%	37	2.5%
Q27	In our school, related learning support services are provided for all students based on their needs.	356	23.8%	768	51.4%	221	14.8%	91	6.1%	32	2.1%	25	1.7%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	339	22.7%	639	42.8%	327	21.9%	121	8.1%	34	2.3%	33	2.2%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	286	19.2%	662	44.3%	346	23.2%	139	9.3%	29	1.9%	31	2.1%
Q30	In our school, staff members provide peer coaching to teachers.	306	20.5%	698	46.8%	315	21.1%	105	7.0%	33	2.2%	36	2.4%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	362	24.2%	691	46.3%	260	17.4%	111	7.4%	45	3.0%	24	1.6%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	410	27.5%	783	52.4%	197	13.2%	70	4.7%	15	1.0%	18	1.2%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	335	22.4%	723	48.4%	301	20.2%	86	5.8%	29	1.9%	19	1.3%

**Pinellas County Schools
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		All High Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	222	14.9%	609	40.8%	409	27.4%	178	11.9%	44	2.9%	31	2.1%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	384	25.7%	771	51.6%	232	15.5%	65	4.4%	19	1.3%	22	1.5%
Q36	Our school provides qualified staff members to support student learning.	461	31.7%	754	51.9%	150	10.3%	69	4.7%	11	.8%	8	.6%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	373	25.7%	732	50.4%	177	12.2%	111	7.6%	48	3.3%	12	.8%
Q38	Our school provides sufficient material resources to meet student needs.	285	19.6%	659	45.4%	230	15.8%	196	13.5%	68	4.7%	15	1.0%
Q39	Our school provides protected instructional time.	334	23.0%	683	47.0%	231	15.9%	130	8.9%	54	3.7%	21	1.4%
Q40	Our school provides a variety of information resources to support student learning.	343	23.6%	819	56.4%	199	13.7%	68	4.7%	7	.5%	17	1.2%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	342	23.5%	711	48.9%	224	15.4%	117	8.1%	41	2.8%	18	1.2%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	314	21.6%	709	48.8%	261	18.0%	109	7.5%	40	2.8%	20	1.4%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	424	29.2%	667	45.9%	200	13.8%	115	7.9%	42	2.9%	5	.3%
Q44	Our school provides opportunities for students to participate in activities that interest them.	612	42.1%	663	45.6%	107	7.4%	45	3.1%	16	1.1%	10	.7%
Q45	Our school maintains facilities that support student learning.	497	34.2%	715	49.2%	136	9.4%	71	4.9%	31	2.1%	3	.2%
Q46	Our school maintains facilities that contribute to a safe environment.	510	35.1%	669	46.0%	140	9.6%	89	6.1%	42	2.9%	3	.2%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	401	27.9%	793	55.2%	165	11.5%	37	2.6%	11	.8%	30	2.1%

**Pinellas County Schools
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		All High Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	310	21.6%	707	49.2%	262	18.2%	106	7.4%	20	1.4%	32	2.2%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	356	24.8%	734	51.1%	248	17.3%	60	4.2%	15	1.0%	24	1.7%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	291	20.3%	644	44.8%	295	20.5%	150	10.4%	36	2.5%	21	1.5%
Q51	Our school uses data to monitor student readiness and success at the next level.	353	24.6%	761	53.0%	205	14.3%	77	5.4%	16	1.1%	25	1.7%
Q52	Our school leaders monitor data related to student achievement.	480	33.4%	740	51.5%	158	11.0%	31	2.2%	9	.6%	19	1.3%
Q53	Our school leaders monitor data related to school continuous improvement goals.	483	33.6%	737	51.3%	165	11.5%	28	1.9%	7	.5%	17	1.2%

*To ensure statistical integrity, results for Countryside HS are not included in the overall analyses by level due to a technical error causing missing data.

**Pinellas County Schools
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		All Exceptional Education Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	218	52.7%	161	38.9%	27	6.5%	5	1.2%	3	.7%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	132	32.0%	175	42.5%	83	20.1%	15	3.6%	6	1.5%	1	.2%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	136	32.9%	209	50.5%	52	12.6%	10	2.4%	7	1.7%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	142	34.3%	191	46.1%	65	15.7%	9	2.2%	5	1.2%	2	.5%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	158	38.2%	191	46.1%	50	12.1%	10	2.4%	5	1.2%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	136	33.7%	182	45.2%	65	16.1%	9	2.2%	10	2.5%	1	.2%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	99	24.7%	167	41.6%	98	24.4%	25	6.2%	11	2.7%	1	.2%
Q8	Our school's leaders support an innovative and collaborative culture.	137	34.3%	174	43.5%	61	15.3%	16	4.0%	12	3.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	152	37.9%	183	45.6%	48	12.0%	12	3.0%	4	1.0%	2	.5%
Q10	Our school's leaders hold themselves accountable for student learning.	134	33.5%	160	40.0%	75	18.8%	22	5.5%	9	2.3%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	147	36.8%	178	44.6%	57	14.3%	10	2.5%	7	1.8%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	131	32.7%	172	42.9%	72	18.0%	15	3.7%	10	2.5%	1	.2%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	109	27.3%	190	47.5%	71	17.8%	21	5.3%	9	2.3%	0	0.0%

**Pinellas County Schools
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		All Exceptional Education Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	99	24.8%	177	44.3%	95	23.8%	17	4.3%	10	2.5%	2	.5%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	121	30.3%	181	45.4%	74	18.5%	13	3.3%	7	1.8%	3	.8%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	98	25.1%	182	46.7%	72	18.5%	29	7.4%	6	1.5%	3	.8%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	113	29.0%	186	47.8%	62	15.9%	20	5.1%	6	1.5%	2	.5%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	86	22.2%	176	45.4%	90	23.2%	25	6.4%	6	1.5%	5	1.3%
Q19	All teachers in our school use a variety of technologies as instructional resources.	131	33.7%	188	48.3%	46	11.8%	18	4.6%	3	.8%	3	.8%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	88	22.6%	197	50.6%	75	19.3%	20	5.1%	2	.5%	7	1.8%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	80	20.6%	199	51.2%	79	20.3%	22	5.7%	2	.5%	7	1.8%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	94	24.1%	196	50.3%	74	19.0%	21	5.4%	2	.5%	3	.8%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	90	23.2%	200	51.5%	75	19.3%	10	2.6%	5	1.3%	8	2.1%

**Pinellas County Schools
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		All Exceptional Education Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	133	34.2%	189	48.6%	52	13.4%	8	2.1%	4	1.0%	3	.8%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	114	29.2%	193	49.5%	61	15.6%	14	3.6%	5	1.3%	3	.8%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	90	23.1%	210	53.8%	59	15.1%	23	5.9%	4	1.0%	4	1.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	132	33.8%	195	50.0%	39	10.0%	17	4.4%	5	1.3%	2	.5%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	148	37.9%	186	47.6%	42	10.7%	12	3.1%	1	.3%	2	.5%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	121	31.0%	189	48.5%	53	13.6%	20	5.1%	6	1.5%	1	.3%
Q30	In our school, staff members provide peer coaching to teachers.	91	23.5%	203	52.3%	67	17.3%	22	5.7%	4	1.0%	1	.3%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	91	23.3%	191	48.8%	76	19.4%	25	6.4%	7	1.8%	1	.3%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	124	31.7%	209	53.5%	37	9.5%	16	4.1%	4	1.0%	1	.3%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	102	26.4%	195	50.4%	69	17.8%	14	3.6%	6	1.6%	1	.3%

**Pinellas County Schools
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		All Exceptional Education Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	91	23.5%	188	48.6%	80	20.7%	19	4.9%	4	1.0%	5	1.3%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	98	25.5%	196	50.9%	76	19.7%	11	2.9%	2	.5%	2	.5%
Q36	Our school provides qualified staff members to support student learning.	139	36.1%	197	51.2%	32	8.3%	13	3.4%	3	.8%	1	.3%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	111	28.9%	216	56.3%	38	9.9%	14	3.6%	4	1.0%	1	.3%
Q38	Our school provides sufficient material resources to meet student needs.	120	31.2%	186	48.3%	51	13.2%	21	5.5%	5	1.3%	2	.5%
Q39	Our school provides protected instructional time.	109	28.3%	205	53.2%	53	13.8%	13	3.4%	4	1.0%	1	.3%
Q40	Our school provides a variety of information resources to support student learning.	126	32.7%	209	54.3%	40	10.4%	6	1.6%	3	.8%	1	.3%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	118	30.9%	200	52.4%	47	12.3%	15	3.9%	1	.3%	1	.3%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	108	28.4%	205	53.9%	54	14.2%	9	2.4%	2	.5%	2	.5%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	126	33.1%	175	45.9%	64	16.8%	10	2.6%	3	.8%	3	.8%
Q44	Our school provides opportunities for students to participate in activities that interest them.	107	27.9%	181	47.1%	58	15.1%	27	7.0%	6	1.6%	5	1.3%
Q45	Our school maintains facilities that support student learning.	144	37.4%	197	51.2%	37	9.6%	4	1.0%	2	.5%	1	.3%
Q46	Our school maintains facilities that contribute to a safe environment.	167	43.2%	167	43.2%	39	10.1%	9	2.3%	4	1.0%	1	.3%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	118	31.1%	207	54.6%	44	11.6%	5	1.3%	4	1.1%	1	.3%

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		All Exceptional Education Schools											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	101	26.5%	209	54.9%	55	14.4%	12	3.1%	2	.5%	2	.5%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	125	32.9%	188	49.5%	53	13.9%	11	2.9%	2	.5%	1	.3%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	101	26.5%	175	45.9%	78	20.5%	20	5.2%	7	1.8%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	107	28.1%	211	55.4%	48	12.6%	11	2.9%	3	.8%	1	.3%
Q52	Our school leaders monitor data related to student achievement.	133	35.1%	200	52.8%	38	10.0%	5	1.3%	3	.8%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	128	33.7%	200	52.6%	39	10.3%	10	2.6%	3	.8%	0	0.0%

**Pinellas County Schools
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		All Adult Education Centers											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	221	61.7%	113	31.6%	19	5.3%	4	1.1%	0	0.0%	1	.3%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	162	45.3%	125	34.9%	53	14.8%	10	2.8%	2	.6%	6	1.7%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	167	46.6%	141	39.4%	35	9.8%	10	2.8%	2	.6%	3	.8%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	172	48.0%	136	38.0%	36	10.1%	10	2.8%	1	.3%	3	.8%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	181	50.6%	118	33.0%	45	12.6%	10	2.8%	3	.8%	1	.3%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	157	45.6%	132	38.4%	37	10.8%	12	3.5%	3	.9%	3	.9%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	123	35.8%	146	42.4%	55	16.0%	12	3.5%	4	1.2%	4	1.2%
Q8	Our school's leaders support an innovative and collaborative culture.	165	48.0%	111	32.3%	49	14.2%	13	3.8%	4	1.2%	2	.6%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	165	48.0%	136	39.5%	31	9.0%	9	2.6%	2	.6%	1	.3%
Q10	Our school's leaders hold themselves accountable for student learning.	146	42.4%	117	34.0%	58	16.9%	19	5.5%	3	.9%	1	.3%
Q11	Our school's leaders hold all staff members accountable for student learning.	151	43.9%	133	38.7%	47	13.7%	9	2.6%	2	.6%	2	.6%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	138	40.1%	134	39.0%	49	14.2%	14	4.1%	5	1.5%	4	1.2%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	132	38.4%	134	39.0%	55	16.0%	14	4.1%	4	1.2%	5	1.5%

**Pinellas County Schools
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		All Adult Education Centers											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	137	39.8%	125	36.3%	51	14.8%	17	4.9%	8	2.3%	6	1.7%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	140	40.7%	124	36.0%	58	16.9%	12	3.5%	3	.9%	7	2.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	132	40.5%	112	34.4%	44	13.5%	24	7.4%	4	1.2%	10	3.1%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	140	42.9%	107	32.8%	45	13.8%	20	6.1%	5	1.5%	9	2.8%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	122	37.4%	123	37.7%	48	14.7%	15	4.6%	6	1.8%	12	3.7%
Q19	All teachers in our school use a variety of technologies as instructional resources.	139	42.6%	128	39.3%	41	12.6%	6	1.8%	3	.9%	9	2.8%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	134	41.1%	138	42.3%	31	9.5%	7	2.1%	5	1.5%	11	3.4%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	135	41.4%	125	38.3%	39	12.0%	9	2.8%	7	2.1%	11	3.4%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	119	36.5%	123	37.7%	51	15.6%	15	4.6%	6	1.8%	12	3.7%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	108	33.1%	123	37.7%	46	14.1%	12	3.7%	4	1.2%	33	10.1%

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		All Adult Education Centers											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	99	30.4%	113	34.7%	64	19.6%	17	5.2%	7	2.1%	26	8.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	93	28.5%	115	35.3%	69	21.2%	19	5.8%	8	2.5%	22	6.7%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	130	39.9%	134	41.1%	46	14.1%	5	1.5%	2	.6%	9	2.8%
Q27	In our school, related learning support services are provided for all students based on their needs.	114	35.0%	151	46.3%	41	12.6%	7	2.1%	2	.6%	11	3.4%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	129	39.6%	121	37.1%	35	10.7%	11	3.4%	1	.3%	29	8.9%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	134	41.1%	103	31.6%	54	16.6%	15	4.6%	7	2.1%	13	4.0%
Q30	In our school, staff members provide peer coaching to teachers.	109	33.4%	106	32.5%	64	19.6%	20	6.1%	3	.9%	24	7.4%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	111	34.0%	108	33.1%	77	23.6%	22	6.7%	5	1.5%	3	.9%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	128	39.3%	134	41.1%	38	11.7%	18	5.5%	2	.6%	6	1.8%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	99	30.4%	134	41.1%	61	18.7%	22	6.7%	3	.9%	7	2.1%

**Pinellas County Schools
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		All Adult Education Centers											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	53	16.3%	58	17.8%	80	24.5%	16	4.9%	0	0.0%	119	36.5%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	116	35.6%	124	38.0%	53	16.3%	11	3.4%	3	.9%	19	5.8%
Q36	Our school provides qualified staff members to support student learning.	152	47.4%	123	38.3%	34	10.6%	7	2.2%	2	.6%	3	.9%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	137	42.7%	146	45.5%	27	8.4%	8	2.5%	0	0.0%	3	.9%
Q38	Our school provides sufficient material resources to meet student needs.	136	42.4%	134	41.7%	31	9.7%	17	5.3%	0	0.0%	3	.9%
Q39	Our school provides protected instructional time.	127	39.6%	138	43.0%	37	11.5%	5	1.6%	1	.3%	13	4.0%
Q40	Our school provides a variety of information resources to support student learning.	129	40.2%	153	47.7%	28	8.7%	7	2.2%	2	.6%	2	.6%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	129	40.2%	146	45.5%	37	11.5%	5	1.6%	2	.6%	2	.6%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	122	38.0%	138	43.0%	48	15.0%	9	2.8%	2	.6%	2	.6%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	136	42.4%	141	43.9%	27	8.4%	9	2.8%	3	.9%	5	1.6%
Q44	Our school provides opportunities for students to participate in activities that interest them.	83	25.9%	130	40.5%	54	16.8%	4	1.2%	1	.3%	49	15.3%
Q45	Our school maintains facilities that support student learning.	136	42.4%	156	48.6%	20	6.2%	4	1.2%	5	1.6%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	137	42.7%	147	45.8%	21	6.5%	10	3.1%	6	1.9%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	115	36.3%	139	43.8%	45	14.2%	6	1.9%	1	.3%	11	3.5%

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		All Adult Education Centers											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	108	34.1%	129	40.7%	49	15.5%	14	4.4%	2	.6%	15	4.7%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	111	35.0%	135	42.6%	50	15.8%	8	2.5%	1	.3%	12	3.8%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	108	34.1%	119	37.5%	56	17.7%	20	6.3%	5	1.6%	9	2.8%
Q51	Our school uses data to monitor student readiness and success at the next level.	118	37.2%	144	45.4%	34	10.7%	9	2.8%	3	.9%	9	2.8%
Q52	Our school leaders monitor data related to student achievement.	125	39.4%	130	41.0%	47	14.8%	6	1.9%	1	.3%	8	2.5%
Q53	Our school leaders monitor data related to school continuous improvement goals.	131	41.3%	122	38.5%	50	15.8%	4	1.3%	2	.6%	8	2.5%

**Pinellas County Schools
 AdvancED Staff Survey Report
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		Anona Elementary School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	32	71.1%	12	26.7%	1	2.2%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	25	55.6%	18	40.0%	2	4.4%	0	0.0%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	25	55.6%	19	42.2%	1	2.2%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	25	55.6%	19	42.2%	1	2.2%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	28	62.2%	10	22.2%	6	13.3%	1	2.2%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	20	45.5%	20	45.5%	4	9.1%	0	0.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	12	27.3%	24	54.5%	6	13.6%	1	2.3%	0	0.0%	1	2.3%
Q8	Our school's leaders support an innovative and collaborative culture.	21	47.7%	18	40.9%	4	9.1%	1	2.3%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	23	52.3%	20	45.5%	0	0.0%	1	2.3%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	24	54.5%	12	27.3%	6	13.6%	2	4.5%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	22	50.0%	21	47.7%	0	0.0%	0	0.0%	1	2.3%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	23	52.3%	15	34.1%	5	11.4%	1	2.3%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	20	45.5%	18	40.9%	5	11.4%	1	2.3%	0	0.0%	0	0.0%

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		Anona Elementary School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	22	50.0%	17	38.6%	4	9.1%	1	2.3%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	23	52.3%	15	34.1%	5	11.4%	1	2.3%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	12	28.6%	26	61.9%	2	4.8%	2	4.8%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	14	33.3%	24	57.1%	2	4.8%	2	4.8%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	12	28.6%	25	59.5%	2	4.8%	3	7.1%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	15	35.7%	18	42.9%	6	14.3%	3	7.1%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	12	28.6%	23	54.8%	6	14.3%	1	2.4%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	10	23.8%	23	54.8%	7	16.7%	2	4.8%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	13	31.0%	23	54.8%	4	9.5%	2	4.8%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	15	35.7%	22	52.4%	2	4.8%	2	4.8%	1	2.4%	0	0.0%

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		Anona Elementary School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	19	45.2%	19	45.2%	3	7.1%	1	2.4%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	14	33.3%	23	54.8%	4	9.5%	1	2.4%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	19	45.2%	19	45.2%	3	7.1%	1	2.4%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	13	31.0%	16	38.1%	4	9.5%	7	16.7%	2	4.8%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	13	31.0%	20	47.6%	7	16.7%	1	2.4%	1	2.4%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	18	42.9%	19	45.2%	4	9.5%	1	2.4%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	16	38.1%	18	42.9%	6	14.3%	2	4.8%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	19	45.2%	16	38.1%	3	7.1%	4	9.5%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	21	50.0%	16	38.1%	4	9.5%	1	2.4%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	17	40.5%	21	50.0%	2	4.8%	2	4.8%	0	0.0%	0	0.0%

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		Anona Elementary School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	12	28.6%	24	57.1%	6	14.3%	0	0.0%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	17	40.5%	19	45.2%	4	9.5%	2	4.8%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	21	51.2%	18	43.9%	2	4.9%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	16	39.0%	20	48.8%	2	4.9%	3	7.3%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	13	31.7%	15	36.6%	7	17.1%	6	14.6%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	18	43.9%	19	46.3%	2	4.9%	2	4.9%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	16	39.0%	19	46.3%	4	9.8%	2	4.9%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	10	24.4%	20	48.8%	8	19.5%	3	7.3%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	12	29.3%	17	41.5%	9	22.0%	3	7.3%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	14	34.1%	24	58.5%	3	7.3%	0	0.0%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	14	34.1%	20	48.8%	5	12.2%	2	4.9%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	22	53.7%	18	43.9%	1	2.4%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	23	56.1%	16	39.0%	2	4.9%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	21	51.2%	18	43.9%	1	2.4%	1	2.4%	0	0.0%	0	0.0%

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		Anona Elementary School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	17	41.5%	21	51.2%	3	7.3%	0	0.0%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	17	41.5%	19	46.3%	5	12.2%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	12	29.3%	21	51.2%	6	14.6%	2	4.9%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	17	41.5%	22	53.7%	2	4.9%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	20	48.8%	19	46.3%	2	4.9%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	20	48.8%	21	51.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

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		Azalea Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	23	41.1%	33	58.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	18	32.1%	30	53.6%	7	12.5%	1	1.8%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	19	33.9%	30	53.6%	3	5.4%	4	7.1%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	17	30.4%	37	66.1%	2	3.6%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	16	28.6%	35	62.5%	4	7.1%	1	1.8%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	14	25.5%	32	58.2%	8	14.5%	1	1.8%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	11	20.0%	27	49.1%	15	27.3%	2	3.6%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	14	25.5%	27	49.1%	10	18.2%	2	3.6%	2	3.6%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	26	47.3%	29	52.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	17	30.9%	31	56.4%	5	9.1%	1	1.8%	0	0.0%	1	1.8%
Q11	Our school's leaders hold all staff members accountable for student learning.	19	34.5%	30	54.5%	5	9.1%	1	1.8%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	15	27.3%	31	56.4%	5	9.1%	2	3.6%	0	0.0%	2	3.6%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	11	20.0%	28	50.9%	12	21.8%	2	3.6%	0	0.0%	2	3.6%

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		Azalea Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	13	23.6%	26	47.3%	10	18.2%	6	10.9%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	12	21.8%	26	47.3%	12	21.8%	5	9.1%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	11	21.6%	25	49.0%	11	21.6%	2	3.9%	0	0.0%	2	3.9%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	9	17.6%	23	45.1%	15	29.4%	2	3.9%	0	0.0%	2	3.9%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	7	13.7%	24	47.1%	15	29.4%	3	5.9%	0	0.0%	2	3.9%
Q19	All teachers in our school use a variety of technologies as instructional resources.	11	21.6%	26	51.0%	12	23.5%	1	2.0%	0	0.0%	1	2.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	6	11.8%	29	56.9%	15	29.4%	0	0.0%	0	0.0%	1	2.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	7	13.7%	26	51.0%	16	31.4%	1	2.0%	0	0.0%	1	2.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	9	17.6%	25	49.0%	14	27.5%	2	3.9%	0	0.0%	1	2.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	7	13.7%	22	43.1%	17	33.3%	4	7.8%	0	0.0%	1	2.0%

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		Azalea Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	5	9.8%	28	54.9%	14	27.5%	3	5.9%	0	0.0%	1	2.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	7	13.7%	22	43.1%	12	23.5%	9	17.6%	0	0.0%	1	2.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	7	13.7%	28	54.9%	11	21.6%	4	7.8%	0	0.0%	1	2.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	6	11.8%	33	64.7%	10	19.6%	2	3.9%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	6	11.8%	31	60.8%	8	15.7%	3	5.9%	2	3.9%	1	2.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	5	9.8%	34	66.7%	9	17.6%	3	5.9%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	5	9.8%	21	41.2%	16	31.4%	7	13.7%	1	2.0%	1	2.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	3	5.9%	23	45.1%	15	29.4%	8	15.7%	2	3.9%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	7	13.7%	34	66.7%	10	19.6%	0	0.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	7	13.7%	24	47.1%	14	27.5%	6	11.8%	0	0.0%	0	0.0%

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		Azalea Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	5	9.8%	29	56.9%	14	27.5%	3	5.9%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	9	17.6%	30	58.8%	7	13.7%	5	9.8%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	11	22.4%	29	59.2%	6	12.2%	3	6.1%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	9	18.4%	28	57.1%	7	14.3%	5	10.2%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	5	10.2%	29	59.2%	7	14.3%	8	16.3%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	14	28.6%	27	55.1%	6	12.2%	2	4.1%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	6	12.2%	34	69.4%	8	16.3%	1	2.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	6	12.2%	27	55.1%	12	24.5%	3	6.1%	1	2.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	7	14.3%	25	51.0%	13	26.5%	3	6.1%	1	2.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	5	10.2%	31	63.3%	7	14.3%	5	10.2%	1	2.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	11	22.4%	28	57.1%	7	14.3%	3	6.1%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	8	16.3%	37	75.5%	4	8.2%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	16	32.7%	31	63.3%	2	4.1%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	10	20.4%	30	61.2%	9	18.4%	0	0.0%	0	0.0%	0	0.0%

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		Azalea Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	9	18.4%	29	59.2%	11	22.4%	0	0.0%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	6	12.2%	30	61.2%	12	24.5%	0	0.0%	1	2.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	4	8.2%	19	38.8%	21	42.9%	4	8.2%	1	2.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	9	18.4%	31	63.3%	8	16.3%	1	2.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	10	20.4%	32	65.3%	7	14.3%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	9	18.4%	32	65.3%	8	16.3%	0	0.0%	0	0.0%	0	0.0%

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		Bardmoor Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	35	55.6%	22	34.9%	3	4.8%	1	1.6%	2	3.2%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	23	36.5%	26	41.3%	11	17.5%	1	1.6%	2	3.2%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	26	41.3%	28	44.4%	5	7.9%	3	4.8%	1	1.6%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	30	47.6%	26	41.3%	5	7.9%	1	1.6%	1	1.6%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	29	46.0%	28	44.4%	4	6.3%	2	3.2%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	21	35.0%	28	46.7%	10	16.7%	1	1.7%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	17	28.3%	24	40.0%	16	26.7%	2	3.3%	1	1.7%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	23	38.3%	28	46.7%	3	5.0%	4	6.7%	2	3.3%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	33	55.0%	24	40.0%	1	1.7%	2	3.3%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	25	41.7%	22	36.7%	5	8.3%	5	8.3%	3	5.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	27	45.0%	21	35.0%	8	13.3%	2	3.3%	2	3.3%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	22	36.7%	24	40.0%	7	11.7%	4	6.7%	3	5.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	20	33.3%	27	45.0%	7	11.7%	2	3.3%	3	5.0%	1	1.7%

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		Bardmoor Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	20	33.3%	22	36.7%	12	20.0%	4	6.7%	2	3.3%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	19	31.7%	24	40.0%	12	20.0%	4	6.7%	1	1.7%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	17	30.9%	29	52.7%	3	5.5%	6	10.9%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	15	27.3%	27	49.1%	5	9.1%	8	14.5%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	15	27.3%	27	49.1%	6	10.9%	7	12.7%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	15	27.3%	28	50.9%	5	9.1%	5	9.1%	2	3.6%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	16	29.1%	29	52.7%	4	7.3%	5	9.1%	1	1.8%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	13	23.6%	31	56.4%	4	7.3%	7	12.7%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	14	25.5%	27	49.1%	9	16.4%	4	7.3%	1	1.8%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	13	23.6%	31	56.4%	5	9.1%	5	9.1%	1	1.8%	0	0.0%

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		Bardmoor Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	20	36.4%	27	49.1%	4	7.3%	4	7.3%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	14	25.5%	28	50.9%	8	14.5%	4	7.3%	1	1.8%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	16	29.1%	30	54.5%	6	10.9%	3	5.5%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	19	34.5%	26	47.3%	7	12.7%	2	3.6%	1	1.8%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	16	29.1%	24	43.6%	11	20.0%	4	7.3%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	15	27.3%	29	52.7%	9	16.4%	2	3.6%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	12	21.8%	25	45.5%	13	23.6%	4	7.3%	1	1.8%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	14	25.5%	24	43.6%	11	20.0%	6	10.9%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	16	29.1%	32	58.2%	4	7.3%	3	5.5%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	15	27.3%	22	40.0%	14	25.5%	4	7.3%	0	0.0%	0	0.0%

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		Bardmoor Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	13	23.6%	25	45.5%	11	20.0%	6	10.9%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	16	29.1%	28	50.9%	8	14.5%	3	5.5%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	25	45.5%	24	43.6%	4	7.3%	2	3.6%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	21	38.2%	26	47.3%	5	9.1%	2	3.6%	1	1.8%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	24	43.6%	17	30.9%	8	14.5%	3	5.5%	3	5.5%	0	0.0%
Q39	Our school provides protected instructional time.	22	40.0%	27	49.1%	5	9.1%	0	0.0%	1	1.8%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	19	34.5%	31	56.4%	2	3.6%	3	5.5%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	18	32.7%	22	40.0%	10	18.2%	2	3.6%	3	5.5%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	16	29.1%	27	49.1%	8	14.5%	3	5.5%	1	1.8%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	16	29.1%	19	34.5%	12	21.8%	6	10.9%	1	1.8%	1	1.8%
Q44	Our school provides opportunities for students to participate in activities that interest them.	14	25.5%	21	38.2%	15	27.3%	3	5.5%	0	0.0%	2	3.6%
Q45	Our school maintains facilities that support student learning.	13	23.6%	24	43.6%	10	18.2%	5	9.1%	3	5.5%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	17	30.9%	26	47.3%	6	10.9%	4	7.3%	2	3.6%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	19	35.2%	31	57.4%	3	5.6%	1	1.9%	0	0.0%	0	0.0%

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		Bardmoor Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	18	33.3%	27	50.0%	7	13.0%	2	3.7%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	18	33.3%	26	48.1%	8	14.8%	2	3.7%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	14	25.9%	27	50.0%	8	14.8%	4	7.4%	1	1.9%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	16	29.6%	31	57.4%	5	9.3%	1	1.9%	1	1.9%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	18	33.3%	28	51.9%	6	11.1%	1	1.9%	1	1.9%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	18	33.3%	28	51.9%	7	13.0%	0	0.0%	1	1.9%	0	0.0%

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		Bauder Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	62	98.4%	1	1.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	58	92.1%	3	4.8%	1	1.6%	1	1.6%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	61	96.8%	2	3.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	53	84.1%	7	11.1%	2	3.2%	1	1.6%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	62	98.4%	1	1.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	40	63.5%	17	27.0%	6	9.5%	0	0.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	33	52.4%	24	38.1%	6	9.5%	0	0.0%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	59	93.7%	4	6.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	59	93.7%	4	6.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	57	90.5%	6	9.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	58	92.1%	3	4.8%	2	3.2%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	52	82.5%	11	17.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	54	85.7%	9	14.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

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		Bauder Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	54	85.7%	8	12.7%	1	1.6%	0	0.0%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	54	85.7%	7	11.1%	2	3.2%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	40	65.6%	19	31.1%	1	1.6%	1	1.6%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	41	67.2%	17	27.9%	2	3.3%	1	1.6%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	39	63.9%	20	32.8%	1	1.6%	1	1.6%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	39	63.9%	19	31.1%	2	3.3%	0	0.0%	1	1.6%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	36	59.0%	22	36.1%	2	3.3%	1	1.6%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	36	59.0%	22	36.1%	1	1.6%	1	1.6%	0	0.0%	1	1.6%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	36	59.0%	22	36.1%	2	3.3%	0	0.0%	0	0.0%	1	1.6%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	37	60.7%	19	31.1%	2	3.3%	2	3.3%	0	0.0%	1	1.6%

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		Bauder Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	46	75.4%	11	18.0%	4	6.6%	0	0.0%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	39	63.9%	19	31.1%	3	4.9%	0	0.0%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	42	68.9%	17	27.9%	1	1.6%	1	1.6%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	33	54.1%	20	32.8%	2	3.3%	6	9.8%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	34	55.7%	19	31.1%	6	9.8%	2	3.3%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	35	57.4%	24	39.3%	1	1.6%	1	1.6%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	41	67.2%	16	26.2%	1	1.6%	2	3.3%	0	0.0%	1	1.6%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	41	67.2%	19	31.1%	0	0.0%	0	0.0%	1	1.6%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	47	77.0%	11	18.0%	2	3.3%	1	1.6%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	39	63.9%	16	26.2%	5	8.2%	0	0.0%	1	1.6%	0	0.0%

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		Bauder Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	40	65.6%	17	27.9%	3	4.9%	1	1.6%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	43	70.5%	16	26.2%	1	1.6%	1	1.6%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	51	85.0%	8	13.3%	0	0.0%	1	1.7%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	45	75.0%	13	21.7%	1	1.7%	1	1.7%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	47	78.3%	11	18.3%	1	1.7%	0	0.0%	0	0.0%	1	1.7%
Q39	Our school provides protected instructional time.	49	81.7%	11	18.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	47	78.3%	13	21.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	38	63.3%	15	25.0%	3	5.0%	4	6.7%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	32	53.3%	17	28.3%	5	8.3%	6	10.0%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	27	45.0%	19	31.7%	11	18.3%	3	5.0%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	36	60.0%	18	30.0%	6	10.0%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	43	71.7%	16	26.7%	1	1.7%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	45	75.0%	14	23.3%	1	1.7%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	50	83.3%	10	16.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

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		Bauder Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	49	81.7%	10	16.7%	0	0.0%	0	0.0%	0	0.0%	1	1.7%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	47	78.3%	12	20.0%	0	0.0%	0	0.0%	0	0.0%	1	1.7%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	33	55.0%	22	36.7%	4	6.7%	0	0.0%	0	0.0%	1	1.7%
Q51	Our school uses data to monitor student readiness and success at the next level.	48	80.0%	12	20.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	51	85.0%	9	15.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	52	86.7%	8	13.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

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		Bay Point Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	24	37.5%	33	51.6%	4	6.3%	1	1.6%	2	3.1%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	15	23.4%	34	53.1%	8	12.5%	2	3.1%	3	4.7%	2	3.1%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	15	23.4%	35	54.7%	8	12.5%	3	4.7%	2	3.1%	1	1.6%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	17	26.6%	37	57.8%	5	7.8%	1	1.6%	2	3.1%	2	3.1%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	14	21.9%	37	57.8%	7	10.9%	2	3.1%	3	4.7%	1	1.6%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	16	26.7%	35	58.3%	7	11.7%	0	0.0%	1	1.7%	1	1.7%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	12	20.0%	27	45.0%	12	20.0%	6	10.0%	2	3.3%	1	1.7%
Q8	Our school's leaders support an innovative and collaborative culture.	18	30.0%	20	33.3%	13	21.7%	7	11.7%	2	3.3%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	24	40.0%	30	50.0%	2	3.3%	3	5.0%	1	1.7%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	14	23.3%	30	50.0%	9	15.0%	3	5.0%	4	6.7%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	21	35.0%	29	48.3%	5	8.3%	2	3.3%	3	5.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	19	31.7%	26	43.3%	6	10.0%	5	8.3%	4	6.7%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	18	30.0%	23	38.3%	10	16.7%	7	11.7%	2	3.3%	0	0.0%

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		Bay Point Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	15	25.0%	25	41.7%	13	21.7%	4	6.7%	2	3.3%	1	1.7%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	15	25.0%	26	43.3%	12	20.0%	4	6.7%	2	3.3%	1	1.7%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	11	19.3%	31	54.4%	8	14.0%	4	7.0%	2	3.5%	1	1.8%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	11	19.3%	29	50.9%	9	15.8%	5	8.8%	2	3.5%	1	1.8%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	12	21.1%	28	49.1%	11	19.3%	3	5.3%	2	3.5%	1	1.8%
Q19	All teachers in our school use a variety of technologies as instructional resources.	15	26.3%	28	49.1%	9	15.8%	4	7.0%	1	1.8%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	12	21.1%	31	54.4%	9	15.8%	2	3.5%	2	3.5%	1	1.8%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	11	19.3%	31	54.4%	10	17.5%	2	3.5%	2	3.5%	1	1.8%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	11	19.3%	26	45.6%	15	26.3%	2	3.5%	2	3.5%	1	1.8%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	12	21.1%	28	49.1%	11	19.3%	3	5.3%	2	3.5%	1	1.8%

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		Bay Point Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	11	19.3%	32	56.1%	7	12.3%	3	5.3%	3	5.3%	1	1.8%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	12	21.1%	22	38.6%	11	19.3%	6	10.5%	3	5.3%	3	5.3%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	13	22.8%	32	56.1%	6	10.5%	4	7.0%	2	3.5%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	10	17.5%	31	54.4%	7	12.3%	6	10.5%	3	5.3%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	12	21.1%	27	47.4%	12	21.1%	4	7.0%	1	1.8%	1	1.8%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	12	21.1%	31	54.4%	8	14.0%	5	8.8%	1	1.8%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	9	15.8%	25	43.9%	13	22.8%	5	8.8%	2	3.5%	3	5.3%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	13	22.8%	27	47.4%	9	15.8%	3	5.3%	3	5.3%	2	3.5%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	18	31.6%	26	45.6%	8	14.0%	2	3.5%	2	3.5%	1	1.8%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	13	22.8%	29	50.9%	10	17.5%	3	5.3%	1	1.8%	1	1.8%

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		Bay Point Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	13	22.8%	26	45.6%	14	24.6%	2	3.5%	1	1.8%	1	1.8%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	12	21.1%	24	42.1%	14	24.6%	3	5.3%	3	5.3%	1	1.8%
Q36	Our school provides qualified staff members to support student learning.	11	20.8%	32	60.4%	6	11.3%	2	3.8%	2	3.8%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	8	15.1%	32	60.4%	8	15.1%	4	7.5%	1	1.9%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	8	15.1%	29	54.7%	7	13.2%	7	13.2%	1	1.9%	1	1.9%
Q39	Our school provides protected instructional time.	14	26.4%	32	60.4%	4	7.5%	1	1.9%	1	1.9%	1	1.9%
Q40	Our school provides a variety of information resources to support student learning.	12	22.6%	33	62.3%	5	9.4%	2	3.8%	1	1.9%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	12	22.6%	25	47.2%	11	20.8%	3	5.7%	2	3.8%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	11	20.8%	24	45.3%	14	26.4%	3	5.7%	1	1.9%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	6	11.3%	19	35.8%	9	17.0%	7	13.2%	12	22.6%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	10	18.9%	31	58.5%	5	9.4%	5	9.4%	2	3.8%	0	0.0%
Q45	Our school maintains facilities that support student learning.	15	28.3%	30	56.6%	6	11.3%	1	1.9%	1	1.9%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	13	24.5%	32	60.4%	5	9.4%	1	1.9%	2	3.8%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	13	25.0%	32	61.5%	6	11.5%	1	1.9%	0	0.0%	0	0.0%

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		Bay Point Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	12	23.1%	32	61.5%	6	11.5%	2	3.8%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	12	23.1%	29	55.8%	8	15.4%	3	5.8%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	11	21.2%	24	46.2%	9	17.3%	8	15.4%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	12	23.1%	29	55.8%	8	15.4%	3	5.8%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	13	25.0%	31	59.6%	7	13.5%	1	1.9%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	13	25.0%	30	57.7%	7	13.5%	2	3.8%	0	0.0%	0	0.0%

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		Bay Vista Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	25	51.0%	23	46.9%	0	0.0%	0	0.0%	1	2.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	21	42.9%	25	51.0%	3	6.1%	0	0.0%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	21	42.9%	28	57.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	26	53.1%	22	44.9%	1	2.0%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	27	55.1%	21	42.9%	1	2.0%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	22	46.8%	23	48.9%	1	2.1%	0	0.0%	0	0.0%	1	2.1%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	17	36.2%	22	46.8%	6	12.8%	0	0.0%	0	0.0%	2	4.3%
Q8	Our school's leaders support an innovative and collaborative culture.	20	42.6%	25	53.2%	2	4.3%	0	0.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	33	70.2%	13	27.7%	1	2.1%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	24	51.1%	20	42.6%	1	2.1%	1	2.1%	0	0.0%	1	2.1%
Q11	Our school's leaders hold all staff members accountable for student learning.	24	51.1%	21	44.7%	1	2.1%	1	2.1%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	19	40.4%	24	51.1%	3	6.4%	1	2.1%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	18	38.3%	24	51.1%	3	6.4%	1	2.1%	0	0.0%	1	2.1%

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		Bay Vista Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	19	40.4%	24	51.1%	4	8.5%	0	0.0%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	23	48.9%	21	44.7%	3	6.4%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	24	54.5%	19	43.2%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	22	50.0%	20	45.5%	2	4.5%	0	0.0%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	16	36.4%	27	61.4%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	15	34.1%	27	61.4%	0	0.0%	2	4.5%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	15	34.1%	26	59.1%	2	4.5%	1	2.3%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	13	29.5%	29	65.9%	2	4.5%	0	0.0%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	16	36.4%	24	54.5%	3	6.8%	1	2.3%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	17	38.6%	23	52.3%	1	2.3%	2	4.5%	0	0.0%	1	2.3%

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		Bay Vista Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	24	54.5%	19	43.2%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	10	22.7%	25	56.8%	8	18.2%	0	0.0%	0	0.0%	1	2.3%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	16	36.4%	27	61.4%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	17	38.6%	21	47.7%	4	9.1%	2	4.5%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	13	29.5%	24	54.5%	6	13.6%	1	2.3%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	22	50.0%	21	47.7%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	9	20.5%	23	52.3%	6	13.6%	6	13.6%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	13	29.5%	23	52.3%	5	11.4%	2	4.5%	1	2.3%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	25	56.8%	18	40.9%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	15	34.1%	24	54.5%	4	9.1%	0	0.0%	0	0.0%	1	2.3%

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		Bay Vista Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	25	56.8%	19	43.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	24	54.5%	20	45.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	29	65.9%	15	34.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	18	40.9%	25	56.8%	0	0.0%	1	2.3%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	15	34.1%	26	59.1%	3	6.8%	0	0.0%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	26	59.1%	17	38.6%	0	0.0%	1	2.3%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	15	34.1%	29	65.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	12	27.3%	24	54.5%	2	4.5%	6	13.6%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	7	15.9%	23	52.3%	9	20.5%	5	11.4%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	12	27.3%	23	52.3%	4	9.1%	5	11.4%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	28	63.6%	16	36.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	18	40.9%	21	47.7%	3	6.8%	2	4.5%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	21	47.7%	18	40.9%	4	9.1%	1	2.3%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	22	50.0%	21	47.7%	1	2.3%	0	0.0%	0	0.0%	0	0.0%

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		Bay Vista Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	16	36.4%	25	56.8%	2	4.5%	1	2.3%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	22	50.0%	21	47.7%	0	0.0%	1	2.3%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	17	38.6%	22	50.0%	3	6.8%	2	4.5%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	17	38.6%	26	59.1%	0	0.0%	1	2.3%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	21	47.7%	22	50.0%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	20	45.5%	21	47.7%	2	4.5%	1	2.3%	0	0.0%	0	0.0%

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		Bear Creek Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	21	48.8%	21	48.8%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	14	32.6%	21	48.8%	6	14.0%	0	0.0%	0	0.0%	2	4.7%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	16	37.2%	22	51.2%	5	11.6%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	18	41.9%	22	51.2%	3	7.0%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	20	46.5%	21	48.8%	2	4.7%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	15	34.9%	21	48.8%	7	16.3%	0	0.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	14	32.6%	19	44.2%	9	20.9%	0	0.0%	0	0.0%	1	2.3%
Q8	Our school's leaders support an innovative and collaborative culture.	17	39.5%	22	51.2%	4	9.3%	0	0.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	21	48.8%	22	51.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	16	37.2%	24	55.8%	3	7.0%	0	0.0%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	18	41.9%	24	55.8%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	16	37.2%	25	58.1%	1	2.3%	0	0.0%	0	0.0%	1	2.3%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	14	32.6%	27	62.8%	1	2.3%	0	0.0%	0	0.0%	1	2.3%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Bear Creek Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	16	37.2%	19	44.2%	6	14.0%	0	0.0%	0	0.0%	2	4.7%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	16	37.2%	22	51.2%	3	7.0%	0	0.0%	0	0.0%	2	4.7%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	11	26.2%	26	61.9%	4	9.5%	0	0.0%	0	0.0%	1	2.4%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	16	38.1%	19	45.2%	6	14.3%	0	0.0%	0	0.0%	1	2.4%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	15	35.7%	21	50.0%	5	11.9%	0	0.0%	0	0.0%	1	2.4%
Q19	All teachers in our school use a variety of technologies as instructional resources.	18	42.9%	16	38.1%	7	16.7%	0	0.0%	0	0.0%	1	2.4%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	19	45.2%	14	33.3%	7	16.7%	0	0.0%	0	0.0%	2	4.8%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	17	40.5%	16	38.1%	7	16.7%	0	0.0%	0	0.0%	2	4.8%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	15	35.7%	21	50.0%	5	11.9%	0	0.0%	0	0.0%	1	2.4%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	16	38.1%	17	40.5%	7	16.7%	0	0.0%	0	0.0%	2	4.8%

**Pinellas County Schools
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		Bear Creek Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	18	42.9%	17	40.5%	4	9.5%	1	2.4%	0	0.0%	2	4.8%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	16	38.1%	20	47.6%	2	4.8%	2	4.8%	0	0.0%	2	4.8%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	17	40.5%	21	50.0%	4	9.5%	0	0.0%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	18	42.9%	20	47.6%	4	9.5%	0	0.0%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	18	42.9%	17	40.5%	6	14.3%	0	0.0%	0	0.0%	1	2.4%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	13	31.0%	27	64.3%	1	2.4%	0	0.0%	0	0.0%	1	2.4%
Q30	In our school, staff members provide peer coaching to teachers.	16	38.1%	17	40.5%	5	11.9%	1	2.4%	0	0.0%	3	7.1%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	13	31.0%	19	45.2%	7	16.7%	2	4.8%	0	0.0%	1	2.4%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	15	35.7%	23	54.8%	3	7.1%	0	0.0%	0	0.0%	1	2.4%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	13	31.0%	21	50.0%	8	19.0%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Bear Creek Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	15	35.7%	19	45.2%	8	19.0%	0	0.0%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	14	33.3%	19	45.2%	7	16.7%	0	0.0%	0	0.0%	2	4.8%
Q36	Our school provides qualified staff members to support student learning.	16	39.0%	23	56.1%	2	4.9%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	16	39.0%	20	48.8%	4	9.8%	1	2.4%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	15	36.6%	22	53.7%	4	9.8%	0	0.0%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	16	39.0%	24	58.5%	1	2.4%	0	0.0%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	12	29.3%	26	63.4%	3	7.3%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	13	31.7%	23	56.1%	4	9.8%	1	2.4%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	12	29.3%	25	61.0%	4	9.8%	0	0.0%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	16	39.0%	21	51.2%	4	9.8%	0	0.0%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	11	26.8%	25	61.0%	5	12.2%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	15	36.6%	23	56.1%	3	7.3%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	12	29.3%	25	61.0%	4	9.8%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	14	35.9%	23	59.0%	1	2.6%	0	0.0%	0	0.0%	1	2.6%

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		Bear Creek Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	14	35.9%	22	56.4%	2	5.1%	0	0.0%	0	0.0%	1	2.6%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	15	38.5%	22	56.4%	2	5.1%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	12	30.8%	23	59.0%	4	10.3%	0	0.0%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	18	46.2%	20	51.3%	1	2.6%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	15	38.5%	22	56.4%	2	5.1%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	17	43.6%	20	51.3%	2	5.1%	0	0.0%	0	0.0%	0	0.0%

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		Belcher Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	43	47.3%	44	48.4%	3	3.3%	0	0.0%	0	0.0%	1	1.1%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	22	24.2%	57	62.6%	10	11.0%	1	1.1%	0	0.0%	1	1.1%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	28	30.8%	53	58.2%	7	7.7%	2	2.2%	0	0.0%	1	1.1%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	30	33.0%	53	58.2%	6	6.6%	0	0.0%	0	0.0%	2	2.2%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	37	40.7%	45	49.5%	9	9.9%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	22	25.6%	43	50.0%	16	18.6%	3	3.5%	2	2.3%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	13	15.1%	47	54.7%	21	24.4%	3	3.5%	1	1.2%	1	1.2%
Q8	Our school's leaders support an innovative and collaborative culture.	17	19.8%	46	53.5%	16	18.6%	7	8.1%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	32	37.2%	51	59.3%	2	2.3%	1	1.2%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	21	24.4%	42	48.8%	18	20.9%	5	5.8%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	34	39.5%	47	54.7%	4	4.7%	1	1.2%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	21	24.4%	40	46.5%	17	19.8%	6	7.0%	1	1.2%	1	1.2%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	19	22.1%	33	38.4%	23	26.7%	9	10.5%	0	0.0%	2	2.3%

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		Belcher Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	16	18.6%	49	57.0%	14	16.3%	5	5.8%	0	0.0%	2	2.3%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	19	22.1%	48	55.8%	18	20.9%	0	0.0%	0	0.0%	1	1.2%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	18	22.8%	42	53.2%	11	13.9%	5	6.3%	0	0.0%	3	3.8%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	17	21.5%	42	53.2%	13	16.5%	4	5.1%	0	0.0%	3	3.8%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	14	17.7%	42	53.2%	16	20.3%	4	5.1%	0	0.0%	3	3.8%
Q19	All teachers in our school use a variety of technologies as instructional resources.	20	25.3%	44	55.7%	11	13.9%	2	2.5%	0	0.0%	2	2.5%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	12	15.2%	49	62.0%	12	15.2%	3	3.8%	0	0.0%	3	3.8%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	10	12.7%	45	57.0%	17	21.5%	4	5.1%	0	0.0%	3	3.8%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	14	17.7%	44	55.7%	14	17.7%	3	3.8%	0	0.0%	4	5.1%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	12	15.2%	40	50.6%	18	22.8%	4	5.1%	1	1.3%	4	5.1%

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		Belcher Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	24	30.4%	38	48.1%	12	15.2%	3	3.8%	0	0.0%	2	2.5%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	14	17.7%	40	50.6%	19	24.1%	1	1.3%	2	2.5%	3	3.8%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	14	17.7%	47	59.5%	12	15.2%	2	2.5%	1	1.3%	3	3.8%
Q27	In our school, related learning support services are provided for all students based on their needs.	14	17.7%	46	58.2%	14	17.7%	4	5.1%	0	0.0%	1	1.3%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	16	20.3%	42	53.2%	17	21.5%	1	1.3%	1	1.3%	2	2.5%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	16	20.3%	45	57.0%	14	17.7%	1	1.3%	0	0.0%	3	3.8%
Q30	In our school, staff members provide peer coaching to teachers.	14	17.7%	45	57.0%	14	17.7%	2	2.5%	1	1.3%	3	3.8%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	17	21.5%	45	57.0%	11	13.9%	2	2.5%	1	1.3%	3	3.8%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	25	31.6%	44	55.7%	8	10.1%	1	1.3%	0	0.0%	1	1.3%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	14	17.7%	42	53.2%	18	22.8%	2	2.5%	1	1.3%	2	2.5%

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		Belcher Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	12	15.2%	44	55.7%	21	26.6%	0	0.0%	0	0.0%	2	2.5%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	15	19.0%	49	62.0%	12	15.2%	0	0.0%	0	0.0%	3	3.8%
Q36	Our school provides qualified staff members to support student learning.	23	31.9%	46	63.9%	3	4.2%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	15	20.8%	46	63.9%	8	11.1%	3	4.2%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	10	13.9%	43	59.7%	13	18.1%	5	6.9%	0	0.0%	1	1.4%
Q39	Our school provides protected instructional time.	18	25.0%	42	58.3%	10	13.9%	2	2.8%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	13	18.1%	50	69.4%	5	6.9%	3	4.2%	0	0.0%	1	1.4%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	17	23.6%	45	62.5%	8	11.1%	0	0.0%	0	0.0%	2	2.8%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	14	19.4%	47	65.3%	8	11.1%	1	1.4%	0	0.0%	2	2.8%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	18	25.0%	39	54.2%	13	18.1%	2	2.8%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	8	11.1%	39	54.2%	19	26.4%	3	4.2%	0	0.0%	3	4.2%
Q45	Our school maintains facilities that support student learning.	24	33.3%	38	52.8%	9	12.5%	0	0.0%	0	0.0%	1	1.4%
Q46	Our school maintains facilities that contribute to a safe environment.	25	34.7%	40	55.6%	7	9.7%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	22	31.0%	41	57.7%	6	8.5%	1	1.4%	0	0.0%	1	1.4%

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		Belcher Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	18	25.4%	38	53.5%	14	19.7%	0	0.0%	0	0.0%	1	1.4%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	20	28.2%	39	54.9%	9	12.7%	1	1.4%	0	0.0%	2	2.8%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	13	18.3%	44	62.0%	12	16.9%	1	1.4%	0	0.0%	1	1.4%
Q51	Our school uses data to monitor student readiness and success at the next level.	17	23.9%	48	67.6%	5	7.0%	0	0.0%	0	0.0%	1	1.4%
Q52	Our school leaders monitor data related to student achievement.	20	28.2%	42	59.2%	7	9.9%	0	0.0%	0	0.0%	2	2.8%
Q53	Our school leaders monitor data related to school continuous improvement goals.	18	25.4%	45	63.4%	7	9.9%	0	0.0%	0	0.0%	1	1.4%

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		Belleair Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	37	50.0%	36	48.6%	1	1.4%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	17	23.0%	44	59.5%	10	13.5%	0	0.0%	0	0.0%	3	4.1%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	27	36.5%	38	51.4%	8	10.8%	0	0.0%	0	0.0%	1	1.4%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	32	43.2%	39	52.7%	3	4.1%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	41	55.4%	29	39.2%	4	5.4%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	28	40.6%	37	53.6%	4	5.8%	0	0.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	19	27.5%	36	52.2%	11	15.9%	0	0.0%	1	1.4%	2	2.9%
Q8	Our school's leaders support an innovative and collaborative culture.	24	34.8%	34	49.3%	6	8.7%	4	5.8%	0	0.0%	1	1.4%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	38	55.1%	31	44.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	25	36.2%	32	46.4%	9	13.0%	2	2.9%	0	0.0%	1	1.4%
Q11	Our school's leaders hold all staff members accountable for student learning.	34	49.3%	28	40.6%	7	10.1%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	22	31.9%	33	47.8%	7	10.1%	1	1.4%	0	0.0%	6	8.7%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	22	31.9%	33	47.8%	9	13.0%	0	0.0%	0	0.0%	5	7.2%

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		Belleair Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	22	31.9%	29	42.0%	13	18.8%	1	1.4%	0	0.0%	4	5.8%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	23	33.3%	40	58.0%	4	5.8%	0	0.0%	0	0.0%	2	2.9%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	18	27.7%	40	61.5%	2	3.1%	0	0.0%	0	0.0%	5	7.7%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	16	24.6%	39	60.0%	6	9.2%	0	0.0%	1	1.5%	3	4.6%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	17	26.2%	38	58.5%	6	9.2%	0	0.0%	1	1.5%	3	4.6%
Q19	All teachers in our school use a variety of technologies as instructional resources.	20	30.8%	37	56.9%	6	9.2%	0	0.0%	0	0.0%	2	3.1%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	20	30.8%	35	53.8%	7	10.8%	1	1.5%	0	0.0%	2	3.1%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	15	23.1%	33	50.8%	11	16.9%	2	3.1%	0	0.0%	4	6.2%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	17	26.2%	38	58.5%	7	10.8%	1	1.5%	0	0.0%	2	3.1%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	15	23.1%	37	56.9%	9	13.8%	1	1.5%	0	0.0%	3	4.6%

**Pinellas County Schools
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		Belleair Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	25	38.5%	32	49.2%	6	9.2%	0	0.0%	0	0.0%	2	3.1%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	15	23.1%	34	52.3%	11	16.9%	1	1.5%	0	0.0%	4	6.2%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	19	29.2%	38	58.5%	4	6.2%	0	0.0%	0	0.0%	4	6.2%
Q27	In our school, related learning support services are provided for all students based on their needs.	22	33.8%	35	53.8%	5	7.7%	0	0.0%	1	1.5%	2	3.1%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	17	26.2%	32	49.2%	10	15.4%	2	3.1%	0	0.0%	4	6.2%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	20	30.8%	37	56.9%	5	7.7%	0	0.0%	0	0.0%	3	4.6%
Q30	In our school, staff members provide peer coaching to teachers.	19	29.2%	34	52.3%	10	15.4%	1	1.5%	0	0.0%	1	1.5%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	19	29.2%	34	52.3%	10	15.4%	1	1.5%	0	0.0%	1	1.5%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	23	35.4%	35	53.8%	5	7.7%	1	1.5%	0	0.0%	1	1.5%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	20	30.8%	29	44.6%	15	23.1%	0	0.0%	0	0.0%	1	1.5%

**Pinellas County Schools
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		Belleair Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	16	24.6%	31	47.7%	12	18.5%	1	1.5%	0	0.0%	5	7.7%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	15	23.1%	34	52.3%	12	18.5%	1	1.5%	0	0.0%	3	4.6%
Q36	Our school provides qualified staff members to support student learning.	26	43.3%	30	50.0%	3	5.0%	0	0.0%	0	0.0%	1	1.7%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	20	33.3%	35	58.3%	4	6.7%	1	1.7%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	21	35.0%	28	46.7%	9	15.0%	0	0.0%	0	0.0%	2	3.3%
Q39	Our school provides protected instructional time.	25	41.7%	31	51.7%	3	5.0%	0	0.0%	0	0.0%	1	1.7%
Q40	Our school provides a variety of information resources to support student learning.	22	36.7%	33	55.0%	4	6.7%	0	0.0%	0	0.0%	1	1.7%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	20	33.3%	35	58.3%	5	8.3%	0	0.0%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	18	30.0%	33	55.0%	8	13.3%	0	0.0%	0	0.0%	1	1.7%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	14	23.3%	30	50.0%	8	13.3%	4	6.7%	0	0.0%	4	6.7%
Q44	Our school provides opportunities for students to participate in activities that interest them.	13	21.7%	30	50.0%	12	20.0%	1	1.7%	0	0.0%	4	6.7%
Q45	Our school maintains facilities that support student learning.	12	20.0%	42	70.0%	5	8.3%	1	1.7%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	17	28.3%	34	56.7%	8	13.3%	1	1.7%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	27	45.8%	30	50.8%	1	1.7%	0	0.0%	0	0.0%	1	1.7%

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		Belleair Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	18	30.5%	35	59.3%	3	5.1%	0	0.0%	0	0.0%	3	5.1%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	24	40.7%	28	47.5%	2	3.4%	1	1.7%	0	0.0%	4	6.8%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	18	30.5%	32	54.2%	7	11.9%	1	1.7%	0	0.0%	1	1.7%
Q51	Our school uses data to monitor student readiness and success at the next level.	24	40.7%	31	52.5%	1	1.7%	0	0.0%	1	1.7%	2	3.4%
Q52	Our school leaders monitor data related to student achievement.	29	49.2%	25	42.4%	3	5.1%	0	0.0%	0	0.0%	2	3.4%
Q53	Our school leaders monitor data related to school continuous improvement goals.	28	47.5%	27	45.8%	2	3.4%	0	0.0%	0	0.0%	2	3.4%

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		Blanton Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	56	65.9%	25	29.4%	3	3.5%	1	1.2%	0	0.0%	0.0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	36	43.9%	30	36.6%	13	15.9%	3	3.7%	0	0.0%	0.0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	30	35.7%	36	42.9%	14	16.7%	4	4.8%	0	0.0%	0.0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	37	44.6%	36	43.4%	8	9.6%	2	2.4%	0	0.0%	0.0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	42	50.0%	35	41.7%	6	7.1%	1	1.2%	0	0.0%	0.0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	33	38.8%	35	41.2%	16	18.8%	1	1.2%	0	0.0%	0.0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	24	28.2%	45	52.9%	16	18.8%	0	0.0%	0	0.0%	0.0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	32	37.6%	37	43.5%	13	15.3%	2	2.4%	1	1.2%	0.0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	46	54.1%	31	36.5%	6	7.1%	2	2.4%	0	0.0%	0.0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	31	36.5%	38	44.7%	14	16.5%	2	2.4%	0	0.0%	0.0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	46	54.1%	34	40.0%	5	5.9%	0	0.0%	0	0.0%	0.0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	33	38.8%	38	44.7%	12	14.1%	2	2.4%	0	0.0%	0.0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	27	32.1%	42	50.0%	14	16.7%	1	1.2%	0	0.0%	0.0	0.0%

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		Blanton Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	25	29.8%	42	50.0%	14	16.7%	3	3.6%	0	0.0%	0.0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	30	36.6%	38	46.3%	12	14.6%	2	2.4%	0	0.0%	0.0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	29	34.5%	42	50.0%	12	14.3%	1	1.2%	0	0.0%	0.0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	30	35.7%	39	46.4%	12	14.3%	3	3.6%	0	0.0%	0.0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	27	32.1%	39	46.4%	15	17.9%	3	3.6%	0	0.0%	0.0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	28	33.3%	44	52.4%	11	13.1%	1	1.2%	0	0.0%	0.0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	28	32.9%	41	48.2%	16	18.8%	0	0.0%	0	0.0%	0.0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	20	23.5%	48	56.5%	16	18.8%	1	1.2%	0	0.0%	0.0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	27	31.8%	43	50.6%	14	16.5%	1	1.2%	0	0.0%	0.0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	27	32.5%	44	53.0%	11	13.3%	1	1.2%	0	0.0%	0.0	0.0%

**Pinellas County Schools
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		Blanton Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	33	39.3%	42	50.0%	9	10.7%	0	0.0%	0	0.0%	0.0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	24	28.6%	46	54.8%	13	15.5%	1	1.2%	0	0.0%	0.0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	24	28.6%	50	59.5%	9	10.7%	1	1.2%	0	0.0%	0.0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	28	32.9%	50	58.8%	5	5.9%	2	2.4%	0	0.0%	0.0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	28	33.3%	46	54.8%	9	10.7%	1	1.2%	0	0.0%	0.0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	27	31.8%	44	51.8%	12	14.1%	2	2.4%	0	0.0%	0.0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	22	25.9%	47	55.3%	13	15.3%	3	3.5%	0	0.0%	0.0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	26	31.3%	39	47.0%	14	16.9%	4	4.8%	0	0.0%	0.0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	38	45.2%	39	46.4%	6	7.1%	1	1.2%	0	0.0%	0.0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	29	34.9%	40	48.2%	12	14.5%	1	1.2%	1	1.2%	0.0	0.0%

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		Blanton Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	20	23.8%	43	51.2%	18	21.4%	3	3.6%	0	0.0%	0.0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	27	33.3%	42	51.9%	9	11.1%	3	3.7%	0	0.0%	0.0	0.0%
Q36	Our school provides qualified staff members to support student learning.	31	37.8%	42	51.2%	8	9.8%	0	0.0%	1	1.2%	0.0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	31	36.9%	45	53.6%	7	8.3%	1	1.2%	0	0.0%	0.0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	29	34.9%	36	43.4%	16	19.3%	2	2.4%	0	0.0%	0.0	0.0%
Q39	Our school provides protected instructional time.	40	47.6%	35	41.7%	8	9.5%	0	0.0%	1	1.2%	0.0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	32	38.6%	41	49.4%	10	12.0%	0	0.0%	0	0.0%	0.0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	31	36.9%	46	54.8%	6	7.1%	1	1.2%	0	0.0%	0.0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	27	32.5%	46	55.4%	9	10.8%	1	1.2%	0	0.0%	0.0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	28	33.7%	41	49.4%	12	14.5%	2	2.4%	0	0.0%	0.0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	18	21.4%	40	47.6%	19	22.6%	6	7.1%	1	1.2%	0.0	0.0%
Q45	Our school maintains facilities that support student learning.	33	39.3%	44	52.4%	6	7.1%	1	1.2%	0	0.0%	0.0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	37	44.0%	41	48.8%	5	6.0%	0	0.0%	1	1.2%	0.0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	38	45.2%	39	46.4%	7	8.3%	0	0.0%	0	0.0%	0.0	0.0%

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		Blanton Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	36	44.4%	37	45.7%	8	9.9%	0	0.0%	0	0.0%	0.0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	37	46.3%	36	45.0%	6	7.5%	1	1.3%	0	0.0%	0.0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	29	34.9%	40	48.2%	9	10.8%	5	6.0%	0	0.0%	0.0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	32	38.6%	46	55.4%	3	3.6%	2	2.4%	0	0.0%	0.0	0.0%
Q52	Our school leaders monitor data related to student achievement.	40	47.6%	38	45.2%	5	6.0%	1	1.2%	0	0.0%	0.0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	40	48.2%	37	44.6%	6	7.2%	0	0.0%	0	0.0%	0.0	0.0%

**Pinellas County Schools
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		Brooker Creek Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	37	84.1%	7	15.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	26	59.1%	15	34.1%	2	4.5%	1	2.3%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	29	65.9%	14	31.8%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	27	61.4%	14	31.8%	3	6.8%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	32	72.7%	12	27.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	17	39.5%	19	44.2%	4	9.3%	3	7.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	16	37.2%	21	48.8%	5	11.6%	1	2.3%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	27	62.8%	9	20.9%	7	16.3%	0	0.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	39	90.7%	3	7.0%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	28	65.1%	14	32.6%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	34	79.1%	7	16.3%	1	2.3%	1	2.3%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	27	62.8%	12	27.9%	2	4.7%	2	4.7%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	23	53.5%	15	34.9%	4	9.3%	1	2.3%	0	0.0%	0	0.0%

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		Brooker Creek Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	26	60.5%	12	27.9%	4	9.3%	1	2.3%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	28	65.1%	13	30.2%	1	2.3%	1	2.3%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	26	60.5%	16	37.2%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	24	55.8%	18	41.9%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	25	58.1%	15	34.9%	3	7.0%	0	0.0%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	28	65.1%	13	30.2%	2	4.7%	0	0.0%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	24	55.8%	18	41.9%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	21	48.8%	19	44.2%	3	7.0%	0	0.0%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	26	60.5%	15	34.9%	1	2.3%	0	0.0%	0	0.0%	1	2.3%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	23	53.5%	16	37.2%	3	7.0%	0	0.0%	0	0.0%	1	2.3%

**Pinellas County Schools
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		Brooker Creek Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	27	62.8%	16	37.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	22	51.2%	17	39.5%	4	9.3%	0	0.0%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	26	60.5%	15	34.9%	1	2.3%	1	2.3%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	17	39.5%	17	39.5%	1	2.3%	6	14.0%	2	4.7%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	22	51.2%	14	32.6%	5	11.6%	1	2.3%	0	0.0%	1	2.3%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	23	53.5%	17	39.5%	2	4.7%	1	2.3%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	16	37.2%	16	37.2%	8	18.6%	2	4.7%	0	0.0%	1	2.3%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	20	46.5%	18	41.9%	4	9.3%	0	0.0%	0	0.0%	1	2.3%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	26	60.5%	15	34.9%	2	4.7%	0	0.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	17	39.5%	23	53.5%	3	7.0%	0	0.0%	0	0.0%	0	0.0%

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		Brooker Creek Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	27	62.8%	14	32.6%	2	4.7%	0	0.0%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	26	60.5%	17	39.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	30	69.8%	11	25.6%	2	4.7%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	21	48.8%	15	34.9%	6	14.0%	1	2.3%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	20	46.5%	17	39.5%	2	4.7%	4	9.3%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	29	67.4%	12	27.9%	1	2.3%	1	2.3%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	25	58.1%	14	32.6%	3	7.0%	1	2.3%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	17	39.5%	19	44.2%	7	16.3%	0	0.0%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	17	39.5%	18	41.9%	7	16.3%	1	2.3%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	25	58.1%	13	30.2%	4	9.3%	1	2.3%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	23	53.5%	14	32.6%	4	9.3%	2	4.7%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	27	62.8%	14	32.6%	2	4.7%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	26	60.5%	16	37.2%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	26	60.5%	15	34.9%	1	2.3%	0	0.0%	0	0.0%	1	2.3%

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		Brooker Creek Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	24	55.8%	15	34.9%	3	7.0%	1	2.3%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	24	55.8%	16	37.2%	3	7.0%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	21	48.8%	16	37.2%	5	11.6%	1	2.3%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	26	60.5%	15	34.9%	2	4.7%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	26	60.5%	15	34.9%	2	4.7%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	25	58.1%	17	39.5%	1	2.3%	0	0.0%	0	0.0%	0	0.0%

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		Campbell Park Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	19	35.8%	29	54.7%	3	5.7%	0	0.0%	1	1.9%	1	1.9%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	17	32.1%	28	52.8%	5	9.4%	2	3.8%	1	1.9%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	15	28.3%	28	52.8%	6	11.3%	3	5.7%	1	1.9%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	16	30.2%	27	50.9%	7	13.2%	3	5.7%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	20	37.7%	28	52.8%	3	5.7%	1	1.9%	1	1.9%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	16	32.0%	20	40.0%	9	18.0%	5	10.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	12	24.0%	22	44.0%	11	22.0%	5	10.0%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	18	36.0%	18	36.0%	9	18.0%	4	8.0%	1	2.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	26	52.0%	22	44.0%	2	4.0%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	16	32.0%	18	36.0%	10	20.0%	5	10.0%	1	2.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	26	52.0%	20	40.0%	2	4.0%	2	4.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	18	36.0%	26	52.0%	3	6.0%	3	6.0%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	13	26.0%	25	50.0%	9	18.0%	3	6.0%	0	0.0%	0	0.0%

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		Campbell Park Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	14	28.0%	22	44.0%	6	12.0%	7	14.0%	1	2.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	14	28.0%	25	50.0%	9	18.0%	2	4.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	10	20.8%	29	60.4%	6	12.5%	2	4.2%	1	2.1%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	10	20.8%	28	58.3%	9	18.8%	1	2.1%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	10	20.8%	28	58.3%	8	16.7%	2	4.2%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	13	27.1%	26	54.2%	8	16.7%	1	2.1%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	9	18.8%	30	62.5%	8	16.7%	1	2.1%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	8	16.7%	25	52.1%	13	27.1%	2	4.2%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	8	16.7%	29	60.4%	7	14.6%	4	8.3%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	13	27.1%	20	41.7%	11	22.9%	4	8.3%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Campbell Park Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	18	37.5%	23	47.9%	2	4.2%	4	8.3%	1	2.1%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	13	27.1%	22	45.8%	7	14.6%	5	10.4%	1	2.1%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	15	31.3%	24	50.0%	6	12.5%	3	6.3%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	16	33.3%	23	47.9%	4	8.3%	5	10.4%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	11	22.9%	20	41.7%	12	25.0%	5	10.4%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	12	25.0%	28	58.3%	7	14.6%	1	2.1%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	15	31.3%	20	41.7%	7	14.6%	6	12.5%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	10	20.8%	21	43.8%	10	20.8%	5	10.4%	2	4.2%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	20	41.7%	24	50.0%	2	4.2%	2	4.2%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	15	31.3%	26	54.2%	3	6.3%	3	6.3%	0	0.0%	1	2.1%

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		Campbell Park Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	6	12.5%	21	43.8%	16	33.3%	5	10.4%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	9	18.8%	19	39.6%	14	29.2%	5	10.4%	0	0.0%	1	2.1%
Q36	Our school provides qualified staff members to support student learning.	18	39.1%	24	52.2%	4	8.7%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	14	30.4%	19	41.3%	6	13.0%	6	13.0%	1	2.2%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	14	30.4%	22	47.8%	4	8.7%	4	8.7%	1	2.2%	1	2.2%
Q39	Our school provides protected instructional time.	13	28.3%	26	56.5%	4	8.7%	2	4.3%	0	0.0%	1	2.2%
Q40	Our school provides a variety of information resources to support student learning.	13	28.3%	31	67.4%	2	4.3%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	10	21.7%	28	60.9%	6	13.0%	2	4.3%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	9	19.6%	26	56.5%	7	15.2%	3	6.5%	1	2.2%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	17	37.0%	24	52.2%	4	8.7%	1	2.2%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	6	13.0%	14	30.4%	15	32.6%	9	19.6%	2	4.3%	0	0.0%
Q45	Our school maintains facilities that support student learning.	13	28.3%	27	58.7%	6	13.0%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	12	26.1%	27	58.7%	7	15.2%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	16	34.8%	22	47.8%	6	13.0%	2	4.3%	0	0.0%	0	0.0%

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		Campbell Park Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	15	32.6%	27	58.7%	4	8.7%	0	0.0%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	16	34.8%	27	58.7%	2	4.3%	1	2.2%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	9	19.6%	26	56.5%	7	15.2%	4	8.7%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	15	32.6%	23	50.0%	6	13.0%	2	4.3%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	21	45.7%	24	52.2%	1	2.2%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	21	45.7%	23	50.0%	2	4.3%	0	0.0%	0	0.0%	0	0.0%

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		Cross Bayou Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	52	62.7%	24	28.9%	4	4.8%	0	0.0%	2	2.4%	1	1.2%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	37	44.6%	29	34.9%	11	13.3%	3	3.6%	2	2.4%	1	1.2%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	40	48.2%	31	37.3%	9	10.8%	0	0.0%	2	2.4%	1	1.2%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	38	45.8%	35	42.2%	4	4.8%	3	3.6%	1	1.2%	2	2.4%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	48	57.8%	28	33.7%	4	4.8%	0	0.0%	2	2.4%	1	1.2%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	39	47.6%	33	40.2%	6	7.3%	3	3.7%	0	0.0%	1	1.2%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	32	39.0%	30	36.6%	16	19.5%	1	1.2%	2	2.4%	1	1.2%
Q8	Our school's leaders support an innovative and collaborative culture.	44	53.7%	26	31.7%	7	8.5%	3	3.7%	2	2.4%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	57	69.5%	20	24.4%	3	3.7%	1	1.2%	1	1.2%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	51	62.2%	18	22.0%	9	11.0%	2	2.4%	2	2.4%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	51	62.2%	20	24.4%	6	7.3%	4	4.9%	1	1.2%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	46	56.1%	25	30.5%	8	9.8%	2	2.4%	1	1.2%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	39	47.6%	31	37.8%	7	8.5%	4	4.9%	1	1.2%	0	0.0%

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		Cross Bayou Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	36	43.9%	32	39.0%	11	13.4%	1	1.2%	2	2.4%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	45	54.9%	26	31.7%	10	12.2%	0	0.0%	1	1.2%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	28	35.0%	34	42.5%	8	10.0%	6	7.5%	2	2.5%	2	2.5%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	24	30.0%	39	48.8%	9	11.3%	5	6.3%	1	1.3%	2	2.5%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	28	35.0%	35	43.8%	9	11.3%	4	5.0%	2	2.5%	2	2.5%
Q19	All teachers in our school use a variety of technologies as instructional resources.	30	37.5%	41	51.3%	4	5.0%	3	3.8%	1	1.3%	1	1.3%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	27	33.8%	38	47.5%	10	12.5%	3	3.8%	1	1.3%	1	1.3%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	22	27.5%	39	48.8%	12	15.0%	3	3.8%	1	1.3%	3	3.8%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	26	32.5%	37	46.3%	9	11.3%	4	5.0%	2	2.5%	2	2.5%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	24	30.0%	36	45.0%	12	15.0%	5	6.3%	1	1.3%	2	2.5%

**Pinellas County Schools
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		Cross Bayou Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	33	41.3%	32	40.0%	9	11.3%	3	3.8%	1	1.3%	2	2.5%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	28	35.0%	32	40.0%	13	16.3%	3	3.8%	1	1.3%	3	3.8%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	25	31.3%	33	41.3%	14	17.5%	4	5.0%	3	3.8%	1	1.3%
Q27	In our school, related learning support services are provided for all students based on their needs.	31	38.8%	33	41.3%	8	10.0%	4	5.0%	3	3.8%	1	1.3%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	29	36.3%	37	46.3%	11	13.8%	0	0.0%	1	1.3%	2	2.5%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	32	40.0%	32	40.0%	10	12.5%	5	6.3%	0	0.0%	1	1.3%
Q30	In our school, staff members provide peer coaching to teachers.	23	28.8%	32	40.0%	15	18.8%	6	7.5%	1	1.3%	3	3.8%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	21	26.3%	30	37.5%	17	21.3%	8	10.0%	2	2.5%	2	2.5%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	34	42.5%	37	46.3%	7	8.8%	2	2.5%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	26	32.5%	35	43.8%	13	16.3%	4	5.0%	1	1.3%	1	1.3%

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		Cross Bayou Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	27	33.8%	36	45.0%	12	15.0%	5	6.3%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	27	33.8%	36	45.0%	15	18.8%	1	1.3%	0	0.0%	1	1.3%
Q36	Our school provides qualified staff members to support student learning.	46	59.0%	24	30.8%	6	7.7%	2	2.6%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	32	41.0%	33	42.3%	9	11.5%	4	5.1%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	24	30.8%	33	42.3%	12	15.4%	6	7.7%	2	2.6%	1	1.3%
Q39	Our school provides protected instructional time.	40	51.3%	32	41.0%	5	6.4%	1	1.3%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	38	48.7%	32	41.0%	8	10.3%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	35	44.9%	33	42.3%	8	10.3%	1	1.3%	0	0.0%	1	1.3%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	34	43.6%	30	38.5%	9	11.5%	3	3.8%	1	1.3%	1	1.3%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	31	39.7%	30	38.5%	10	12.8%	6	7.7%	1	1.3%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	26	33.3%	34	43.6%	12	15.4%	3	3.8%	1	1.3%	2	2.6%
Q45	Our school maintains facilities that support student learning.	41	52.6%	30	38.5%	7	9.0%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	49	62.8%	26	33.3%	3	3.8%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	35	46.1%	33	43.4%	6	7.9%	0	0.0%	0	0.0%	2	2.6%

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		Cross Bayou Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	26	34.2%	38	50.0%	9	11.8%	2	2.6%	0	0.0%	1	1.3%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	30	39.5%	38	50.0%	6	7.9%	1	1.3%	0	0.0%	1	1.3%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	23	30.3%	30	39.5%	18	23.7%	3	3.9%	1	1.3%	1	1.3%
Q51	Our school uses data to monitor student readiness and success at the next level.	33	43.4%	33	43.4%	8	10.5%	1	1.3%	0	0.0%	1	1.3%
Q52	Our school leaders monitor data related to student achievement.	39	51.3%	32	42.1%	5	6.6%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	39	51.3%	32	42.1%	5	6.6%	0	0.0%	0	0.0%	0	0.0%

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		Curlew Creek Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	27	49.1%	22	40.0%	6	10.9%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	15	27.3%	21	38.2%	9	16.4%	7	12.7%	1	1.8%	2	3.6%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	15	27.3%	25	45.5%	7	12.7%	7	12.7%	0	0.0%	1	1.8%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	16	29.1%	28	50.9%	10	18.2%	0	0.0%	1	1.8%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	17	30.9%	23	41.8%	11	20.0%	4	7.3%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	17	31.5%	26	48.1%	9	16.7%	2	3.7%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	14	25.9%	20	37.0%	15	27.8%	4	7.4%	0	0.0%	1	1.9%
Q8	Our school's leaders support an innovative and collaborative culture.	12	22.2%	20	37.0%	13	24.1%	7	13.0%	1	1.9%	1	1.9%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	26	48.1%	23	42.6%	4	7.4%	1	1.9%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	15	27.8%	13	24.1%	14	25.9%	10	18.5%	2	3.7%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	22	40.7%	20	37.0%	7	13.0%	5	9.3%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	9	16.7%	27	50.0%	13	24.1%	3	5.6%	1	1.9%	1	1.9%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	10	18.5%	23	42.6%	14	25.9%	6	11.1%	0	0.0%	1	1.9%

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		Curlew Creek Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	10	18.5%	18	33.3%	13	24.1%	10	18.5%	2	3.7%	1	1.9%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	11	20.4%	24	44.4%	14	25.9%	4	7.4%	0	0.0%	1	1.9%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	10	21.3%	26	55.3%	6	12.8%	5	10.6%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	8	17.0%	29	61.7%	7	14.9%	3	6.4%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	9	19.1%	27	57.4%	8	17.0%	2	4.3%	0	0.0%	1	2.1%
Q19	All teachers in our school use a variety of technologies as instructional resources.	12	25.5%	28	59.6%	4	8.5%	2	4.3%	0	0.0%	1	2.1%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	11	23.4%	23	48.9%	9	19.1%	3	6.4%	0	0.0%	1	2.1%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	9	19.1%	25	53.2%	11	23.4%	1	2.1%	0	0.0%	1	2.1%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	8	17.0%	29	61.7%	9	19.1%	0	0.0%	0	0.0%	1	2.1%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	10	21.3%	23	48.9%	9	19.1%	4	8.5%	0	0.0%	1	2.1%

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		Curlew Creek Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	14	29.8%	26	55.3%	5	10.6%	1	2.1%	0	0.0%	1	2.1%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	10	21.3%	23	48.9%	10	21.3%	3	6.4%	0	0.0%	1	2.1%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	10	21.3%	27	57.4%	8	17.0%	2	4.3%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	14	29.8%	21	44.7%	9	19.1%	3	6.4%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	6	12.8%	24	51.1%	12	25.5%	4	8.5%	0	0.0%	1	2.1%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	13	27.7%	21	44.7%	10	21.3%	3	6.4%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	7	14.9%	15	31.9%	13	27.7%	9	19.1%	2	4.3%	1	2.1%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	9	19.1%	16	34.0%	15	31.9%	4	8.5%	3	6.4%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	12	25.5%	26	55.3%	4	8.5%	5	10.6%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	7	14.9%	22	46.8%	14	29.8%	3	6.4%	0	0.0%	1	2.1%

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		Curlew Creek Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	8	17.0%	23	48.9%	15	31.9%	0	0.0%	0	0.0%	1	2.1%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	9	19.1%	22	46.8%	12	25.5%	3	6.4%	0	0.0%	1	2.1%
Q36	Our school provides qualified staff members to support student learning.	14	29.8%	24	51.1%	4	8.5%	5	10.6%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	6	12.8%	31	66.0%	8	17.0%	1	2.1%	1	2.1%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	5	10.6%	22	46.8%	15	31.9%	5	10.6%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	12	25.5%	25	53.2%	7	14.9%	3	6.4%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	7	14.9%	31	66.0%	7	14.9%	1	2.1%	0	0.0%	1	2.1%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	7	14.9%	29	61.7%	8	17.0%	2	4.3%	0	0.0%	1	2.1%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	9	19.1%	27	57.4%	8	17.0%	2	4.3%	0	0.0%	1	2.1%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	7	14.9%	22	46.8%	12	25.5%	3	6.4%	2	4.3%	1	2.1%
Q44	Our school provides opportunities for students to participate in activities that interest them.	9	19.1%	28	59.6%	9	19.1%	1	2.1%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	14	29.8%	26	55.3%	5	10.6%	2	4.3%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	19	40.4%	21	44.7%	4	8.5%	2	4.3%	1	2.1%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	12	25.5%	29	61.7%	5	10.6%	0	0.0%	0	0.0%	1	2.1%

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		Curlew Creek Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	9	19.1%	29	61.7%	7	14.9%	2	4.3%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	10	21.3%	23	48.9%	9	19.1%	4	8.5%	0	0.0%	1	2.1%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	7	14.9%	19	40.4%	13	27.7%	6	12.8%	1	2.1%	1	2.1%
Q51	Our school uses data to monitor student readiness and success at the next level.	7	14.9%	30	63.8%	6	12.8%	3	6.4%	0	0.0%	1	2.1%
Q52	Our school leaders monitor data related to student achievement.	12	25.5%	22	46.8%	8	17.0%	4	8.5%	0	0.0%	1	2.1%
Q53	Our school leaders monitor data related to school continuous improvement goals.	12	25.5%	23	48.9%	8	17.0%	3	6.4%	0	0.0%	1	2.1%

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		Curtis Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	29	76.3%	8	21.1%	1	2.6%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	21	55.3%	14	36.8%	2	5.3%	1	2.6%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	24	63.2%	10	26.3%	3	7.9%	1	2.6%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	22	57.9%	16	42.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	23	60.5%	9	23.7%	3	7.9%	3	7.9%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	21	58.3%	12	33.3%	3	8.3%	0	0.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	11	30.6%	16	44.4%	6	16.7%	2	5.6%	1	2.8%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	17	47.2%	14	38.9%	3	8.3%	2	5.6%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	29	80.6%	4	11.1%	0	0.0%	3	8.3%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	21	58.3%	11	30.6%	2	5.6%	2	5.6%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	23	63.9%	6	16.7%	2	5.6%	4	11.1%	0	0.0%	1	2.8%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	23	63.9%	8	22.2%	1	2.8%	3	8.3%	0	0.0%	1	2.8%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	21	58.3%	8	22.2%	2	5.6%	4	11.1%	0	0.0%	1	2.8%

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		Curtis Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	22	61.1%	9	25.0%	1	2.8%	3	8.3%	0	0.0%	1	2.8%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	22	61.1%	11	30.6%	0	0.0%	2	5.6%	0	0.0%	1	2.8%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	16	47.1%	12	35.3%	2	5.9%	3	8.8%	0	0.0%	1	2.9%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	13	38.2%	15	44.1%	2	5.9%	3	8.8%	0	0.0%	1	2.9%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	14	41.2%	15	44.1%	2	5.9%	2	5.9%	0	0.0%	1	2.9%
Q19	All teachers in our school use a variety of technologies as instructional resources.	14	41.2%	14	41.2%	2	5.9%	3	8.8%	0	0.0%	1	2.9%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	15	44.1%	13	38.2%	2	5.9%	3	8.8%	0	0.0%	1	2.9%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	12	35.3%	16	47.1%	2	5.9%	3	8.8%	0	0.0%	1	2.9%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	14	41.2%	14	41.2%	2	5.9%	3	8.8%	0	0.0%	1	2.9%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	14	41.2%	13	38.2%	4	11.8%	2	5.9%	0	0.0%	1	2.9%

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		Curtis Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	13	38.2%	18	52.9%	2	5.9%	0	0.0%	0	0.0%	1	2.9%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	9	26.5%	20	58.8%	3	8.8%	1	2.9%	0	0.0%	1	2.9%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	15	44.1%	12	35.3%	2	5.9%	4	11.8%	0	0.0%	1	2.9%
Q27	In our school, related learning support services are provided for all students based on their needs.	10	29.4%	13	38.2%	2	5.9%	5	14.7%	2	5.9%	2	5.9%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	14	41.2%	16	47.1%	0	0.0%	4	11.8%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	15	44.1%	11	32.4%	4	11.8%	3	8.8%	0	0.0%	1	2.9%
Q30	In our school, staff members provide peer coaching to teachers.	14	41.2%	13	38.2%	4	11.8%	2	5.9%	0	0.0%	1	2.9%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	18	52.9%	12	35.3%	3	8.8%	1	2.9%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	19	55.9%	11	32.4%	1	2.9%	2	5.9%	0	0.0%	1	2.9%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	18	52.9%	13	38.2%	1	2.9%	1	2.9%	0	0.0%	1	2.9%

**Pinellas County Schools
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		Curtis Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	18	52.9%	12	35.3%	1	2.9%	2	5.9%	0	0.0%	1	2.9%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	16	47.1%	15	44.1%	0	0.0%	2	5.9%	0	0.0%	1	2.9%
Q36	Our school provides qualified staff members to support student learning.	20	58.8%	9	26.5%	1	2.9%	4	11.8%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	10	29.4%	17	50.0%	3	8.8%	3	8.8%	1	2.9%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	10	29.4%	19	55.9%	1	2.9%	4	11.8%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	19	55.9%	11	32.4%	1	2.9%	1	2.9%	2	5.9%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	15	44.1%	15	44.1%	4	11.8%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	12	35.3%	16	47.1%	4	11.8%	1	2.9%	1	2.9%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	9	26.5%	20	58.8%	3	8.8%	1	2.9%	1	2.9%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	15	44.1%	14	41.2%	3	8.8%	0	0.0%	2	5.9%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	24	70.6%	10	29.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	23	67.6%	10	29.4%	1	2.9%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	21	61.8%	13	38.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	20	60.6%	12	36.4%	0	0.0%	1	3.0%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Curtis Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	15	45.5%	16	48.5%	1	3.0%	0	0.0%	0	0.0%	1	3.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	15	45.5%	13	39.4%	3	9.1%	2	6.1%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	11	33.3%	15	45.5%	3	9.1%	3	9.1%	0	0.0%	1	3.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	14	42.4%	16	48.5%	2	6.1%	1	3.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	16	48.5%	13	39.4%	2	6.1%	2	6.1%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	18	54.5%	12	36.4%	2	6.1%	1	3.0%	0	0.0%	0	0.0%

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		Cypress Woods Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	40	50.6%	34	43.0%	5	6.3%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	21	26.6%	37	46.8%	17	21.5%	3	3.8%	0	0.0%	1	1.3%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	25	31.6%	42	53.2%	11	13.9%	1	1.3%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	24	30.4%	39	49.4%	15	19.0%	0	0.0%	0	0.0%	1	1.3%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	34	43.0%	38	48.1%	6	7.6%	0	0.0%	0	0.0%	1	1.3%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	22	29.3%	39	52.0%	12	16.0%	1	1.3%	1	1.3%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	22	29.3%	37	49.3%	15	20.0%	1	1.3%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	34	45.3%	35	46.7%	5	6.7%	1	1.3%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	46	61.3%	28	37.3%	0	0.0%	1	1.3%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	35	46.7%	31	41.3%	7	9.3%	2	2.7%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	39	52.0%	27	36.0%	9	12.0%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	33	44.0%	33	44.0%	8	10.7%	0	0.0%	0	0.0%	1	1.3%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	29	38.7%	26	34.7%	17	22.7%	1	1.3%	0	0.0%	2	2.7%

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		Cypress Woods Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	31	41.3%	31	41.3%	10	13.3%	3	4.0%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	30	40.0%	35	46.7%	10	13.3%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	20	27.8%	31	43.1%	13	18.1%	6	8.3%	0	0.0%	2	2.8%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	18	25.0%	29	40.3%	16	22.2%	7	9.7%	0	0.0%	2	2.8%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	18	25.0%	25	34.7%	19	26.4%	8	11.1%	0	0.0%	2	2.8%
Q19	All teachers in our school use a variety of technologies as instructional resources.	19	26.4%	31	43.1%	16	22.2%	6	8.3%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	15	20.8%	34	47.2%	19	26.4%	2	2.8%	0	0.0%	2	2.8%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	13	18.1%	33	45.8%	19	26.4%	5	6.9%	0	0.0%	2	2.8%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	15	20.8%	30	41.7%	18	25.0%	7	9.7%	0	0.0%	2	2.8%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	14	19.4%	29	40.3%	20	27.8%	7	9.7%	0	0.0%	2	2.8%

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		Cypress Woods Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	19	26.4%	27	37.5%	17	23.6%	6	8.3%	1	1.4%	2	2.8%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	12	16.7%	35	48.6%	17	23.6%	7	9.7%	0	0.0%	1	1.4%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	17	23.6%	37	51.4%	14	19.4%	2	2.8%	0	0.0%	2	2.8%
Q27	In our school, related learning support services are provided for all students based on their needs.	15	20.8%	29	40.3%	13	18.1%	11	15.3%	3	4.2%	1	1.4%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	19	26.4%	27	37.5%	23	31.9%	2	2.8%	1	1.4%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	21	29.2%	31	43.1%	15	20.8%	2	2.8%	1	1.4%	2	2.8%
Q30	In our school, staff members provide peer coaching to teachers.	12	16.7%	28	38.9%	24	33.3%	6	8.3%	0	0.0%	2	2.8%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	12	16.7%	41	56.9%	16	22.2%	1	1.4%	1	1.4%	1	1.4%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	19	26.4%	36	50.0%	12	16.7%	5	6.9%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	15	20.8%	34	47.2%	18	25.0%	5	6.9%	0	0.0%	0	0.0%

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		Cypress Woods Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	22	30.6%	40	55.6%	10	13.9%	0	0.0%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	20	27.8%	44	61.1%	8	11.1%	0	0.0%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	27	38.6%	38	54.3%	5	7.1%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	22	31.4%	35	50.0%	11	15.7%	0	0.0%	2	2.9%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	17	24.3%	27	38.6%	18	25.7%	7	10.0%	1	1.4%	0	0.0%
Q39	Our school provides protected instructional time.	26	37.1%	36	51.4%	5	7.1%	3	4.3%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	23	32.9%	35	50.0%	10	14.3%	2	2.9%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	12	17.1%	33	47.1%	16	22.9%	8	11.4%	1	1.4%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	12	17.1%	27	38.6%	20	28.6%	9	12.9%	2	2.9%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	15	21.4%	35	50.0%	16	22.9%	3	4.3%	1	1.4%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	24	34.3%	37	52.9%	9	12.9%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	31	44.3%	34	48.6%	5	7.1%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	37	52.9%	32	45.7%	1	1.4%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	18	26.1%	38	55.1%	9	13.0%	1	1.4%	0	0.0%	3	4.3%

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		Cypress Woods Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	14	20.3%	38	55.1%	11	15.9%	3	4.3%	0	0.0%	3	4.3%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	20	29.0%	34	49.3%	11	15.9%	2	2.9%	0	0.0%	2	2.9%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	12	17.4%	32	46.4%	15	21.7%	7	10.1%	0	0.0%	3	4.3%
Q51	Our school uses data to monitor student readiness and success at the next level.	21	30.4%	28	40.6%	14	20.3%	3	4.3%	0	0.0%	3	4.3%
Q52	Our school leaders monitor data related to student achievement.	27	39.1%	30	43.5%	9	13.0%	0	0.0%	0	0.0%	3	4.3%
Q53	Our school leaders monitor data related to school continuous improvement goals.	23	33.3%	36	52.2%	8	11.6%	0	0.0%	0	0.0%	2	2.9%

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		Douglas L Jamerson Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	50	87.7%	7	12.3%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	39	68.4%	16	28.1%	1	1.8%	0	0.0%	0.0	0.0%	1	1.8%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	46	80.7%	10	17.5%	1	1.8%	0	0.0%	0.0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	38	66.7%	17	29.8%	2	3.5%	0	0.0%	0.0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	51	89.5%	5	8.8%	1	1.8%	0	0.0%	0.0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	29	54.7%	18	34.0%	6	11.3%	0	0.0%	0.0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	21	39.6%	23	43.4%	9	17.0%	0	0.0%	0.0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	44	83.0%	9	17.0%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	49	92.5%	4	7.5%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	41	77.4%	11	20.8%	0	0.0%	1	1.9%	0.0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	47	88.7%	6	11.3%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	41	77.4%	11	20.8%	1	1.9%	0	0.0%	0.0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	32	60.4%	17	32.1%	4	7.5%	0	0.0%	0.0	0.0%	0	0.0%

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		Douglas L Jamerson Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	34	64.2%	18	34.0%	0	0.0%	0	0.0%	0.0	0.0%	1	1.9%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	42	79.2%	11	20.8%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	20	42.6%	24	51.1%	2	4.3%	1	2.1%	0.0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	19	40.4%	26	55.3%	1	2.1%	1	2.1%	0.0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	25	53.2%	19	40.4%	2	4.3%	1	2.1%	0.0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	20	42.6%	22	46.8%	2	4.3%	3	6.4%	0.0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	21	44.7%	24	51.1%	2	4.3%	0	0.0%	0.0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	14	29.8%	27	57.4%	5	10.6%	1	2.1%	0.0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	20	42.6%	22	46.8%	3	6.4%	2	4.3%	0.0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	21	44.7%	19	40.4%	4	8.5%	3	6.4%	0.0	0.0%	0	0.0%

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		Douglas L Jamerson Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	36	76.6%	10	21.3%	1	2.1%	0	0.0%	0.0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	27	57.4%	17	36.2%	2	4.3%	1	2.1%	0.0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	32	68.1%	14	29.8%	1	2.1%	0	0.0%	0.0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	24	51.1%	21	44.7%	2	4.3%	0	0.0%	0.0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	28	59.6%	13	27.7%	5	10.6%	1	2.1%	0.0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	19	40.4%	26	55.3%	2	4.3%	0	0.0%	0.0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	30	63.8%	16	34.0%	1	2.1%	0	0.0%	0.0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	22	46.8%	20	42.6%	5	10.6%	0	0.0%	0.0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	30	63.8%	15	31.9%	1	2.1%	1	2.1%	0.0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	24	51.1%	17	36.2%	5	10.6%	1	2.1%	0.0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Douglas L Jamerson Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	29	61.7%	17	36.2%	1	2.1%	0	0.0%	0.0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	21	44.7%	23	48.9%	3	6.4%	0	0.0%	0.0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	35	76.1%	10	21.7%	1	2.2%	0	0.0%	0.0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	34	73.9%	12	26.1%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	29	63.0%	17	37.0%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	35	76.1%	11	23.9%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	31	67.4%	15	32.6%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	18	39.1%	21	45.7%	5	10.9%	1	2.2%	0.0	0.0%	1	2.2%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	17	37.0%	21	45.7%	6	13.0%	1	2.2%	0.0	0.0%	1	2.2%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	30	65.2%	16	34.8%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	36	78.3%	9	19.6%	1	2.2%	0	0.0%	0.0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	40	87.0%	6	13.0%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	40	87.0%	6	13.0%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	30	65.2%	16	34.8%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%

**Pinellas County Schools
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		Douglas L Jamerson Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	25	54.3%	18	39.1%	2	4.3%	0	0.0%	0.0	0.0%	1	2.2%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	25	54.3%	20	43.5%	1	2.2%	0	0.0%	0.0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	18	39.1%	23	50.0%	3	6.5%	2	4.3%	0.0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	30	65.2%	16	34.8%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	37	80.4%	9	19.6%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	38	82.6%	8	17.4%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%

**Pinellas County Schools
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		Dunedin Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	48	67.6%	22	31.0%	1	1.4%	0	0.0%	0.0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	30	42.3%	31	43.7%	9	12.7%	0	0.0%	0.0	0.0%	1	1.4%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	36	50.7%	29	40.8%	5	7.0%	0	0.0%	0.0	0.0%	1	1.4%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	35	49.3%	31	43.7%	4	5.6%	0	0.0%	0.0	0.0%	1	1.4%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	46	64.8%	24	33.8%	1	1.4%	0	0.0%	0.0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	22	32.4%	34	50.0%	10	14.7%	2	2.9%	0.0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	22	32.4%	31	45.6%	14	20.6%	1	1.5%	0.0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	44	64.7%	21	30.9%	2	2.9%	1	1.5%	0.0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	55	80.9%	13	19.1%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	51	75.0%	13	19.1%	3	4.4%	1	1.5%	0.0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	52	76.5%	13	19.1%	2	2.9%	1	1.5%	0.0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	35	51.5%	24	35.3%	8	11.8%	0	0.0%	0.0	0.0%	1	1.5%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	36	52.9%	25	36.8%	7	10.3%	0	0.0%	0.0	0.0%	0	0.0%

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		Dunedin Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	40	58.8%	21	30.9%	6	8.8%	1	1.5%	0.0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	41	60.3%	26	38.2%	0	0.0%	1	1.5%	0.0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	27	40.9%	30	45.5%	9	13.6%	0	0.0%	0.0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	24	36.4%	34	51.5%	8	12.1%	0	0.0%	0.0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	24	36.4%	32	48.5%	8	12.1%	2	3.0%	0.0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	19	28.8%	38	57.6%	8	12.1%	1	1.5%	0.0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	24	36.4%	30	45.5%	12	18.2%	0	0.0%	0.0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	21	31.8%	31	47.0%	13	19.7%	1	1.5%	0.0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	23	34.8%	34	51.5%	8	12.1%	1	1.5%	0.0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	24	36.4%	28	42.4%	11	16.7%	3	4.5%	0.0	0.0%	0	0.0%

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		Dunedin Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	22	33.3%	39	59.1%	4	6.1%	1	1.5%	0.0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	19	28.8%	33	50.0%	12	18.2%	2	3.0%	0.0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	22	33.3%	38	57.6%	5	7.6%	1	1.5%	0.0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	25	37.9%	33	50.0%	7	10.6%	1	1.5%	0.0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	26	39.4%	35	53.0%	4	6.1%	1	1.5%	0.0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	25	37.9%	35	53.0%	5	7.6%	1	1.5%	0.0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	19	28.8%	37	56.1%	8	12.1%	1	1.5%	0.0	0.0%	1	1.5%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	14	21.2%	33	50.0%	18	27.3%	1	1.5%	0.0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	25	37.9%	38	57.6%	3	4.5%	0	0.0%	0.0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	19	28.8%	40	60.6%	7	10.6%	0	0.0%	0.0	0.0%	0	0.0%

**Pinellas County Schools
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		Dunedin Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	17	25.8%	38	57.6%	10	15.2%	1	1.5%	0.0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	25	37.9%	34	51.5%	7	10.6%	0	0.0%	0.0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	38	59.4%	26	40.6%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	30	46.9%	31	48.4%	3	4.7%	0	0.0%	0.0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	27	42.2%	33	51.6%	3	4.7%	1	1.6%	0.0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	35	54.7%	23	35.9%	4	6.3%	2	3.1%	0.0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	24	37.5%	39	60.9%	1	1.6%	0	0.0%	0.0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	24	37.5%	36	56.3%	4	6.3%	0	0.0%	0.0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	24	37.5%	32	50.0%	8	12.5%	0	0.0%	0.0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	30	46.9%	27	42.2%	5	7.8%	1	1.6%	0.0	0.0%	1	1.6%
Q44	Our school provides opportunities for students to participate in activities that interest them.	14	21.9%	28	43.8%	17	26.6%	4	6.3%	0.0	0.0%	1	1.6%
Q45	Our school maintains facilities that support student learning.	25	39.1%	39	60.9%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	23	35.9%	41	64.1%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	30	47.6%	30	47.6%	3	4.8%	0	0.0%	0.0	0.0%	0	0.0%

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		Dunedin Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	24	38.1%	34	54.0%	4	6.3%	1	1.6%	0.0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	24	38.1%	34	54.0%	5	7.9%	0	0.0%	0.0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	17	27.0%	34	54.0%	12	19.0%	0	0.0%	0.0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	26	41.3%	36	57.1%	1	1.6%	0	0.0%	0.0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	30	47.6%	32	50.8%	1	1.6%	0	0.0%	0.0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	30	47.6%	32	50.8%	1	1.6%	0	0.0%	0.0	0.0%	0	0.0%

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		Eisenhower Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	40	49.4%	35	43.2%	5	6.2%	0	0.0%	0	0.0%	1	1.2%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	24	29.6%	30	37.0%	13	16.0%	9	11.1%	4	4.9%	1	1.2%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	27	33.3%	36	44.4%	13	16.0%	4	4.9%	0	0.0%	1	1.2%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	31	38.3%	38	46.9%	8	9.9%	3	3.7%	0	0.0%	1	1.2%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	31	38.3%	39	48.1%	7	8.6%	3	3.7%	0	0.0%	1	1.2%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	22	29.3%	38	50.7%	10	13.3%	4	5.3%	0	0.0%	1	1.3%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	19	25.3%	36	48.0%	16	21.3%	2	2.7%	1	1.3%	1	1.3%
Q8	Our school's leaders support an innovative and collaborative culture.	26	34.7%	35	46.7%	8	10.7%	5	6.7%	1	1.3%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	38	50.7%	33	44.0%	3	4.0%	1	1.3%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	30	40.0%	22	29.3%	15	20.0%	6	8.0%	1	1.3%	1	1.3%
Q11	Our school's leaders hold all staff members accountable for student learning.	36	48.0%	30	40.0%	5	6.7%	4	5.3%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	23	30.7%	32	42.7%	11	14.7%	8	10.7%	0	0.0%	1	1.3%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	21	28.0%	29	38.7%	19	25.3%	5	6.7%	0	0.0%	1	1.3%

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		Eisenhower Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	20	26.7%	30	40.0%	17	22.7%	6	8.0%	1	1.3%	1	1.3%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	24	32.0%	39	52.0%	10	13.3%	1	1.3%	0	0.0%	1	1.3%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	22	31.4%	28	40.0%	11	15.7%	8	11.4%	0	0.0%	1	1.4%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	24	34.3%	24	34.3%	12	17.1%	9	12.9%	0	0.0%	1	1.4%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	19	27.1%	33	47.1%	14	20.0%	3	4.3%	0	0.0%	1	1.4%
Q19	All teachers in our school use a variety of technologies as instructional resources.	16	22.9%	38	54.3%	9	12.9%	6	8.6%	0	0.0%	1	1.4%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	16	22.9%	32	45.7%	15	21.4%	5	7.1%	0	0.0%	2	2.9%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	15	21.4%	29	41.4%	16	22.9%	8	11.4%	0	0.0%	2	2.9%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	16	22.9%	32	45.7%	15	21.4%	5	7.1%	0	0.0%	2	2.9%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	18	25.7%	23	32.9%	17	24.3%	10	14.3%	0	0.0%	2	2.9%

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		Eisenhower Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	25	35.7%	31	44.3%	8	11.4%	4	5.7%	0	0.0%	2	2.9%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	19	27.1%	33	47.1%	11	15.7%	5	7.1%	0	0.0%	2	2.9%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	19	27.1%	36	51.4%	6	8.6%	8	11.4%	0	0.0%	1	1.4%
Q27	In our school, related learning support services are provided for all students based on their needs.	19	27.1%	32	45.7%	8	11.4%	11	15.7%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	17	24.3%	37	52.9%	12	17.1%	3	4.3%	0	0.0%	1	1.4%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	20	28.6%	34	48.6%	10	14.3%	6	8.6%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	16	22.9%	35	50.0%	16	22.9%	2	2.9%	1	1.4%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	18	25.7%	29	41.4%	15	21.4%	6	8.6%	2	2.9%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	20	28.6%	41	58.6%	7	10.0%	1	1.4%	0	0.0%	1	1.4%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	16	22.9%	37	52.9%	13	18.6%	2	2.9%	1	1.4%	1	1.4%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Eisenhower Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	16	22.9%	36	51.4%	16	22.9%	1	1.4%	0	0.0%	1	1.4%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	17	24.3%	38	54.3%	11	15.7%	1	1.4%	0	0.0%	3	4.3%
Q36	Our school provides qualified staff members to support student learning.	29	42.0%	36	52.2%	4	5.8%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	23	33.3%	37	53.6%	5	7.2%	2	2.9%	1	1.4%	1	1.4%
Q38	Our school provides sufficient material resources to meet student needs.	21	30.4%	36	52.2%	10	14.5%	1	1.4%	1	1.4%	0	0.0%
Q39	Our school provides protected instructional time.	27	39.1%	35	50.7%	4	5.8%	2	2.9%	1	1.4%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	20	29.0%	44	63.8%	4	5.8%	1	1.4%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	18	26.1%	40	58.0%	7	10.1%	3	4.3%	0	0.0%	1	1.4%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	16	23.2%	37	53.6%	13	18.8%	2	2.9%	0	0.0%	1	1.4%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	17	24.6%	32	46.4%	11	15.9%	7	10.1%	1	1.4%	1	1.4%
Q44	Our school provides opportunities for students to participate in activities that interest them.	10	14.5%	30	43.5%	17	24.6%	9	13.0%	2	2.9%	1	1.4%
Q45	Our school maintains facilities that support student learning.	26	37.7%	37	53.6%	6	8.7%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	25	36.2%	41	59.4%	3	4.3%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	27	39.7%	38	55.9%	3	4.4%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Eisenhower Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	20	29.4%	35	51.5%	8	11.8%	5	7.4%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	18	26.5%	34	50.0%	12	17.6%	3	4.4%	0	0.0%	1	1.5%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	16	23.5%	28	41.2%	15	22.1%	8	11.8%	0	0.0%	1	1.5%
Q51	Our school uses data to monitor student readiness and success at the next level.	18	26.5%	43	63.2%	5	7.4%	1	1.5%	0	0.0%	1	1.5%
Q52	Our school leaders monitor data related to student achievement.	20	29.4%	39	57.4%	7	10.3%	1	1.5%	0	0.0%	1	1.5%
Q53	Our school leaders monitor data related to school continuous improvement goals.	22	32.4%	37	54.4%	7	10.3%	1	1.5%	0	0.0%	1	1.5%

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		Fairmount Park Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	50	79.4%	13	20.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	37	58.7%	23	36.5%	3	4.8%	0	0.0%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	40	63.5%	21	33.3%	2	3.2%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	41	65.1%	20	31.7%	2	3.2%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	45	71.4%	13	20.6%	5	7.9%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	35	56.5%	20	32.3%	6	9.7%	1	1.6%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	30	48.4%	22	35.5%	9	14.5%	1	1.6%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	32	51.6%	24	38.7%	6	9.7%	0	0.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	45	72.6%	16	25.8%	1	1.6%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	32	51.6%	24	38.7%	4	6.5%	2	3.2%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	43	69.4%	16	25.8%	2	3.2%	1	1.6%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	36	58.1%	21	33.9%	4	6.5%	1	1.6%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	34	54.8%	24	38.7%	4	6.5%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Fairmount Park Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	26	41.9%	28	45.2%	6	9.7%	1	1.6%	0	0.0%	1	1.6%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	32	51.6%	26	41.9%	2	3.2%	0	0.0%	1	1.6%	1	1.6%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	26	44.1%	23	39.0%	7	11.9%	3	5.1%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	24	40.7%	27	45.8%	6	10.2%	2	3.4%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	25	42.4%	24	40.7%	7	11.9%	3	5.1%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	31	52.5%	22	37.3%	6	10.2%	0	0.0%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	29	49.2%	22	37.3%	7	11.9%	1	1.7%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	23	39.0%	25	42.4%	10	16.9%	1	1.7%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	27	45.8%	27	45.8%	3	5.1%	2	3.4%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	26	44.1%	26	44.1%	4	6.8%	3	5.1%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Fairmount Park Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	34	57.6%	23	39.0%	2	3.4%	0	0.0%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	26	44.1%	25	42.4%	6	10.2%	1	1.7%	0	0.0%	1	1.7%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	24	40.7%	28	47.5%	7	11.9%	0	0.0%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	25	42.4%	26	44.1%	5	8.5%	3	5.1%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	27	45.8%	23	39.0%	7	11.9%	2	3.4%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	31	52.5%	24	40.7%	2	3.4%	2	3.4%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	28	47.5%	27	45.8%	3	5.1%	1	1.7%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	26	44.1%	24	40.7%	7	11.9%	1	1.7%	0	0.0%	1	1.7%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	33	55.9%	22	37.3%	3	5.1%	1	1.7%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	30	50.8%	20	33.9%	9	15.3%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Fairmount Park Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	19	32.2%	27	45.8%	11	18.6%	2	3.4%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	23	39.0%	31	52.5%	5	8.5%	0	0.0%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	34	57.6%	22	37.3%	2	3.4%	1	1.7%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	31	52.5%	22	37.3%	4	6.8%	2	3.4%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	32	54.2%	22	37.3%	5	8.5%	0	0.0%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	32	54.2%	23	39.0%	4	6.8%	0	0.0%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	31	52.5%	24	40.7%	4	6.8%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	31	52.5%	24	40.7%	4	6.8%	0	0.0%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	30	50.8%	24	40.7%	5	8.5%	0	0.0%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	34	57.6%	19	32.2%	5	8.5%	1	1.7%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	16	27.1%	24	40.7%	15	25.4%	3	5.1%	1	1.7%	0	0.0%
Q45	Our school maintains facilities that support student learning.	27	45.8%	26	44.1%	6	10.2%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	26	44.1%	27	45.8%	5	8.5%	1	1.7%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	33	55.9%	23	39.0%	3	5.1%	0	0.0%	0	0.0%	0	0.0%

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		Fairmount Park Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	29	49.2%	20	33.9%	7	11.9%	2	3.4%	1	1.7%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	32	54.2%	24	40.7%	3	5.1%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	25	42.4%	26	44.1%	6	10.2%	2	3.4%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	33	55.9%	23	39.0%	3	5.1%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	34	57.6%	22	37.3%	3	5.1%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	32	54.2%	23	39.0%	4	6.8%	0	0.0%	0	0.0%	0	0.0%

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		Forest Lakes Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	36	55.4%	25	38.5%	4	6.2%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	24	36.9%	29	44.6%	9	13.8%	1	1.5%	1	1.5%	1	1.5%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	26	40.0%	30	46.2%	7	10.8%	2	3.1%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	29	44.6%	28	43.1%	8	12.3%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	27	41.5%	27	41.5%	9	13.8%	2	3.1%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	21	33.3%	27	42.9%	11	17.5%	1	1.6%	1	1.6%	2	3.2%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	14	22.2%	29	46.0%	18	28.6%	1	1.6%	0	0.0%	1	1.6%
Q8	Our school's leaders support an innovative and collaborative culture.	21	33.3%	30	47.6%	9	14.3%	2	3.2%	0	0.0%	1	1.6%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	32	50.8%	26	41.3%	3	4.8%	2	3.2%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	19	30.2%	31	49.2%	9	14.3%	3	4.8%	1	1.6%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	26	41.3%	34	54.0%	2	3.2%	1	1.6%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	17	27.0%	30	47.6%	10	15.9%	4	6.3%	0	0.0%	2	3.2%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	17	27.0%	29	46.0%	13	20.6%	3	4.8%	0	0.0%	1	1.6%

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		Forest Lakes Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	15	23.8%	34	54.0%	10	15.9%	3	4.8%	0	0.0%	1	1.6%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	20	31.7%	38	60.3%	5	7.9%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	16	26.7%	28	46.7%	9	15.0%	3	5.0%	0	0.0%	4	6.7%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	17	28.3%	25	41.7%	13	21.7%	2	3.3%	0	0.0%	3	5.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	15	25.0%	29	48.3%	11	18.3%	2	3.3%	0	0.0%	3	5.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	19	31.7%	23	38.3%	13	21.7%	2	3.3%	0	0.0%	3	5.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	16	26.7%	26	43.3%	13	21.7%	1	1.7%	0	0.0%	4	6.7%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	12	20.0%	27	45.0%	15	25.0%	2	3.3%	0	0.0%	4	6.7%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	12	20.0%	26	43.3%	16	26.7%	1	1.7%	0	0.0%	5	8.3%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	12	20.0%	27	45.0%	14	23.3%	1	1.7%	1	1.7%	5	8.3%

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		Forest Lakes Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	21	35.0%	29	48.3%	5	8.3%	2	3.3%	0	0.0%	3	5.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	14	23.3%	31	51.7%	9	15.0%	2	3.3%	0	0.0%	4	6.7%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	15	25.0%	29	48.3%	10	16.7%	3	5.0%	1	1.7%	2	3.3%
Q27	In our school, related learning support services are provided for all students based on their needs.	16	26.7%	26	43.3%	10	16.7%	6	10.0%	2	3.3%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	13	21.7%	20	33.3%	21	35.0%	3	5.0%	0	0.0%	3	5.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	14	23.3%	30	50.0%	13	21.7%	2	3.3%	0	0.0%	1	1.7%
Q30	In our school, staff members provide peer coaching to teachers.	11	18.3%	28	46.7%	13	21.7%	4	6.7%	1	1.7%	3	5.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	13	21.7%	29	48.3%	11	18.3%	3	5.0%	2	3.3%	2	3.3%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	19	31.7%	30	50.0%	7	11.7%	3	5.0%	0	0.0%	1	1.7%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	14	23.3%	28	46.7%	15	25.0%	3	5.0%	0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Forest Lakes Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	11	18.3%	25	41.7%	15	25.0%	6	10.0%	1	1.7%	2	3.3%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	14	23.3%	34	56.7%	8	13.3%	1	1.7%	1	1.7%	2	3.3%
Q36	Our school provides qualified staff members to support student learning.	24	42.1%	28	49.1%	3	5.3%	2	3.5%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	17	29.8%	32	56.1%	6	10.5%	2	3.5%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	16	28.1%	31	54.4%	8	14.0%	2	3.5%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	25	43.9%	26	45.6%	5	8.8%	0	0.0%	0	0.0%	1	1.8%
Q40	Our school provides a variety of information resources to support student learning.	17	29.8%	34	59.6%	6	10.5%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	19	33.3%	31	54.4%	4	7.0%	3	5.3%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	14	24.6%	32	56.1%	5	8.8%	5	8.8%	1	1.8%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	12	21.1%	17	29.8%	19	33.3%	9	15.8%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	10	17.5%	23	40.4%	14	24.6%	5	8.8%	2	3.5%	3	5.3%
Q45	Our school maintains facilities that support student learning.	26	45.6%	29	50.9%	2	3.5%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	32	56.1%	22	38.6%	2	3.5%	1	1.8%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	18	31.6%	32	56.1%	4	7.0%	1	1.8%	0	0.0%	2	3.5%

**Pinellas County Schools
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		Forest Lakes Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	12	21.1%	31	54.4%	11	19.3%	1	1.8%	0	0.0%	2	3.5%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	15	26.3%	33	57.9%	6	10.5%	1	1.8%	0	0.0%	2	3.5%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	10	17.5%	25	43.9%	17	29.8%	4	7.0%	0	0.0%	1	1.8%
Q51	Our school uses data to monitor student readiness and success at the next level.	17	29.8%	28	49.1%	9	15.8%	0	0.0%	1	1.8%	2	3.5%
Q52	Our school leaders monitor data related to student achievement.	20	35.1%	27	47.4%	8	14.0%	0	0.0%	0	0.0%	2	3.5%
Q53	Our school leaders monitor data related to school continuous improvement goals.	18	31.6%	29	50.9%	8	14.0%	0	0.0%	0	0.0%	2	3.5%

**Pinellas County Schools
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		Frontier Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	40	61.5%	24	36.9%	1	1.5%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	25	38.5%	27	41.5%	11	16.9%	2	3.1%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	29	44.6%	25	38.5%	10	15.4%	1	1.5%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	30	46.2%	27	41.5%	6	9.2%	0	0.0%	2	3.1%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	29	44.6%	27	41.5%	7	10.8%	1	1.5%	1	1.5%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	22	34.9%	33	52.4%	5	7.9%	0	0.0%	2	3.2%	1	1.6%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	16	25.4%	24	38.1%	14	22.2%	5	7.9%	2	3.2%	2	3.2%
Q8	Our school's leaders support an innovative and collaborative culture.	24	38.1%	28	44.4%	3	4.8%	7	11.1%	1	1.6%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	40	63.5%	21	33.3%	1	1.6%	1	1.6%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	27	42.9%	23	36.5%	9	14.3%	4	6.3%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	32	50.8%	27	42.9%	4	6.3%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	15	23.8%	29	46.0%	15	23.8%	3	4.8%	0	0.0%	1	1.6%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	17	27.0%	28	44.4%	15	23.8%	3	4.8%	0	0.0%	0	0.0%

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		Frontier Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	21	33.3%	30	47.6%	8	12.7%	3	4.8%	1	1.6%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	26	41.3%	26	41.3%	9	14.3%	1	1.6%	1	1.6%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	12	20.3%	32	54.2%	9	15.3%	4	6.8%	0	0.0%	2	3.4%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	15	25.4%	27	45.8%	12	20.3%	5	8.5%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	15	25.4%	22	37.3%	15	25.4%	4	6.8%	0	0.0%	3	5.1%
Q19	All teachers in our school use a variety of technologies as instructional resources.	12	20.3%	31	52.5%	11	18.6%	4	6.8%	0	0.0%	1	1.7%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	12	20.3%	31	52.5%	13	22.0%	3	5.1%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	10	16.9%	27	45.8%	15	25.4%	6	10.2%	0	0.0%	1	1.7%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	13	22.0%	27	45.8%	13	22.0%	4	6.8%	0	0.0%	2	3.4%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	11	18.6%	23	39.0%	13	22.0%	8	13.6%	1	1.7%	3	5.1%

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		Frontier Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	21	35.6%	26	44.1%	7	11.9%	2	3.4%	1	1.7%	2	3.4%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	11	18.6%	27	45.8%	14	23.7%	3	5.1%	1	1.7%	3	5.1%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	15	25.4%	30	50.8%	9	15.3%	2	3.4%	2	3.4%	1	1.7%
Q27	In our school, related learning support services are provided for all students based on their needs.	13	22.0%	33	55.9%	7	11.9%	4	6.8%	1	1.7%	1	1.7%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	10	16.9%	28	47.5%	15	25.4%	4	6.8%	0	0.0%	2	3.4%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	14	23.7%	33	55.9%	8	13.6%	4	6.8%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	11	18.6%	37	62.7%	5	8.5%	4	6.8%	0	0.0%	2	3.4%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	17	28.8%	30	50.8%	9	15.3%	2	3.4%	1	1.7%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	18	30.5%	29	49.2%	10	16.9%	1	1.7%	0	0.0%	1	1.7%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	9	15.3%	35	59.3%	14	23.7%	0	0.0%	0	0.0%	1	1.7%

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		Frontier Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	11	18.6%	32	54.2%	13	22.0%	2	3.4%	0	0.0%	1	1.7%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	13	22.0%	31	52.5%	10	16.9%	3	5.1%	0	0.0%	2	3.4%
Q36	Our school provides qualified staff members to support student learning.	18	31.6%	33	57.9%	5	8.8%	1	1.8%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	14	24.6%	35	61.4%	6	10.5%	2	3.5%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	9	15.8%	35	61.4%	10	17.5%	2	3.5%	0	0.0%	1	1.8%
Q39	Our school provides protected instructional time.	17	29.8%	30	52.6%	6	10.5%	3	5.3%	0	0.0%	1	1.8%
Q40	Our school provides a variety of information resources to support student learning.	12	21.1%	38	66.7%	6	10.5%	1	1.8%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	8	14.0%	32	56.1%	10	17.5%	5	8.8%	1	1.8%	1	1.8%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	8	14.0%	32	56.1%	11	19.3%	3	5.3%	1	1.8%	2	3.5%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	10	17.5%	34	59.6%	7	12.3%	4	7.0%	1	1.8%	1	1.8%
Q44	Our school provides opportunities for students to participate in activities that interest them.	8	14.0%	29	50.9%	15	26.3%	5	8.8%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	24	42.1%	31	54.4%	2	3.5%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	30	52.6%	25	43.9%	1	1.8%	1	1.8%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	17	29.8%	32	56.1%	4	7.0%	0	0.0%	1	1.8%	3	5.3%

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		Frontier Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	12	21.1%	33	57.9%	8	14.0%	2	3.5%	0	0.0%	2	3.5%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	15	26.3%	31	54.4%	8	14.0%	1	1.8%	0	0.0%	2	3.5%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	9	15.8%	28	49.1%	13	22.8%	4	7.0%	0	0.0%	3	5.3%
Q51	Our school uses data to monitor student readiness and success at the next level.	14	24.6%	34	59.6%	5	8.8%	3	5.3%	0	0.0%	1	1.8%
Q52	Our school leaders monitor data related to student achievement.	20	35.1%	31	54.4%	5	8.8%	0	0.0%	0	0.0%	1	1.8%
Q53	Our school leaders monitor data related to school continuous improvement goals.	18	31.6%	31	54.4%	7	12.3%	0	0.0%	0	0.0%	1	1.8%

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		Fuguitt Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	37	48.7%	34	44.7%	4	5.3%	1	1.3%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	24	31.6%	38	50.0%	8	10.5%	4	5.3%	1	1.3%	1	1.3%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	25	32.9%	41	53.9%	7	9.2%	2	2.6%	1	1.3%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	24	31.6%	42	55.3%	8	10.5%	2	2.6%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	26	34.2%	41	53.9%	3	3.9%	4	5.3%	2	2.6%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	23	31.5%	32	43.8%	17	23.3%	1	1.4%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	18	24.7%	31	42.5%	17	23.3%	6	8.2%	0	0.0%	1	1.4%
Q8	Our school's leaders support an innovative and collaborative culture.	27	37.0%	31	42.5%	10	13.7%	2	2.7%	3	4.1%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	36	49.3%	35	47.9%	2	2.7%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	29	39.7%	27	37.0%	9	12.3%	5	6.8%	3	4.1%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	35	47.9%	30	41.1%	6	8.2%	2	2.7%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	26	35.6%	33	45.2%	9	12.3%	3	4.1%	1	1.4%	1	1.4%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	25	34.2%	26	35.6%	17	23.3%	1	1.4%	2	2.7%	2	2.7%

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		Fuguitt Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	25	34.2%	28	38.4%	10	13.7%	7	9.6%	2	2.7%	1	1.4%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	27	37.0%	29	39.7%	13	17.8%	4	5.5%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	25	36.2%	24	34.8%	16	23.2%	2	2.9%	1	1.4%	1	1.4%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	24	34.8%	24	34.8%	12	17.4%	8	11.6%	0	0.0%	1	1.4%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	23	33.3%	25	36.2%	14	20.3%	5	7.2%	0	0.0%	2	2.9%
Q19	All teachers in our school use a variety of technologies as instructional resources.	23	33.3%	28	40.6%	15	21.7%	2	2.9%	0	0.0%	1	1.4%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	24	34.8%	26	37.7%	16	23.2%	2	2.9%	0	0.0%	1	1.4%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	21	30.4%	26	37.7%	19	27.5%	2	2.9%	0	0.0%	1	1.4%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	24	34.8%	27	39.1%	15	21.7%	2	2.9%	0	0.0%	1	1.4%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	24	34.8%	24	34.8%	14	20.3%	6	8.7%	0	0.0%	1	1.4%

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		Fuguitt Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	31	44.9%	26	37.7%	10	14.5%	1	1.4%	0	0.0%	1	1.4%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	18	26.1%	29	42.0%	17	24.6%	4	5.8%	0	0.0%	1	1.4%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	21	30.4%	30	43.5%	15	21.7%	1	1.4%	0	0.0%	2	2.9%
Q27	In our school, related learning support services are provided for all students based on their needs.	17	24.6%	26	37.7%	15	21.7%	8	11.6%	2	2.9%	1	1.4%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	15	21.7%	29	42.0%	14	20.3%	8	11.6%	2	2.9%	1	1.4%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	22	31.9%	29	42.0%	16	23.2%	0	0.0%	0	0.0%	2	2.9%
Q30	In our school, staff members provide peer coaching to teachers.	19	27.5%	30	43.5%	13	18.8%	6	8.7%	0	0.0%	1	1.4%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	22	31.9%	30	43.5%	13	18.8%	3	4.3%	0	0.0%	1	1.4%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	25	36.2%	31	44.9%	11	15.9%	1	1.4%	0	0.0%	1	1.4%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	22	31.9%	24	34.8%	18	26.1%	3	4.3%	1	1.4%	1	1.4%

**Pinellas County Schools
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 2014-15**

		Fuguitt Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	24	34.8%	28	40.6%	12	17.4%	3	4.3%	0	0.0%	2	2.9%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	24	34.8%	29	42.0%	13	18.8%	2	2.9%	0	0.0%	1	1.4%
Q36	Our school provides qualified staff members to support student learning.	34	50.0%	30	44.1%	3	4.4%	1	1.5%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	24	35.3%	32	47.1%	9	13.2%	2	2.9%	0	0.0%	1	1.5%
Q38	Our school provides sufficient material resources to meet student needs.	18	26.5%	26	38.2%	19	27.9%	4	5.9%	0	0.0%	1	1.5%
Q39	Our school provides protected instructional time.	23	33.8%	29	42.6%	12	17.6%	3	4.4%	0	0.0%	1	1.5%
Q40	Our school provides a variety of information resources to support student learning.	22	32.4%	29	42.6%	14	20.6%	2	2.9%	0	0.0%	1	1.5%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	19	27.9%	29	42.6%	13	19.1%	6	8.8%	0	0.0%	1	1.5%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	19	27.9%	23	33.8%	19	27.9%	6	8.8%	0	0.0%	1	1.5%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	21	30.9%	24	35.3%	18	26.5%	4	5.9%	0	0.0%	1	1.5%
Q44	Our school provides opportunities for students to participate in activities that interest them.	14	20.6%	31	45.6%	15	22.1%	6	8.8%	1	1.5%	1	1.5%
Q45	Our school maintains facilities that support student learning.	30	44.1%	30	44.1%	7	10.3%	1	1.5%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	35	51.5%	30	44.1%	2	2.9%	0	0.0%	0	0.0%	1	1.5%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	24	35.3%	32	47.1%	11	16.2%	0	0.0%	0	0.0%	1	1.5%

**Pinellas County Schools
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		Fuguitt Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	20	29.4%	33	48.5%	14	20.6%	0	0.0%	0	0.0%	1	1.5%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	22	32.4%	31	45.6%	11	16.2%	3	4.4%	0	0.0%	1	1.5%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	19	27.9%	28	41.2%	17	25.0%	2	2.9%	0	0.0%	2	2.9%
Q51	Our school uses data to monitor student readiness and success at the next level.	24	35.3%	32	47.1%	9	13.2%	2	2.9%	0	0.0%	1	1.5%
Q52	Our school leaders monitor data related to student achievement.	27	39.7%	32	47.1%	8	11.8%	0	0.0%	0	0.0%	1	1.5%
Q53	Our school leaders monitor data related to school continuous improvement goals.	24	35.3%	33	48.5%	10	14.7%	0	0.0%	0	0.0%	1	1.5%

**Pinellas County Schools
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		Garrison-Jones Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	35	54.7%	26	40.6%	3	4.7%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	22	34.4%	37	57.8%	4	6.3%	1	1.6%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	28	43.8%	31	48.4%	4	6.3%	1	1.6%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	27	42.2%	33	51.6%	3	4.7%	1	1.6%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	28	43.8%	28	43.8%	8	12.5%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	20	32.8%	30	49.2%	10	16.4%	1	1.6%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	12	19.7%	35	57.4%	13	21.3%	1	1.6%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	19	31.1%	33	54.1%	9	14.8%	0	0.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	28	45.9%	30	49.2%	3	4.9%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	20	32.8%	30	49.2%	10	16.4%	1	1.6%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	23	37.7%	32	52.5%	4	6.6%	0	0.0%	2	3.3%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	17	27.9%	36	59.0%	7	11.5%	0	0.0%	0	0.0%	1	1.6%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	13	21.3%	35	57.4%	10	16.4%	1	1.6%	1	1.6%	1	1.6%

**Pinellas County Schools
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		Garrison-Jones Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	14	23.0%	36	59.0%	9	14.8%	0	0.0%	0	0.0%	2	3.3%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	20	32.8%	32	52.5%	6	9.8%	1	1.6%	0	0.0%	2	3.3%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	11	18.3%	33	55.0%	8	13.3%	5	8.3%	1	1.7%	2	3.3%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	7	11.7%	35	58.3%	10	16.7%	5	8.3%	1	1.7%	2	3.3%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	10	16.7%	35	58.3%	8	13.3%	4	6.7%	1	1.7%	2	3.3%
Q19	All teachers in our school use a variety of technologies as instructional resources.	11	18.3%	26	43.3%	18	30.0%	2	3.3%	1	1.7%	2	3.3%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	13	21.7%	32	53.3%	8	13.3%	3	5.0%	1	1.7%	3	5.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	10	16.7%	32	53.3%	12	20.0%	3	5.0%	1	1.7%	2	3.3%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	10	16.7%	32	53.3%	13	21.7%	1	1.7%	1	1.7%	3	5.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	12	20.0%	30	50.0%	11	18.3%	3	5.0%	1	1.7%	3	5.0%

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		Garrison-Jones Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	12	20.0%	33	55.0%	7	11.7%	3	5.0%	2	3.3%	3	5.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	11	18.3%	33	55.0%	11	18.3%	2	3.3%	0	0.0%	3	5.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	11	18.3%	41	68.3%	5	8.3%	1	1.7%	0	0.0%	2	3.3%
Q27	In our school, related learning support services are provided for all students based on their needs.	9	15.0%	34	56.7%	11	18.3%	4	6.7%	1	1.7%	1	1.7%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	14	23.3%	30	50.0%	10	16.7%	4	6.7%	1	1.7%	1	1.7%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	15	25.0%	28	46.7%	12	20.0%	2	3.3%	1	1.7%	2	3.3%
Q30	In our school, staff members provide peer coaching to teachers.	14	23.3%	32	53.3%	8	13.3%	3	5.0%	0	0.0%	3	5.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	22	36.7%	26	43.3%	8	13.3%	1	1.7%	1	1.7%	2	3.3%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	19	31.7%	34	56.7%	6	10.0%	0	0.0%	0	0.0%	1	1.7%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	16	26.7%	28	46.7%	12	20.0%	3	5.0%	0	0.0%	1	1.7%

**Pinellas County Schools
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		Garrison-Jones Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	8	13.3%	36	60.0%	12	20.0%	0	0.0%	1	1.7%	3	5.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	9	15.0%	33	55.0%	14	23.3%	1	1.7%	0	0.0%	3	5.0%
Q36	Our school provides qualified staff members to support student learning.	22	36.7%	35	58.3%	3	5.0%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	17	28.3%	34	56.7%	6	10.0%	3	5.0%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	10	16.7%	37	61.7%	5	8.3%	7	11.7%	0	0.0%	1	1.7%
Q39	Our school provides protected instructional time.	18	30.0%	36	60.0%	2	3.3%	4	6.7%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	13	21.7%	42	70.0%	4	6.7%	1	1.7%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	9	15.0%	30	50.0%	16	26.7%	4	6.7%	1	1.7%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	7	11.7%	30	50.0%	17	28.3%	4	6.7%	1	1.7%	1	1.7%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	15	25.0%	36	60.0%	6	10.0%	2	3.3%	0	0.0%	1	1.7%
Q44	Our school provides opportunities for students to participate in activities that interest them.	17	28.3%	32	53.3%	10	16.7%	0	0.0%	0	0.0%	1	1.7%
Q45	Our school maintains facilities that support student learning.	14	23.3%	43	71.7%	0	0.0%	1	1.7%	0	0.0%	2	3.3%
Q46	Our school maintains facilities that contribute to a safe environment.	22	36.7%	36	60.0%	1	1.7%	1	1.7%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	20	33.3%	35	58.3%	3	5.0%	0	0.0%	0	0.0%	2	3.3%

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		Garrison-Jones Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	12	20.0%	35	58.3%	10	16.7%	1	1.7%	0	0.0%	2	3.3%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	11	18.3%	39	65.0%	7	11.7%	1	1.7%	0	0.0%	2	3.3%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	10	16.7%	40	66.7%	8	13.3%	1	1.7%	0	0.0%	1	1.7%
Q51	Our school uses data to monitor student readiness and success at the next level.	15	25.0%	42	70.0%	2	3.3%	0	0.0%	0	0.0%	1	1.7%
Q52	Our school leaders monitor data related to student achievement.	21	35.0%	35	58.3%	3	5.0%	0	0.0%	0	0.0%	1	1.7%
Q53	Our school leaders monitor data related to school continuous improvement goals.	18	30.0%	38	63.3%	3	5.0%	0	0.0%	0	0.0%	1	1.7%

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		Gulf Beaches Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	14	53.8%	11	42.3%	1	3.8%	0	0.0%	0.0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	10	38.5%	13	50.0%	2	7.7%	0	0.0%	0.0	0.0%	1	3.8%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	10	38.5%	12	46.2%	4	15.4%	0	0.0%	0.0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	10	38.5%	13	50.0%	3	11.5%	0	0.0%	0.0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	11	42.3%	10	38.5%	3	11.5%	2	7.7%	0.0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	16	61.5%	8	30.8%	2	7.7%	0	0.0%	0.0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	11	42.3%	14	53.8%	1	3.8%	0	0.0%	0.0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	19	73.1%	7	26.9%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	20	76.9%	6	23.1%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	18	69.2%	7	26.9%	0	0.0%	1	3.8%	0.0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	16	61.5%	8	30.8%	1	3.8%	1	3.8%	0.0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	9	34.6%	9	34.6%	6	23.1%	2	7.7%	0.0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	10	38.5%	11	42.3%	3	11.5%	1	3.8%	0.0	0.0%	1	3.8%

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		Gulf Beaches Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	14	53.8%	9	34.6%	2	7.7%	1	3.8%	0.0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	18	69.2%	7	26.9%	1	3.8%	0	0.0%	0.0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	11	44.0%	10	40.0%	4	16.0%	0	0.0%	0.0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	11	44.0%	8	32.0%	6	24.0%	0	0.0%	0.0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	10	40.0%	11	44.0%	4	16.0%	0	0.0%	0.0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	18	72.0%	7	28.0%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	12	48.0%	10	40.0%	3	12.0%	0	0.0%	0.0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	10	40.0%	10	40.0%	4	16.0%	1	4.0%	0.0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	13	52.0%	9	36.0%	3	12.0%	0	0.0%	0.0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	11	44.0%	12	48.0%	2	8.0%	0	0.0%	0.0	0.0%	0	0.0%

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		Gulf Beaches Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	11	44.0%	11	44.0%	3	12.0%	0	0.0%	0.0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	7	28.0%	17	68.0%	0	0.0%	1	4.0%	0.0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	13	52.0%	12	48.0%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	9	36.0%	12	48.0%	1	4.0%	3	12.0%	0.0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	12	48.0%	11	44.0%	1	4.0%	1	4.0%	0.0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	11	44.0%	11	44.0%	3	12.0%	0	0.0%	0.0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	5	20.0%	13	52.0%	5	20.0%	2	8.0%	0.0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	8	32.0%	10	40.0%	5	20.0%	2	8.0%	0.0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	12	48.0%	12	48.0%	1	4.0%	0	0.0%	0.0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	11	44.0%	12	48.0%	2	8.0%	0	0.0%	0.0	0.0%	0	0.0%

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		Gulf Beaches Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	14	56.0%	11	44.0%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	10	40.0%	14	56.0%	0	0.0%	1	4.0%	0.0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	16	69.6%	7	30.4%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	11	47.8%	11	47.8%	0	0.0%	1	4.3%	0.0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	9	39.1%	8	34.8%	5	21.7%	1	4.3%	0.0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	12	52.2%	9	39.1%	2	8.7%	0	0.0%	0.0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	9	39.1%	11	47.8%	2	8.7%	1	4.3%	0.0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	13	56.5%	9	39.1%	1	4.3%	0	0.0%	0.0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	10	43.5%	11	47.8%	1	4.3%	1	4.3%	0.0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	3	13.0%	13	56.5%	4	17.4%	3	13.0%	0.0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	10	43.5%	12	52.2%	0	0.0%	1	4.3%	0.0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	15	65.2%	8	34.8%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	13	56.5%	10	43.5%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	8	34.8%	13	56.5%	2	8.7%	0	0.0%	0.0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
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		Gulf Beaches Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	8	34.8%	13	56.5%	2	8.7%	0	0.0%	0.0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	7	30.4%	13	56.5%	2	8.7%	1	4.3%	0.0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	7	30.4%	11	47.8%	5	21.7%	0	0.0%	0.0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	9	39.1%	13	56.5%	1	4.3%	0	0.0%	0.0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	11	47.8%	11	47.8%	1	4.3%	0	0.0%	0.0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	8	34.8%	14	60.9%	1	4.3%	0	0.0%	0.0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
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		Gulfport Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	19	43.2%	21	47.7%	3	6.8%	0	0.0%	0	0.0%	1	2.3%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	7	15.9%	18	40.9%	9	20.5%	8	18.2%	1	2.3%	1	2.3%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	10	22.7%	23	52.3%	7	15.9%	3	6.8%	0	0.0%	1	2.3%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	10	22.7%	24	54.5%	6	13.6%	1	2.3%	1	2.3%	2	4.5%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	16	36.4%	25	56.8%	3	6.8%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	11	26.2%	18	42.9%	5	11.9%	8	19.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	9	21.4%	22	52.4%	8	19.0%	2	4.8%	0	0.0%	1	2.4%
Q8	Our school's leaders support an innovative and collaborative culture.	20	47.6%	16	38.1%	2	4.8%	3	7.1%	1	2.4%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	23	54.8%	16	38.1%	3	7.1%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	22	52.4%	16	38.1%	1	2.4%	2	4.8%	1	2.4%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	19	45.2%	19	45.2%	3	7.1%	1	2.4%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	16	38.1%	20	47.6%	4	9.5%	2	4.8%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	13	31.0%	20	47.6%	8	19.0%	0	0.0%	0	0.0%	1	2.4%

**Pinellas County Schools
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		Gulfport Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	11	26.2%	18	42.9%	6	14.3%	7	16.7%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	13	31.0%	21	50.0%	6	14.3%	2	4.8%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	7	17.1%	22	53.7%	6	14.6%	3	7.3%	0	0.0%	3	7.3%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	7	17.1%	19	46.3%	6	14.6%	6	14.6%	0	0.0%	3	7.3%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	6	14.6%	21	51.2%	5	12.2%	6	14.6%	0	0.0%	3	7.3%
Q19	All teachers in our school use a variety of technologies as instructional resources.	6	14.6%	17	41.5%	8	19.5%	7	17.1%	0	0.0%	3	7.3%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	7	17.1%	21	51.2%	8	19.5%	2	4.9%	0	0.0%	3	7.3%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	5	12.2%	18	43.9%	13	31.7%	1	2.4%	0	0.0%	4	9.8%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	8	19.5%	19	46.3%	9	22.0%	2	4.9%	0	0.0%	3	7.3%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	6	14.6%	17	41.5%	8	19.5%	5	12.2%	1	2.4%	4	9.8%

**Pinellas County Schools
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		Gulfport Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	8	19.5%	21	51.2%	4	9.8%	6	14.6%	0	0.0%	2	4.9%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	7	17.1%	20	48.8%	6	14.6%	5	12.2%	1	2.4%	2	4.9%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	8	19.5%	15	36.6%	12	29.3%	4	9.8%	1	2.4%	1	2.4%
Q27	In our school, related learning support services are provided for all students based on their needs.	8	19.5%	20	48.8%	9	22.0%	2	4.9%	1	2.4%	1	2.4%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	10	24.4%	21	51.2%	4	9.8%	4	9.8%	1	2.4%	1	2.4%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	7	17.1%	19	46.3%	7	17.1%	6	14.6%	0	0.0%	2	4.9%
Q30	In our school, staff members provide peer coaching to teachers.	7	17.1%	24	58.5%	7	17.1%	1	2.4%	1	2.4%	1	2.4%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	8	19.5%	22	53.7%	7	17.1%	3	7.3%	0	0.0%	1	2.4%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	7	17.1%	27	65.9%	5	12.2%	1	2.4%	0	0.0%	1	2.4%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	7	17.1%	23	56.1%	7	17.1%	2	4.9%	0	0.0%	2	4.9%

**Pinellas County Schools
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		Gulfport Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	5	12.2%	18	43.9%	9	22.0%	7	17.1%	0	0.0%	2	4.9%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	5	12.2%	23	56.1%	7	17.1%	5	12.2%	0	0.0%	1	2.4%
Q36	Our school provides qualified staff members to support student learning.	14	35.0%	23	57.5%	2	5.0%	1	2.5%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	15	37.5%	18	45.0%	3	7.5%	3	7.5%	1	2.5%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	18	45.0%	16	40.0%	3	7.5%	3	7.5%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	16	40.0%	15	37.5%	3	7.5%	5	12.5%	1	2.5%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	17	42.5%	20	50.0%	3	7.5%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	10	25.0%	19	47.5%	6	15.0%	5	12.5%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	9	22.5%	17	42.5%	11	27.5%	3	7.5%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	13	32.5%	17	42.5%	4	10.0%	5	12.5%	1	2.5%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	9	22.5%	14	35.0%	7	17.5%	8	20.0%	1	2.5%	1	2.5%
Q45	Our school maintains facilities that support student learning.	8	20.0%	18	45.0%	7	17.5%	5	12.5%	2	5.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	7	17.5%	24	60.0%	4	10.0%	4	10.0%	1	2.5%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	12	30.0%	25	62.5%	2	5.0%	0	0.0%	0	0.0%	1	2.5%

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		Gulfport Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	12	30.0%	17	42.5%	5	12.5%	5	12.5%	0	0.0%	1	2.5%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	12	30.0%	26	65.0%	1	2.5%	0	0.0%	0	0.0%	1	2.5%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	8	20.0%	22	55.0%	5	12.5%	3	7.5%	1	2.5%	1	2.5%
Q51	Our school uses data to monitor student readiness and success at the next level.	14	35.0%	19	47.5%	6	15.0%	0	0.0%	0	0.0%	1	2.5%
Q52	Our school leaders monitor data related to student achievement.	17	42.5%	22	55.0%	0	0.0%	1	2.5%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	17	42.5%	22	55.0%	1	2.5%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
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		High Point Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	50	60.2%	33	39.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	37	44.6%	37	44.6%	7	8.4%	0	0.0%	0	0.0%	2	2.4%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	40	48.2%	37	44.6%	6	7.2%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	40	48.2%	38	45.8%	2	2.4%	1	1.2%	0	0.0%	2	2.4%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	44	53.0%	35	42.2%	4	4.8%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	40	51.9%	29	37.7%	7	9.1%	0	0.0%	0	0.0%	1	1.3%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	32	41.6%	31	40.3%	10	13.0%	1	1.3%	1	1.3%	2	2.6%
Q8	Our school's leaders support an innovative and collaborative culture.	40	51.9%	27	35.1%	9	11.7%	1	1.3%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	50	64.9%	26	33.8%	1	1.3%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	40	51.9%	25	32.5%	10	13.0%	2	2.6%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	48	62.3%	28	36.4%	1	1.3%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	37	48.1%	31	40.3%	6	7.8%	3	3.9%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	29	37.7%	35	45.5%	12	15.6%	1	1.3%	0	0.0%	0	0.0%

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		High Point Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	33	42.9%	33	42.9%	10	13.0%	0	0.0%	0	0.0%	1	1.3%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	37	48.1%	32	41.6%	7	9.1%	0	0.0%	0	0.0%	1	1.3%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	31	44.9%	28	40.6%	8	11.6%	2	2.9%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	29	42.0%	32	46.4%	5	7.2%	3	4.3%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	29	42.0%	30	43.5%	9	13.0%	1	1.4%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	30	43.5%	31	44.9%	8	11.6%	0	0.0%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	29	42.0%	32	46.4%	6	8.7%	2	2.9%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	21	30.4%	37	53.6%	10	14.5%	1	1.4%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	28	40.6%	30	43.5%	10	14.5%	1	1.4%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	25	36.2%	28	40.6%	10	14.5%	5	7.2%	0	0.0%	1	1.4%

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		High Point Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	39	56.5%	27	39.1%	3	4.3%	0	0.0%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	24	34.8%	31	44.9%	10	14.5%	3	4.3%	0	0.0%	1	1.4%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	27	39.1%	29	42.0%	10	14.5%	3	4.3%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	29	42.0%	34	49.3%	4	5.8%	2	2.9%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	25	36.2%	29	42.0%	12	17.4%	3	4.3%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	31	44.9%	30	43.5%	7	10.1%	1	1.4%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	25	36.2%	31	44.9%	9	13.0%	3	4.3%	0	0.0%	1	1.4%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	24	34.8%	31	44.9%	11	15.9%	2	2.9%	1	1.4%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	38	55.1%	28	40.6%	3	4.3%	0	0.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	31	44.9%	27	39.1%	7	10.1%	2	2.9%	0	0.0%	2	2.9%

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		High Point Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	20	29.0%	39	56.5%	9	13.0%	1	1.4%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	22	31.9%	35	50.7%	11	15.9%	1	1.4%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	35	50.7%	32	46.4%	2	2.9%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	31	44.9%	33	47.8%	4	5.8%	1	1.4%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	30	43.5%	31	44.9%	4	5.8%	3	4.3%	1	1.4%	0	0.0%
Q39	Our school provides protected instructional time.	35	50.7%	31	44.9%	1	1.4%	1	1.4%	0	0.0%	1	1.4%
Q40	Our school provides a variety of information resources to support student learning.	27	39.1%	39	56.5%	2	2.9%	1	1.4%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	27	39.1%	32	46.4%	9	13.0%	1	1.4%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	26	37.7%	32	46.4%	10	14.5%	0	0.0%	0	0.0%	1	1.4%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	30	43.5%	32	46.4%	7	10.1%	0	0.0%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	16	23.2%	32	46.4%	14	20.3%	6	8.7%	1	1.4%	0	0.0%
Q45	Our school maintains facilities that support student learning.	33	47.8%	33	47.8%	3	4.3%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	37	53.6%	29	42.0%	3	4.3%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	25	36.8%	37	54.4%	6	8.8%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
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		High Point Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	26	38.2%	31	45.6%	9	13.2%	1	1.5%	0	0.0%	1	1.5%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	23	33.8%	37	54.4%	7	10.3%	1	1.5%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	19	27.9%	37	54.4%	7	10.3%	5	7.4%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	31	45.6%	34	50.0%	3	4.4%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	37	54.4%	29	42.6%	1	1.5%	1	1.5%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	36	52.9%	29	42.6%	3	4.4%	0	0.0%	0	0.0%	0	0.0%

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		Highland Lakes Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	26	39.4%	30	45.5%	9	13.6%	1	1.5%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	18	27.3%	20	30.3%	16	24.2%	11	16.7%	1	1.5%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	23	34.8%	17	25.8%	21	31.8%	4	6.1%	1	1.5%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	20	30.3%	24	36.4%	18	27.3%	2	3.0%	2	3.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	20	30.3%	22	33.3%	14	21.2%	7	10.6%	3	4.5%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	19	33.9%	21	37.5%	12	21.4%	1	1.8%	1	1.8%	2	3.6%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	18	32.1%	21	37.5%	12	21.4%	3	5.4%	1	1.8%	1	1.8%
Q8	Our school's leaders support an innovative and collaborative culture.	21	37.5%	13	23.2%	7	12.5%	10	17.9%	5	8.9%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	30	53.6%	18	32.1%	3	5.4%	4	7.1%	1	1.8%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	21	37.5%	12	21.4%	9	16.1%	9	16.1%	4	7.1%	1	1.8%
Q11	Our school's leaders hold all staff members accountable for student learning.	28	50.0%	20	35.7%	5	8.9%	3	5.4%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	16	28.6%	18	32.1%	11	19.6%	6	10.7%	4	7.1%	1	1.8%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	17	30.4%	15	26.8%	15	26.8%	7	12.5%	1	1.8%	1	1.8%

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		Highland Lakes Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	16	28.6%	14	25.0%	10	17.9%	11	19.6%	5	8.9%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	20	35.7%	22	39.3%	7	12.5%	5	8.9%	2	3.6%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	14	28.6%	23	46.9%	7	14.3%	4	8.2%	1	2.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	12	24.5%	26	53.1%	6	12.2%	4	8.2%	1	2.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	15	30.6%	21	42.9%	7	14.3%	4	8.2%	2	4.1%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	17	34.7%	21	42.9%	6	12.2%	4	8.2%	1	2.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	14	28.6%	21	42.9%	9	18.4%	5	10.2%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	13	26.5%	22	44.9%	6	12.2%	6	12.2%	1	2.0%	1	2.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	14	28.6%	21	42.9%	11	22.4%	2	4.1%	1	2.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	13	26.5%	19	38.8%	9	18.4%	6	12.2%	1	2.0%	1	2.0%

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		Highland Lakes Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	19	38.8%	20	40.8%	6	12.2%	3	6.1%	1	2.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	12	24.5%	19	38.8%	11	22.4%	5	10.2%	2	4.1%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	16	32.7%	24	49.0%	7	14.3%	2	4.1%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	18	36.7%	14	28.6%	6	12.2%	8	16.3%	3	6.1%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	15	30.6%	18	36.7%	7	14.3%	4	8.2%	5	10.2%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	14	28.6%	19	38.8%	11	22.4%	5	10.2%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	11	22.4%	14	28.6%	16	32.7%	6	12.2%	2	4.1%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	8	16.3%	14	28.6%	15	30.6%	9	18.4%	3	6.1%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	16	32.7%	22	44.9%	4	8.2%	7	14.3%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	15	30.6%	16	32.7%	8	16.3%	9	18.4%	1	2.0%	0	0.0%

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		Highland Lakes Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	12	24.5%	25	51.0%	8	16.3%	4	8.2%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	12	24.5%	21	42.9%	6	12.2%	10	20.4%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	22	44.9%	18	36.7%	4	8.2%	4	8.2%	1	2.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	15	30.6%	20	40.8%	10	20.4%	3	6.1%	1	2.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	13	26.5%	16	32.7%	10	20.4%	9	18.4%	1	2.0%	0	0.0%
Q39	Our school provides protected instructional time.	20	40.8%	22	44.9%	5	10.2%	1	2.0%	0	0.0%	1	2.0%
Q40	Our school provides a variety of information resources to support student learning.	13	26.5%	25	51.0%	7	14.3%	4	8.2%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	13	26.5%	20	40.8%	10	20.4%	4	8.2%	2	4.1%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	12	24.5%	17	34.7%	12	24.5%	6	12.2%	1	2.0%	1	2.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	10	20.4%	12	24.5%	8	16.3%	12	24.5%	7	14.3%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	14	28.6%	18	36.7%	6	12.2%	9	18.4%	1	2.0%	1	2.0%
Q45	Our school maintains facilities that support student learning.	19	38.8%	22	44.9%	6	12.2%	2	4.1%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	17	34.7%	19	38.8%	7	14.3%	5	10.2%	1	2.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	14	30.4%	22	47.8%	8	17.4%	2	4.3%	0	0.0%	0	0.0%

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		Highland Lakes Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	14	30.4%	16	34.8%	11	23.9%	4	8.7%	0	0.0%	1	2.2%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	11	23.9%	17	37.0%	10	21.7%	7	15.2%	1	2.2%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	8	17.4%	15	32.6%	13	28.3%	9	19.6%	1	2.2%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	12	26.1%	22	47.8%	6	13.0%	4	8.7%	2	4.3%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	15	32.6%	16	34.8%	10	21.7%	5	10.9%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	15	32.6%	17	37.0%	9	19.6%	5	10.9%	0	0.0%	0	0.0%

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*Corresponding school level data for James B. Sanderlin are included in the Elementary Level analyses.		James B. Sanderlin (PK-8)											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	39	90.7%	3	7.0%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	28	65.1%	14	32.6%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	33	76.7%	9	20.9%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	22	51.2%	17	39.5%	3	7.0%	1	2.3%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	31	72.1%	11	25.6%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	20	46.5%	14	32.6%	6	14.0%	3	7.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	20	46.5%	15	34.9%	5	11.6%	2	4.7%	1	2.3%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	33	76.7%	8	18.6%	2	4.7%	0	0.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	34	79.1%	7	16.3%	2	4.7%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	27	62.8%	11	25.6%	2	4.7%	3	7.0%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	32	74.4%	7	16.3%	3	7.0%	1	2.3%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	23	53.5%	14	32.6%	5	11.6%	1	2.3%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	15	34.9%	21	48.8%	6	14.0%	1	2.3%	0	0.0%	0	0.0%

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*Corresponding school level data for James B. Sanderlin are included in the Elementary Level analyses.		James B. Sanderlin (PK-8)											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	20	46.5%	18	41.9%	5	11.6%	0	0.0%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	22	51.2%	17	39.5%	4	9.3%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	13	30.2%	24	55.8%	5	11.6%	1	2.3%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	11	25.6%	26	60.5%	4	9.3%	2	4.7%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	20	46.5%	19	44.2%	3	7.0%	1	2.3%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	12	27.9%	26	60.5%	2	4.7%	3	7.0%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	14	32.6%	27	62.8%	2	4.7%	0	0.0%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	8	18.6%	23	53.5%	8	18.6%	4	9.3%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	10	23.3%	28	65.1%	3	7.0%	2	4.7%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	6	14.0%	22	51.2%	8	18.6%	6	14.0%	1	2.3%	0	0.0%

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*Corresponding school level data for James B. Sanderlin are included in the Elementary Level analyses.		James B. Sanderlin (PK-8)											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	28	65.1%	11	25.6%	4	9.3%	0	0.0%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	11	25.6%	28	65.1%	3	7.0%	1	2.3%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	21	48.8%	19	44.2%	3	7.0%	0	0.0%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	17	39.5%	11	25.6%	9	20.9%	5	11.6%	1	2.3%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	18	41.9%	15	34.9%	7	16.3%	3	7.0%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	13	30.2%	25	58.1%	5	11.6%	0	0.0%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	10	23.3%	19	44.2%	9	20.9%	5	11.6%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	7	16.3%	22	51.2%	7	16.3%	4	9.3%	3	7.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	27	62.8%	11	25.6%	4	9.3%	1	2.3%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	22	51.2%	14	32.6%	6	14.0%	1	2.3%	0	0.0%	0	0.0%

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*Corresponding school level data for James B. Sanderlin are included in the Elementary Level analyses.		James B. Sanderlin (PK-8)											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	15	34.9%	24	55.8%	4	9.3%	0	0.0%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	15	34.9%	18	41.9%	5	11.6%	5	11.6%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	21	48.8%	15	34.9%	6	14.0%	1	2.3%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	15	34.9%	21	48.8%	6	14.0%	1	2.3%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	12	27.9%	23	53.5%	6	14.0%	2	4.7%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	21	48.8%	16	37.2%	5	11.6%	1	2.3%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	19	44.2%	21	48.8%	2	4.7%	1	2.3%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	11	25.6%	20	46.5%	7	16.3%	5	11.6%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	10	23.3%	21	48.8%	7	16.3%	3	7.0%	1	2.3%	1	2.3%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	12	27.9%	21	48.8%	9	20.9%	1	2.3%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	12	27.9%	23	53.5%	8	18.6%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	24	55.8%	16	37.2%	3	7.0%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	30	69.8%	12	27.9%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	18	41.9%	22	51.2%	3	7.0%	0	0.0%	0	0.0%	0	0.0%

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*Corresponding school level data for James B. Sanderlin are included in the Elementary Level analyses.		James B. Sanderlin (PK-8)											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	10	23.3%	27	62.8%	6	14.0%	0	0.0%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	14	32.6%	22	51.2%	7	16.3%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	8	18.6%	25	58.1%	8	18.6%	2	4.7%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	18	41.9%	17	39.5%	5	11.6%	3	7.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	22	51.2%	19	44.2%	2	4.7%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	24	55.8%	18	41.9%	1	2.3%	0	0.0%	0	0.0%	0	0.0%

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		John M. Sexton Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	35	44.3%	37	46.8%	7	8.9%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	26	32.9%	42	53.2%	10	12.7%	1	1.3%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	24	30.4%	39	49.4%	15	19.0%	1	1.3%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	22	27.8%	45	57.0%	12	15.2%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	27	34.2%	45	57.0%	7	8.9%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	16	21.9%	37	50.7%	15	20.5%	5	6.8%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	13	17.8%	37	50.7%	19	26.0%	4	5.5%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	25	34.2%	37	50.7%	7	9.6%	3	4.1%	1	1.4%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	29	39.7%	38	52.1%	6	8.2%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	25	34.2%	42	57.5%	4	5.5%	2	2.7%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	26	35.6%	39	53.4%	7	9.6%	1	1.4%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	19	26.0%	43	58.9%	10	13.7%	1	1.4%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	18	24.7%	41	56.2%	11	15.1%	2	2.7%	1	1.4%	0	0.0%

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		John M. Sexton Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	17	23.3%	38	52.1%	14	19.2%	4	5.5%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	21	28.8%	42	57.5%	8	11.0%	2	2.7%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	18	27.3%	33	50.0%	11	16.7%	3	4.5%	0	0.0%	1	1.5%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	18	27.3%	36	54.5%	8	12.1%	4	6.1%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	15	22.7%	39	59.1%	9	13.6%	2	3.0%	0	0.0%	1	1.5%
Q19	All teachers in our school use a variety of technologies as instructional resources.	15	22.7%	41	62.1%	8	12.1%	2	3.0%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	16	24.2%	37	56.1%	11	16.7%	2	3.0%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	14	21.2%	34	51.5%	16	24.2%	2	3.0%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	21	31.8%	31	47.0%	11	16.7%	3	4.5%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	15	22.7%	37	56.1%	12	18.2%	2	3.0%	0	0.0%	0	0.0%

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		John M. Sexton Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	23	34.8%	32	48.5%	8	12.1%	3	4.5%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	19	28.8%	30	45.5%	14	21.2%	2	3.0%	0	0.0%	1	1.5%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	17	25.8%	38	57.6%	11	16.7%	0	0.0%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	17	25.8%	36	54.5%	9	13.6%	4	6.1%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	13	19.7%	35	53.0%	15	22.7%	3	4.5%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	18	27.3%	31	47.0%	14	21.2%	3	4.5%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	14	21.2%	33	50.0%	17	25.8%	2	3.0%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	15	22.7%	38	57.6%	10	15.2%	3	4.5%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	18	27.3%	39	59.1%	6	9.1%	2	3.0%	1	1.5%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	14	21.2%	39	59.1%	11	16.7%	1	1.5%	1	1.5%	0	0.0%

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		John M. Sexton Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	13	19.7%	38	57.6%	15	22.7%	0	0.0%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	14	21.2%	40	60.6%	11	16.7%	0	0.0%	0	0.0%	1	1.5%
Q36	Our school provides qualified staff members to support student learning.	23	34.8%	37	56.1%	6	9.1%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	14	21.2%	41	62.1%	8	12.1%	3	4.5%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	15	22.7%	32	48.5%	10	15.2%	8	12.1%	1	1.5%	0	0.0%
Q39	Our school provides protected instructional time.	24	36.4%	37	56.1%	5	7.6%	0	0.0%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	13	19.7%	42	63.6%	9	13.6%	2	3.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	12	18.2%	39	59.1%	13	19.7%	2	3.0%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	7	10.6%	38	57.6%	16	24.2%	4	6.1%	0	0.0%	1	1.5%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	12	18.2%	31	47.0%	17	25.8%	4	6.1%	2	3.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	16	24.2%	40	60.6%	8	12.1%	2	3.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	16	24.2%	45	68.2%	4	6.1%	1	1.5%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	21	31.8%	40	60.6%	4	6.1%	1	1.5%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	16	24.6%	43	66.2%	6	9.2%	0	0.0%	0	0.0%	0	0.0%

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		John M. Sexton Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	18	27.7%	37	56.9%	9	13.8%	1	1.5%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	17	26.2%	40	61.5%	8	12.3%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	17	26.2%	31	47.7%	15	23.1%	1	1.5%	1	1.5%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	18	27.7%	40	61.5%	7	10.8%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	25	38.5%	35	53.8%	5	7.7%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	22	33.8%	36	55.4%	7	10.8%	0	0.0%	0	0.0%	0	0.0%

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		Kings Highway Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	27	81.8%	6	18.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	20	60.6%	13	39.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	22	66.7%	11	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	17	51.5%	15	45.5%	1	3.0%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	25	75.8%	7	21.2%	1	3.0%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	16	50.0%	13	40.6%	3	9.4%	0	0.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	15	46.9%	13	40.6%	4	12.5%	0	0.0%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	28	87.5%	4	12.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	28	87.5%	4	12.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	24	75.0%	8	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	27	84.4%	5	15.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	24	75.0%	7	21.9%	1	3.1%	0	0.0%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	24	75.0%	6	18.8%	1	3.1%	0	0.0%	0	0.0%	1	3.1%

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		Kings Highway Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	20	62.5%	11	34.4%	1	3.1%	0	0.0%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	25	78.1%	7	21.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	16	51.6%	14	45.2%	0	0.0%	0	0.0%	0	0.0%	1	3.2%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	14	45.2%	16	51.6%	0	0.0%	0	0.0%	0	0.0%	1	3.2%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	15	48.4%	15	48.4%	0	0.0%	0	0.0%	0	0.0%	1	3.2%
Q19	All teachers in our school use a variety of technologies as instructional resources.	21	67.7%	8	25.8%	1	3.2%	1	3.2%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	15	48.4%	15	48.4%	1	3.2%	0	0.0%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	15	48.4%	12	38.7%	3	9.7%	0	0.0%	0	0.0%	1	3.2%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	15	48.4%	13	41.9%	2	6.5%	0	0.0%	0	0.0%	1	3.2%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	13	41.9%	14	45.2%	4	12.9%	0	0.0%	0	0.0%	0	0.0%

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		Kings Highway Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	19	61.3%	11	35.5%	0	0.0%	0	0.0%	0	0.0%	1	3.2%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	12	38.7%	17	54.8%	1	3.2%	0	0.0%	0	0.0%	1	3.2%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	16	51.6%	15	48.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	11	35.5%	16	51.6%	2	6.5%	1	3.2%	1	3.2%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	14	45.2%	15	48.4%	1	3.2%	0	0.0%	0	0.0%	1	3.2%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	16	51.6%	14	45.2%	1	3.2%	0	0.0%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	13	41.9%	12	38.7%	5	16.1%	0	0.0%	0	0.0%	1	3.2%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	10	32.3%	11	35.5%	10	32.3%	0	0.0%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	19	61.3%	12	38.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	17	54.8%	11	35.5%	3	9.7%	0	0.0%	0	0.0%	0	0.0%

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		Kings Highway Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	17	54.8%	12	38.7%	2	6.5%	0	0.0%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	15	48.4%	14	45.2%	2	6.5%	0	0.0%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	22	71.0%	7	22.6%	2	6.5%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	19	61.3%	11	35.5%	1	3.2%	0	0.0%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	11	35.5%	14	45.2%	3	9.7%	3	9.7%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	23	74.2%	8	25.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	17	54.8%	13	41.9%	1	3.2%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	19	61.3%	10	32.3%	2	6.5%	0	0.0%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	18	58.1%	10	32.3%	3	9.7%	0	0.0%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	13	41.9%	16	51.6%	1	3.2%	0	0.0%	1	3.2%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	23	74.2%	8	25.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	21	67.7%	10	32.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	24	77.4%	7	22.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	16	51.6%	15	48.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

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		Kings Highway Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	17	54.8%	12	38.7%	1	3.2%	1	3.2%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	16	51.6%	14	45.2%	1	3.2%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	12	38.7%	15	48.4%	3	9.7%	1	3.2%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	18	58.1%	12	38.7%	1	3.2%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	20	64.5%	10	32.3%	1	3.2%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	20	64.5%	10	32.3%	1	3.2%	0	0.0%	0	0.0%	0	0.0%

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		Lake St. George Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	35	56.5%	24	38.7%	3	4.8%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	26	41.9%	27	43.5%	8	12.9%	1	1.6%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	31	50.0%	22	35.5%	9	14.5%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	26	41.9%	26	41.9%	10	16.1%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	28	45.2%	30	48.4%	4	6.5%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	21	35.6%	28	47.5%	8	13.6%	2	3.4%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	17	28.8%	26	44.1%	14	23.7%	1	1.7%	0	0.0%	1	1.7%
Q8	Our school's leaders support an innovative and collaborative culture.	25	42.4%	23	39.0%	8	13.6%	2	3.4%	0	0.0%	1	1.7%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	33	55.9%	22	37.3%	3	5.1%	0	0.0%	0	0.0%	1	1.7%
Q10	Our school's leaders hold themselves accountable for student learning.	22	37.3%	24	40.7%	11	18.6%	1	1.7%	0	0.0%	1	1.7%
Q11	Our school's leaders hold all staff members accountable for student learning.	25	42.4%	20	33.9%	10	16.9%	3	5.1%	0	0.0%	1	1.7%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	21	35.6%	21	35.6%	12	20.3%	3	5.1%	0	0.0%	2	3.4%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	18	30.5%	20	33.9%	19	32.2%	1	1.7%	0	0.0%	1	1.7%

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		Lake St. George Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	17	28.8%	29	49.2%	9	15.3%	3	5.1%	0	0.0%	1	1.7%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	22	37.3%	25	42.4%	10	16.9%	1	1.7%	0	0.0%	1	1.7%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	9	17.3%	28	53.8%	7	13.5%	5	9.6%	0	0.0%	3	5.8%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	9	17.3%	29	55.8%	6	11.5%	5	9.6%	0	0.0%	3	5.8%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	9	17.3%	28	53.8%	8	15.4%	4	7.7%	0	0.0%	3	5.8%
Q19	All teachers in our school use a variety of technologies as instructional resources.	10	19.2%	30	57.7%	4	7.7%	5	9.6%	0	0.0%	3	5.8%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	10	19.2%	28	53.8%	9	17.3%	2	3.8%	0	0.0%	3	5.8%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	8	15.4%	26	50.0%	12	23.1%	3	5.8%	0	0.0%	3	5.8%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	8	15.4%	32	61.5%	7	13.5%	2	3.8%	0	0.0%	3	5.8%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	12	23.1%	21	40.4%	13	25.0%	3	5.8%	0	0.0%	3	5.8%

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		Lake St. George Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	15	28.8%	26	50.0%	5	9.6%	4	7.7%	0	0.0%	2	3.8%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	8	15.4%	23	44.2%	13	25.0%	5	9.6%	0	0.0%	3	5.8%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	12	23.1%	31	59.6%	7	13.5%	1	1.9%	0	0.0%	1	1.9%
Q27	In our school, related learning support services are provided for all students based on their needs.	10	19.2%	23	44.2%	6	11.5%	12	23.1%	1	1.9%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	13	25.0%	26	50.0%	10	19.2%	2	3.8%	0	0.0%	1	1.9%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	9	17.3%	32	61.5%	6	11.5%	2	3.8%	0	0.0%	3	5.8%
Q30	In our school, staff members provide peer coaching to teachers.	4	7.7%	22	42.3%	19	36.5%	4	7.7%	0	0.0%	3	5.8%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	3	5.8%	23	44.2%	17	32.7%	5	9.6%	0	0.0%	4	7.7%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	11	21.2%	26	50.0%	13	25.0%	0	0.0%	0	0.0%	2	3.8%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	7	13.5%	28	53.8%	14	26.9%	2	3.8%	0	0.0%	1	1.9%

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		Lake St. George Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	9	17.3%	26	50.0%	12	23.1%	3	5.8%	0	0.0%	2	3.8%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	10	19.2%	28	53.8%	10	19.2%	2	3.8%	0	0.0%	2	3.8%
Q36	Our school provides qualified staff members to support student learning.	21	41.2%	25	49.0%	5	9.8%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	14	27.5%	26	51.0%	7	13.7%	3	5.9%	0	0.0%	1	2.0%
Q38	Our school provides sufficient material resources to meet student needs.	10	19.6%	27	52.9%	9	17.6%	5	9.8%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	16	31.4%	25	49.0%	8	15.7%	1	2.0%	0	0.0%	1	2.0%
Q40	Our school provides a variety of information resources to support student learning.	11	21.6%	29	56.9%	10	19.6%	1	2.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	6	11.8%	29	56.9%	9	17.6%	6	11.8%	0	0.0%	1	2.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	6	11.8%	28	54.9%	10	19.6%	5	9.8%	0	0.0%	2	3.9%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	8	15.7%	21	41.2%	17	33.3%	3	5.9%	0	0.0%	2	3.9%
Q44	Our school provides opportunities for students to participate in activities that interest them.	9	17.6%	25	49.0%	14	27.5%	2	3.9%	0	0.0%	1	2.0%
Q45	Our school maintains facilities that support student learning.	17	33.3%	32	62.7%	2	3.9%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	21	41.2%	28	54.9%	1	2.0%	1	2.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	15	29.4%	33	64.7%	3	5.9%	0	0.0%	0	0.0%	0	0.0%

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		Lake St. George Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	12	23.5%	29	56.9%	8	15.7%	2	3.9%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	14	27.5%	25	49.0%	9	17.6%	2	3.9%	0	0.0%	1	2.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	7	13.7%	26	51.0%	14	27.5%	3	5.9%	0	0.0%	1	2.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	13	25.5%	28	54.9%	8	15.7%	1	2.0%	0	0.0%	1	2.0%
Q52	Our school leaders monitor data related to student achievement.	16	31.4%	30	58.8%	2	3.9%	0	0.0%	0	0.0%	3	5.9%
Q53	Our school leaders monitor data related to school continuous improvement goals.	14	27.5%	32	62.7%	2	3.9%	0	0.0%	0	0.0%	3	5.9%

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		Lakeview Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	20	64.5%	9	29.0%	1	3.2%	0	0.0%	0	0.0%	1	3.2%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	15	48.4%	11	35.5%	4	12.9%	1	3.2%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	14	45.2%	14	45.2%	3	9.7%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	16	51.6%	11	35.5%	4	12.9%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	17	54.8%	11	35.5%	2	6.5%	1	3.2%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	15	48.4%	9	29.0%	3	9.7%	4	12.9%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	12	38.7%	11	35.5%	4	12.9%	2	6.5%	1	3.2%	1	3.2%
Q8	Our school's leaders support an innovative and collaborative culture.	14	45.2%	9	29.0%	4	12.9%	4	12.9%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	18	58.1%	10	32.3%	2	6.5%	1	3.2%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	15	48.4%	7	22.6%	8	25.8%	1	3.2%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	13	41.9%	12	38.7%	3	9.7%	2	6.5%	1	3.2%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	12	38.7%	15	48.4%	2	6.5%	2	6.5%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	11	35.5%	15	48.4%	4	12.9%	1	3.2%	0	0.0%	0	0.0%

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		Lakeview Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	13	41.9%	11	35.5%	4	12.9%	1	3.2%	2	6.5%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	17	54.8%	11	35.5%	2	6.5%	0	0.0%	1	3.2%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	12	40.0%	11	36.7%	2	6.7%	5	16.7%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	14	46.7%	9	30.0%	2	6.7%	5	16.7%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	13	43.3%	9	30.0%	4	13.3%	4	13.3%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	11	36.7%	10	33.3%	6	20.0%	2	6.7%	1	3.3%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	12	40.0%	12	40.0%	5	16.7%	1	3.3%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	12	40.0%	12	40.0%	5	16.7%	1	3.3%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	10	33.3%	14	46.7%	4	13.3%	2	6.7%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	13	43.3%	9	30.0%	4	13.3%	4	13.3%	0	0.0%	0	0.0%

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		Lakeview Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	13	43.3%	15	50.0%	1	3.3%	1	3.3%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	10	33.3%	13	43.3%	3	10.0%	4	13.3%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	15	50.0%	12	40.0%	2	6.7%	1	3.3%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	13	43.3%	12	40.0%	4	13.3%	0	0.0%	1	3.3%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	17	56.7%	7	23.3%	3	10.0%	3	10.0%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	11	36.7%	12	40.0%	6	20.0%	1	3.3%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	8	26.7%	13	43.3%	7	23.3%	2	6.7%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	13	43.3%	11	36.7%	5	16.7%	1	3.3%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	14	46.7%	10	33.3%	6	20.0%	0	0.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	13	43.3%	10	33.3%	6	20.0%	1	3.3%	0	0.0%	0	0.0%

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		Lakeview Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	16	53.3%	9	30.0%	3	10.0%	2	6.7%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	15	50.0%	14	46.7%	1	3.3%	0	0.0%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	16	53.3%	11	36.7%	1	3.3%	2	6.7%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	12	40.0%	14	46.7%	1	3.3%	3	10.0%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	12	40.0%	12	40.0%	4	13.3%	2	6.7%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	16	53.3%	11	36.7%	2	6.7%	1	3.3%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	11	36.7%	13	43.3%	5	16.7%	1	3.3%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	10	33.3%	8	26.7%	8	26.7%	3	10.0%	1	3.3%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	11	36.7%	8	26.7%	6	20.0%	2	6.7%	2	6.7%	1	3.3%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	15	50.0%	10	33.3%	4	13.3%	0	0.0%	1	3.3%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	21	70.0%	7	23.3%	2	6.7%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	17	56.7%	10	33.3%	2	6.7%	1	3.3%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	18	60.0%	8	26.7%	4	13.3%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	13	43.3%	15	50.0%	2	6.7%	0	0.0%	0	0.0%	0	0.0%

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		Lakeview Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	13	43.3%	11	36.7%	6	20.0%	0	0.0%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	13	43.3%	12	40.0%	4	13.3%	1	3.3%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	9	30.0%	13	43.3%	7	23.3%	1	3.3%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	14	46.7%	14	46.7%	1	3.3%	1	3.3%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	20	66.7%	9	30.0%	1	3.3%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	20	66.7%	9	30.0%	1	3.3%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Lakewood Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	25	42.4%	30	50.8%	3	5.1%	1	1.7%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	14	23.7%	31	52.5%	12	20.3%	2	3.4%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	23	39.0%	28	47.5%	7	11.9%	1	1.7%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	20	33.9%	27	45.8%	9	15.3%	3	5.1%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	25	42.4%	26	44.1%	6	10.2%	2	3.4%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	19	33.3%	32	56.1%	3	5.3%	2	3.5%	1	1.8%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	16	28.1%	27	47.4%	11	19.3%	3	5.3%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	18	31.6%	26	45.6%	10	17.5%	3	5.3%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	29	50.9%	25	43.9%	2	3.5%	1	1.8%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	23	40.4%	24	42.1%	6	10.5%	3	5.3%	1	1.8%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	25	43.9%	24	42.1%	6	10.5%	2	3.5%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	15	26.3%	33	57.9%	4	7.0%	4	7.0%	1	1.8%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	13	22.8%	30	52.6%	7	12.3%	5	8.8%	0	0.0%	2	3.5%

**Pinellas County Schools
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		Lakewood Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	16	28.1%	29	50.9%	9	15.8%	3	5.3%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	13	22.8%	30	52.6%	10	17.5%	4	7.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	7	12.5%	29	51.8%	13	23.2%	7	12.5%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	8	14.3%	28	50.0%	11	19.6%	9	16.1%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	5	8.9%	30	53.6%	15	26.8%	4	7.1%	1	1.8%	1	1.8%
Q19	All teachers in our school use a variety of technologies as instructional resources.	13	23.2%	29	51.8%	9	16.1%	3	5.4%	1	1.8%	1	1.8%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	11	19.6%	26	46.4%	15	26.8%	4	7.1%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	8	14.3%	29	51.8%	13	23.2%	4	7.1%	0	0.0%	2	3.6%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	10	17.9%	26	46.4%	16	28.6%	3	5.4%	0	0.0%	1	1.8%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	11	19.6%	29	51.8%	12	21.4%	3	5.4%	0	0.0%	1	1.8%

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		Lakewood Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	12	21.4%	35	62.5%	7	12.5%	1	1.8%	1	1.8%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	9	16.1%	27	48.2%	14	25.0%	6	10.7%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	10	17.9%	31	55.4%	11	19.6%	4	7.1%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	10	17.9%	29	51.8%	9	16.1%	7	12.5%	1	1.8%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	9	16.1%	27	48.2%	11	19.6%	8	14.3%	1	1.8%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	6	10.7%	34	60.7%	10	17.9%	5	8.9%	0	0.0%	1	1.8%
Q30	In our school, staff members provide peer coaching to teachers.	11	19.6%	30	53.6%	10	17.9%	4	7.1%	1	1.8%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	11	19.6%	30	53.6%	9	16.1%	4	7.1%	1	1.8%	1	1.8%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	15	26.8%	31	55.4%	7	12.5%	2	3.6%	1	1.8%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	10	17.9%	30	53.6%	10	17.9%	4	7.1%	2	3.6%	0	0.0%

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		Lakewood Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	3	5.4%	22	39.3%	21	37.5%	6	10.7%	2	3.6%	2	3.6%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	9	16.1%	30	53.6%	9	16.1%	6	10.7%	0	0.0%	2	3.6%
Q36	Our school provides qualified staff members to support student learning.	12	21.8%	34	61.8%	6	10.9%	2	3.6%	1	1.8%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	13	23.6%	32	58.2%	5	9.1%	5	9.1%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	17	30.9%	32	58.2%	4	7.3%	2	3.6%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	17	30.9%	35	63.6%	2	3.6%	1	1.8%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	13	23.6%	37	67.3%	2	3.6%	3	5.5%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	12	21.8%	31	56.4%	7	12.7%	4	7.3%	1	1.8%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	8	14.5%	36	65.5%	8	14.5%	2	3.6%	1	1.8%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	8	14.5%	35	63.6%	4	7.3%	7	12.7%	1	1.8%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	5	9.1%	27	49.1%	13	23.6%	8	14.5%	2	3.6%	0	0.0%
Q45	Our school maintains facilities that support student learning.	22	40.0%	30	54.5%	3	5.5%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	21	38.2%	32	58.2%	1	1.8%	1	1.8%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	15	27.3%	33	60.0%	5	9.1%	2	3.6%	0	0.0%	0	0.0%

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		Lakewood Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	13	23.6%	33	60.0%	7	12.7%	2	3.6%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	9	16.4%	37	67.3%	4	7.3%	4	7.3%	1	1.8%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	12	21.8%	28	50.9%	8	14.5%	4	7.3%	3	5.5%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	15	27.3%	33	60.0%	5	9.1%	2	3.6%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	16	29.1%	33	60.0%	3	5.5%	3	5.5%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	17	30.9%	32	58.2%	4	7.3%	2	3.6%	0	0.0%	0	0.0%

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		Lealman Avenue Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	33	63.5%	16	30.8%	3	5.8%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	22	42.3%	19	36.5%	9	17.3%	2	3.8%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	26	50.0%	20	38.5%	5	9.6%	1	1.9%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	28	53.8%	19	36.5%	4	7.7%	1	1.9%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	27	51.9%	18	34.6%	5	9.6%	2	3.8%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	20	39.2%	23	45.1%	6	11.8%	1	2.0%	1	2.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	15	29.4%	24	47.1%	11	21.6%	1	2.0%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	23	45.1%	22	43.1%	6	11.8%	0	0.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	29	56.9%	20	39.2%	2	3.9%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	25	49.0%	18	35.3%	7	13.7%	1	2.0%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	26	51.0%	21	41.2%	4	7.8%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	27	52.9%	17	33.3%	7	13.7%	0	0.0%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	20	39.2%	19	37.3%	9	17.6%	3	5.9%	0	0.0%	0	0.0%

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		Lealman Avenue Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	19	37.3%	25	49.0%	6	11.8%	1	2.0%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	19	37.3%	21	41.2%	10	19.6%	1	2.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	17	34.0%	21	42.0%	8	16.0%	3	6.0%	0	0.0%	1	2.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	16	32.0%	20	40.0%	10	20.0%	3	6.0%	0	0.0%	1	2.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	15	30.0%	22	44.0%	10	20.0%	2	4.0%	0	0.0%	1	2.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	13	26.0%	27	54.0%	7	14.0%	2	4.0%	0	0.0%	1	2.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	15	30.0%	19	38.0%	14	28.0%	1	2.0%	0	0.0%	1	2.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	12	24.0%	17	34.0%	17	34.0%	2	4.0%	0	0.0%	2	4.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	16	32.0%	21	42.0%	10	20.0%	2	4.0%	0	0.0%	1	2.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	14	28.0%	20	40.0%	12	24.0%	3	6.0%	0	0.0%	1	2.0%

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		Lealman Avenue Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	22	44.0%	21	42.0%	5	10.0%	1	2.0%	0	0.0%	1	2.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	19	38.0%	17	34.0%	9	18.0%	3	6.0%	1	2.0%	1	2.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	16	32.0%	24	48.0%	8	16.0%	1	2.0%	0	0.0%	1	2.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	19	38.0%	20	40.0%	8	16.0%	2	4.0%	0	0.0%	1	2.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	20	40.0%	18	36.0%	9	18.0%	1	2.0%	1	2.0%	1	2.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	16	32.0%	21	42.0%	10	20.0%	2	4.0%	0	0.0%	1	2.0%
Q30	In our school, staff members provide peer coaching to teachers.	15	30.0%	18	36.0%	12	24.0%	3	6.0%	0	0.0%	2	4.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	13	26.0%	22	44.0%	10	20.0%	5	10.0%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	21	42.0%	23	46.0%	5	10.0%	1	2.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	18	36.0%	20	40.0%	9	18.0%	2	4.0%	0	0.0%	1	2.0%

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		Lealman Avenue Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	16	32.0%	26	52.0%	7	14.0%	0	0.0%	1	2.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	17	34.0%	24	48.0%	8	16.0%	0	0.0%	0	0.0%	1	2.0%
Q36	Our school provides qualified staff members to support student learning.	22	44.9%	20	40.8%	5	10.2%	2	4.1%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	17	34.7%	24	49.0%	5	10.2%	1	2.0%	2	4.1%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	17	34.7%	22	44.9%	9	18.4%	1	2.0%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	23	46.9%	19	38.8%	6	12.2%	0	0.0%	1	2.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	20	40.8%	24	49.0%	5	10.2%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	11	22.4%	25	51.0%	12	24.5%	1	2.0%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	10	20.4%	23	46.9%	14	28.6%	1	2.0%	0	0.0%	1	2.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	14	28.6%	23	46.9%	9	18.4%	3	6.1%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	15	30.6%	18	36.7%	8	16.3%	6	12.2%	2	4.1%	0	0.0%
Q45	Our school maintains facilities that support student learning.	19	38.8%	26	53.1%	4	8.2%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	23	46.9%	24	49.0%	2	4.1%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	23	48.9%	18	38.3%	5	10.6%	0	0.0%	0	0.0%	1	2.1%

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		Lealman Avenue Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	20	42.6%	18	38.3%	7	14.9%	0	0.0%	1	2.1%	1	2.1%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	19	40.4%	18	38.3%	8	17.0%	1	2.1%	0	0.0%	1	2.1%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	19	40.4%	16	34.0%	9	19.1%	3	6.4%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	21	44.7%	21	44.7%	4	8.5%	0	0.0%	0	0.0%	1	2.1%
Q52	Our school leaders monitor data related to student achievement.	23	48.9%	19	40.4%	4	8.5%	0	0.0%	0	0.0%	1	2.1%
Q53	Our school leaders monitor data related to school continuous improvement goals.	26	55.3%	18	38.3%	2	4.3%	1	2.1%	0	0.0%	0	0.0%

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		Leila G. Davis Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	45	59.2%	30	39.5%	1	1.3%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	23	30.3%	42	55.3%	7	9.2%	4	5.3%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	28	36.8%	40	52.6%	8	10.5%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	33	43.4%	36	47.4%	6	7.9%	1	1.3%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	36	47.4%	38	50.0%	1	1.3%	1	1.3%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	31	41.3%	38	50.7%	6	8.0%	0	0.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	16	21.3%	37	49.3%	20	26.7%	2	2.7%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	33	44.0%	35	46.7%	5	6.7%	2	2.7%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	47	62.7%	26	34.7%	0	0.0%	2	2.7%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	29	38.7%	38	50.7%	5	6.7%	3	4.0%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	37	49.3%	32	42.7%	5	6.7%	1	1.3%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	24	32.0%	42	56.0%	5	6.7%	4	5.3%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	18	24.0%	45	60.0%	11	14.7%	0	0.0%	1	1.3%	0	0.0%

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		Leila G. Davis Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	26	34.7%	38	50.7%	8	10.7%	1	1.3%	1	1.3%	1	1.3%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	33	44.0%	37	49.3%	4	5.3%	0	0.0%	1	1.3%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	15	20.8%	41	56.9%	11	15.3%	5	6.9%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	16	22.2%	38	52.8%	12	16.7%	4	5.6%	2	2.8%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	13	18.1%	38	52.8%	16	22.2%	4	5.6%	1	1.4%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	16	22.2%	40	55.6%	10	13.9%	5	6.9%	1	1.4%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	12	16.7%	50	69.4%	7	9.7%	3	4.2%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	11	15.3%	42	58.3%	15	20.8%	3	4.2%	1	1.4%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	16	22.2%	38	52.8%	14	19.4%	4	5.6%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	11	15.3%	49	68.1%	9	12.5%	3	4.2%	0	0.0%	0	0.0%

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		Leila G. Davis Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	22	30.6%	37	51.4%	9	12.5%	3	4.2%	1	1.4%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	13	18.1%	44	61.1%	11	15.3%	4	5.6%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	14	19.4%	48	66.7%	6	8.3%	2	2.8%	2	2.8%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	13	18.1%	36	50.0%	13	18.1%	9	12.5%	1	1.4%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	14	19.4%	38	52.8%	13	18.1%	4	5.6%	2	2.8%	1	1.4%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	15	20.8%	44	61.1%	10	13.9%	2	2.8%	1	1.4%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	12	16.7%	39	54.2%	12	16.7%	6	8.3%	3	4.2%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	16	22.2%	41	56.9%	8	11.1%	5	6.9%	1	1.4%	1	1.4%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	22	30.6%	41	56.9%	6	8.3%	2	2.8%	1	1.4%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	14	19.4%	45	62.5%	10	13.9%	2	2.8%	1	1.4%	0	0.0%

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		Leila G. Davis Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	12	16.7%	41	56.9%	15	20.8%	3	4.2%	1	1.4%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	19	26.4%	44	61.1%	7	9.7%	2	2.8%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	26	37.7%	40	58.0%	3	4.3%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	20	29.0%	46	66.7%	1	1.4%	1	1.4%	1	1.4%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	12	17.4%	38	55.1%	9	13.0%	9	13.0%	1	1.4%	0	0.0%
Q39	Our school provides protected instructional time.	32	46.4%	31	44.9%	4	5.8%	2	2.9%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	21	30.4%	43	62.3%	4	5.8%	1	1.4%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	14	20.3%	43	62.3%	6	8.7%	6	8.7%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	11	15.9%	35	50.7%	16	23.2%	6	8.7%	0	0.0%	1	1.4%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	14	20.3%	34	49.3%	12	17.4%	8	11.6%	0	0.0%	1	1.4%
Q44	Our school provides opportunities for students to participate in activities that interest them.	11	15.9%	36	52.2%	14	20.3%	5	7.2%	2	2.9%	1	1.4%
Q45	Our school maintains facilities that support student learning.	27	39.1%	38	55.1%	3	4.3%	1	1.4%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	34	49.3%	33	47.8%	1	1.4%	1	1.4%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	22	31.9%	44	63.8%	2	2.9%	0	0.0%	1	1.4%	0	0.0%

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		Leila G. Davis Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	20	29.0%	40	58.0%	7	10.1%	1	1.4%	1	1.4%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	16	23.2%	42	60.9%	11	15.9%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	11	15.9%	39	56.5%	16	23.2%	3	4.3%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	18	26.1%	38	55.1%	11	15.9%	2	2.9%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	25	36.2%	38	55.1%	6	8.7%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	24	34.8%	38	55.1%	6	8.7%	1	1.4%	0	0.0%	0	0.0%

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		Lynch Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	17	42.5%	20	50.0%	3	7.5%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	10	25.0%	18	45.0%	12	30.0%	0	0.0%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	9	22.5%	20	50.0%	10	25.0%	1	2.5%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	12	30.0%	21	52.5%	7	17.5%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	12	30.0%	18	45.0%	9	22.5%	1	2.5%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	7	18.9%	21	56.8%	8	21.6%	0	0.0%	0	0.0%	1	2.7%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	4	10.8%	19	51.4%	13	35.1%	0	0.0%	0	0.0%	1	2.7%
Q8	Our school's leaders support an innovative and collaborative culture.	6	16.2%	17	45.9%	10	27.0%	4	10.8%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	18	48.6%	17	45.9%	1	2.7%	1	2.7%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	9	24.3%	12	32.4%	11	29.7%	3	8.1%	2	5.4%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	8	21.6%	22	59.5%	7	18.9%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	8	21.6%	15	40.5%	9	24.3%	3	8.1%	2	5.4%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	7	18.9%	14	37.8%	14	37.8%	1	2.7%	1	2.7%	0	0.0%

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		Lynch Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	5	13.5%	16	43.2%	10	27.0%	5	13.5%	1	2.7%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	11	29.7%	18	48.6%	6	16.2%	1	2.7%	1	2.7%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	6	18.2%	15	45.5%	7	21.2%	4	12.1%	1	3.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	6	18.2%	14	42.4%	8	24.2%	4	12.1%	1	3.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	5	15.2%	11	33.3%	12	36.4%	4	12.1%	1	3.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	8	24.2%	14	42.4%	6	18.2%	5	15.2%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	6	18.2%	15	45.5%	8	24.2%	4	12.1%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	5	15.2%	14	42.4%	11	33.3%	3	9.1%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	7	21.2%	13	39.4%	10	30.3%	3	9.1%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	6	18.2%	12	36.4%	10	30.3%	5	15.2%	0	0.0%	0	0.0%

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		Lynch Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	5	15.2%	19	57.6%	8	24.2%	1	3.0%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	5	15.2%	14	42.4%	11	33.3%	3	9.1%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	4	12.1%	19	57.6%	10	30.3%	0	0.0%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	2	6.1%	18	54.5%	11	33.3%	2	6.1%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	1	3.0%	13	39.4%	18	54.5%	0	0.0%	1	3.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	3	9.1%	18	54.5%	8	24.2%	4	12.1%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	2	6.1%	15	45.5%	14	42.4%	2	6.1%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	8	24.2%	13	39.4%	10	30.3%	2	6.1%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	4	12.1%	19	57.6%	7	21.2%	3	9.1%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	3	9.1%	16	48.5%	11	33.3%	3	9.1%	0	0.0%	0	0.0%

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		Lynch Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	2	6.1%	17	51.5%	9	27.3%	5	15.2%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	3	9.1%	18	54.5%	9	27.3%	3	9.1%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	6	18.2%	20	60.6%	6	18.2%	1	3.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	4	12.1%	23	69.7%	5	15.2%	1	3.0%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	4	12.1%	23	69.7%	4	12.1%	1	3.0%	1	3.0%	0	0.0%
Q39	Our school provides protected instructional time.	6	18.2%	19	57.6%	6	18.2%	2	6.1%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	6	18.2%	21	63.6%	5	15.2%	1	3.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	4	12.1%	18	54.5%	9	27.3%	2	6.1%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	3	9.1%	16	48.5%	12	36.4%	2	6.1%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	3	9.1%	14	42.4%	10	30.3%	6	18.2%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	4	12.1%	17	51.5%	12	36.4%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	11	33.3%	16	48.5%	5	15.2%	0	0.0%	1	3.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	9	27.3%	19	57.6%	4	12.1%	1	3.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	9	27.3%	14	42.4%	9	27.3%	1	3.0%	0	0.0%	0	0.0%

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		Lynch Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	5	15.2%	16	48.5%	10	30.3%	2	6.1%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	6	18.2%	16	48.5%	10	30.3%	1	3.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	3	9.1%	12	36.4%	15	45.5%	2	6.1%	0	0.0%	1	3.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	5	15.2%	20	60.6%	7	21.2%	1	3.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	11	33.3%	15	45.5%	7	21.2%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	8	24.2%	18	54.5%	7	21.2%	0	0.0%	0	0.0%	0	0.0%

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*Corresponding school level data for Madeira Beach Fundamental are included in the Elementary Level analyses.		Madeira Beach Fundamental K-8											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	70	62.5%	39	34.8%	3	2.7%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	59	52.7%	31	27.7%	17	15.2%	5	4.5%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	60	53.6%	36	32.1%	12	10.7%	3	2.7%	1	.9%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	60	53.6%	44	39.3%	8	7.1%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	67	59.8%	31	27.7%	9	8.0%	5	4.5%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	61	58.1%	26	24.8%	13	12.4%	4	3.8%	0	0.0%	1	1.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	49	46.7%	39	37.1%	13	12.4%	2	1.9%	1	1.0%	1	1.0%
Q8	Our school's leaders support an innovative and collaborative culture.	60	57.1%	24	22.9%	11	10.5%	9	8.6%	1	1.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	68	64.8%	30	28.6%	3	2.9%	3	2.9%	1	1.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	61	58.1%	18	17.1%	14	13.3%	10	9.5%	2	1.9%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	68	64.8%	27	25.7%	5	4.8%	3	2.9%	2	1.9%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	55	52.4%	26	24.8%	10	9.5%	12	11.4%	2	1.9%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	56	53.3%	27	25.7%	11	10.5%	10	9.5%	0	0.0%	1	1.0%

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*Corresponding school level data for Madeira Beach Fundamental are included in the Elementary Level analyses.		Madeira Beach Fundamental K-8											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	59	56.2%	23	21.9%	17	16.2%	5	4.8%	1	1.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	70	66.7%	25	23.8%	8	7.6%	0	0.0%	2	1.9%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	43	44.3%	34	35.1%	12	12.4%	7	7.2%	0	0.0%	1	1.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	45	46.4%	32	33.0%	12	12.4%	5	5.2%	2	2.1%	1	1.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	43	44.3%	39	40.2%	9	9.3%	4	4.1%	1	1.0%	1	1.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	42	43.3%	37	38.1%	10	10.3%	7	7.2%	0	0.0%	1	1.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	44	45.4%	37	38.1%	11	11.3%	3	3.1%	0	0.0%	2	2.1%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	43	44.3%	36	37.1%	12	12.4%	4	4.1%	0	0.0%	2	2.1%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	42	43.3%	33	34.0%	16	16.5%	3	3.1%	0	0.0%	3	3.1%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	33	34.0%	35	36.1%	18	18.6%	7	7.2%	3	3.1%	1	1.0%

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*Corresponding school level data for Madeira Beach Fundamental are included in the Elementary Level analyses.		Madeira Beach Fundamental K-8											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	41	42.3%	37	38.1%	13	13.4%	2	2.1%	1	1.0%	3	3.1%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	39	40.2%	37	38.1%	13	13.4%	6	6.2%	0	0.0%	2	2.1%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	46	47.4%	37	38.1%	8	8.2%	5	5.2%	0	0.0%	1	1.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	46	47.4%	31	32.0%	15	15.5%	4	4.1%	1	1.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	42	43.3%	27	27.8%	18	18.6%	7	7.2%	1	1.0%	2	2.1%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	38	39.2%	35	36.1%	15	15.5%	6	6.2%	0	0.0%	3	3.1%
Q30	In our school, staff members provide peer coaching to teachers.	36	37.1%	27	27.8%	20	20.6%	8	8.2%	2	2.1%	4	4.1%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	43	44.3%	29	29.9%	16	16.5%	6	6.2%	1	1.0%	2	2.1%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	46	47.4%	36	37.1%	10	10.3%	3	3.1%	0	0.0%	2	2.1%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	44	45.4%	38	39.2%	13	13.4%	2	2.1%	0	0.0%	0	0.0%

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*Corresponding school level data for Madeira Beach Fundamental are included in the Elementary Level analyses.		Madeira Beach Fundamental K-8											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	57	58.8%	28	28.9%	7	7.2%	3	3.1%	2	2.1%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	56	57.7%	34	35.1%	5	5.2%	2	2.1%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	58	61.1%	29	30.5%	7	7.4%	0	0.0%	1	1.1%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	45	47.4%	42	44.2%	3	3.2%	4	4.2%	1	1.1%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	40	42.1%	32	33.7%	15	15.8%	7	7.4%	1	1.1%	0	0.0%
Q39	Our school provides protected instructional time.	46	48.4%	29	30.5%	13	13.7%	6	6.3%	1	1.1%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	46	48.4%	37	38.9%	11	11.6%	1	1.1%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	40	42.1%	27	28.4%	20	21.1%	6	6.3%	1	1.1%	1	1.1%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	37	38.9%	26	27.4%	25	26.3%	6	6.3%	0	0.0%	1	1.1%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	42	44.2%	34	35.8%	13	13.7%	5	5.3%	0	0.0%	1	1.1%
Q44	Our school provides opportunities for students to participate in activities that interest them.	50	52.6%	34	35.8%	8	8.4%	1	1.1%	2	2.1%	0	0.0%
Q45	Our school maintains facilities that support student learning.	54	56.8%	31	32.6%	7	7.4%	2	2.1%	1	1.1%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	57	60.0%	29	30.5%	6	6.3%	3	3.2%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	48	51.1%	33	35.1%	9	9.6%	2	2.1%	0	0.0%	2	2.1%

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*Corresponding school level data for Madeira Beach Fundamental are included in the Elementary Level analyses.		Madeira Beach Fundamental K-8											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	43	45.7%	29	30.9%	14	14.9%	5	5.3%	2	2.1%	1	1.1%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	40	42.6%	33	35.1%	14	14.9%	5	5.3%	0	0.0%	2	2.1%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	35	37.2%	34	36.2%	14	14.9%	8	8.5%	1	1.1%	2	2.1%
Q51	Our school uses data to monitor student readiness and success at the next level.	40	42.6%	39	41.5%	7	7.4%	5	5.3%	1	1.1%	2	2.1%
Q52	Our school leaders monitor data related to student achievement.	48	51.1%	27	28.7%	12	12.8%	5	5.3%	1	1.1%	1	1.1%
Q53	Our school leaders monitor data related to school continuous improvement goals.	48	51.1%	32	34.0%	11	11.7%	3	3.2%	0	0.0%	0	0.0%

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		Marjorie Rawlings Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	30	51.7%	26	44.8%	2	3.4%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	21	36.2%	30	51.7%	5	8.6%	2	3.4%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	21	36.2%	30	51.7%	6	10.3%	1	1.7%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	21	36.2%	35	60.3%	2	3.4%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	30	51.7%	27	46.6%	1	1.7%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	21	36.2%	32	55.2%	4	6.9%	1	1.7%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	13	22.4%	35	60.3%	9	15.5%	1	1.7%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	18	31.0%	22	37.9%	15	25.9%	2	3.4%	1	1.7%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	30	51.7%	23	39.7%	2	3.4%	3	5.2%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	18	31.0%	25	43.1%	9	15.5%	6	10.3%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	25	43.1%	25	43.1%	5	8.6%	2	3.4%	1	1.7%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	16	27.6%	23	39.7%	14	24.1%	5	8.6%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	17	29.3%	19	32.8%	15	25.9%	7	12.1%	0	0.0%	0	0.0%

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		Marjorie Rawlings Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	15	25.9%	30	51.7%	10	17.2%	2	3.4%	1	1.7%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	15	25.9%	29	50.0%	13	22.4%	1	1.7%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	21	36.2%	28	48.3%	9	15.5%	0	0.0%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	15	25.9%	31	53.4%	11	19.0%	1	1.7%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	15	25.9%	32	55.2%	10	17.2%	1	1.7%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	13	22.4%	33	56.9%	12	20.7%	0	0.0%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	14	24.1%	31	53.4%	12	20.7%	1	1.7%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	8	13.8%	33	56.9%	15	25.9%	2	3.4%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	9	15.5%	36	62.1%	11	19.0%	2	3.4%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	10	17.2%	38	65.5%	9	15.5%	1	1.7%	0	0.0%	0	0.0%

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		Marjorie Rawlings Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	18	31.0%	33	56.9%	6	10.3%	1	1.7%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	13	22.4%	30	51.7%	11	19.0%	4	6.9%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	12	20.7%	35	60.3%	8	13.8%	3	5.2%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	19	32.8%	32	55.2%	6	10.3%	1	1.7%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	15	25.9%	25	43.1%	10	17.2%	8	13.8%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	19	32.8%	26	44.8%	10	17.2%	3	5.2%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	16	27.6%	26	44.8%	11	19.0%	5	8.6%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	12	20.7%	31	53.4%	11	19.0%	4	6.9%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	19	32.8%	31	53.4%	7	12.1%	1	1.7%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	15	25.9%	32	55.2%	6	10.3%	5	8.6%	0	0.0%	0	0.0%

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		Marjorie Rawlings Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	13	22.4%	26	44.8%	15	25.9%	4	6.9%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	12	20.7%	30	51.7%	15	25.9%	1	1.7%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	20	34.5%	31	53.4%	3	5.2%	4	6.9%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	15	25.9%	32	55.2%	8	13.8%	3	5.2%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	14	24.1%	32	55.2%	9	15.5%	3	5.2%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	20	34.5%	31	53.4%	4	6.9%	1	1.7%	0	0.0%	2	3.4%
Q40	Our school provides a variety of information resources to support student learning.	22	37.9%	30	51.7%	6	10.3%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	16	27.6%	35	60.3%	6	10.3%	1	1.7%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	14	24.1%	34	58.6%	9	15.5%	1	1.7%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	13	22.4%	31	53.4%	10	17.2%	4	6.9%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	7	12.1%	27	46.6%	14	24.1%	7	12.1%	2	3.4%	1	1.7%
Q45	Our school maintains facilities that support student learning.	18	31.0%	36	62.1%	4	6.9%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	23	39.7%	33	56.9%	2	3.4%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	19	32.8%	35	60.3%	1	1.7%	3	5.2%	0	0.0%	0	0.0%

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		Marjorie Rawlings Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	15	25.9%	36	62.1%	6	10.3%	0	0.0%	1	1.7%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	19	32.8%	35	60.3%	4	6.9%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	14	24.1%	26	44.8%	9	15.5%	7	12.1%	2	3.4%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	20	34.5%	31	53.4%	4	6.9%	2	3.4%	1	1.7%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	20	34.5%	33	56.9%	5	8.6%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	19	32.8%	32	55.2%	7	12.1%	0	0.0%	0	0.0%	0	0.0%

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		Maximo Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	24	42.9%	27	48.2%	3	5.4%	1	1.8%	1	1.8%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	14	25.0%	29	51.8%	8	14.3%	3	5.4%	1	1.8%	1	1.8%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	17	30.4%	28	50.0%	5	8.9%	4	7.1%	1	1.8%	1	1.8%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	14	25.0%	34	60.7%	6	10.7%	1	1.8%	1	1.8%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	18	32.1%	24	42.9%	8	14.3%	3	5.4%	2	3.6%	1	1.8%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	17	32.7%	25	48.1%	10	19.2%	0	0.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	9	17.3%	21	40.4%	18	34.6%	3	5.8%	1	1.9%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	15	28.8%	20	38.5%	7	13.5%	5	9.6%	5	9.6%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	23	44.2%	23	44.2%	2	3.8%	1	1.9%	3	5.8%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	18	34.6%	18	34.6%	8	15.4%	3	5.8%	4	7.7%	1	1.9%
Q11	Our school's leaders hold all staff members accountable for student learning.	22	42.3%	22	42.3%	5	9.6%	0	0.0%	2	3.8%	1	1.9%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	12	23.1%	24	46.2%	9	17.3%	3	5.8%	3	5.8%	1	1.9%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	9	17.3%	23	44.2%	10	19.2%	4	7.7%	5	9.6%	1	1.9%

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		Maximo Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	10	19.2%	18	34.6%	13	25.0%	6	11.5%	5	9.6%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	10	19.2%	22	42.3%	13	25.0%	3	5.8%	4	7.7%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	12	25.0%	20	41.7%	12	25.0%	2	4.2%	0	0.0%	2	4.2%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	9	18.8%	21	43.8%	13	27.1%	3	6.3%	0	0.0%	2	4.2%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	10	20.8%	20	41.7%	14	29.2%	2	4.2%	0	0.0%	2	4.2%
Q19	All teachers in our school use a variety of technologies as instructional resources.	12	25.0%	22	45.8%	12	25.0%	0	0.0%	0	0.0%	2	4.2%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	9	18.8%	24	50.0%	11	22.9%	2	4.2%	0	0.0%	2	4.2%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	10	20.8%	19	39.6%	15	31.3%	2	4.2%	0	0.0%	2	4.2%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	12	25.0%	20	41.7%	13	27.1%	1	2.1%	0	0.0%	2	4.2%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	9	18.8%	17	35.4%	18	37.5%	1	2.1%	0	0.0%	3	6.3%

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		Maximo Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	13	27.1%	20	41.7%	10	20.8%	2	4.2%	1	2.1%	2	4.2%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	9	18.8%	16	33.3%	16	33.3%	4	8.3%	1	2.1%	2	4.2%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	11	22.9%	20	41.7%	9	18.8%	6	12.5%	0	0.0%	2	4.2%
Q27	In our school, related learning support services are provided for all students based on their needs.	14	29.2%	21	43.8%	9	18.8%	3	6.3%	1	2.1%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	11	22.9%	16	33.3%	13	27.1%	5	10.4%	2	4.2%	1	2.1%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	13	27.1%	22	45.8%	6	12.5%	4	8.3%	1	2.1%	2	4.2%
Q30	In our school, staff members provide peer coaching to teachers.	9	18.8%	22	45.8%	12	25.0%	3	6.3%	1	2.1%	1	2.1%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	7	14.6%	19	39.6%	14	29.2%	6	12.5%	2	4.2%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	11	22.9%	26	54.2%	9	18.8%	1	2.1%	1	2.1%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	8	16.7%	19	39.6%	18	37.5%	0	0.0%	3	6.3%	0	0.0%

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		Maximo Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	9	18.8%	17	35.4%	16	33.3%	5	10.4%	0	0.0%	1	2.1%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	6	12.5%	17	35.4%	18	37.5%	2	4.2%	3	6.3%	2	4.2%
Q36	Our school provides qualified staff members to support student learning.	17	37.0%	20	43.5%	6	13.0%	2	4.3%	1	2.2%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	11	23.9%	22	47.8%	10	21.7%	2	4.3%	0	0.0%	1	2.2%
Q38	Our school provides sufficient material resources to meet student needs.	13	28.3%	22	47.8%	5	10.9%	3	6.5%	2	4.3%	1	2.2%
Q39	Our school provides protected instructional time.	14	30.4%	24	52.2%	3	6.5%	2	4.3%	2	4.3%	1	2.2%
Q40	Our school provides a variety of information resources to support student learning.	13	28.3%	26	56.5%	5	10.9%	0	0.0%	2	4.3%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	9	19.6%	21	45.7%	9	19.6%	3	6.5%	3	6.5%	1	2.2%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	7	15.2%	19	41.3%	15	32.6%	3	6.5%	2	4.3%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	14	30.4%	23	50.0%	7	15.2%	1	2.2%	1	2.2%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	9	19.6%	11	23.9%	17	37.0%	6	13.0%	2	4.3%	1	2.2%
Q45	Our school maintains facilities that support student learning.	16	34.8%	22	47.8%	8	17.4%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	18	39.1%	22	47.8%	4	8.7%	0	0.0%	2	4.3%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	13	28.3%	28	60.9%	2	4.3%	1	2.2%	0	0.0%	2	4.3%

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		Maximo Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	11	23.9%	24	52.2%	8	17.4%	1	2.2%	0	0.0%	2	4.3%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	12	26.1%	24	52.2%	6	13.0%	3	6.5%	0	0.0%	1	2.2%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	6	13.0%	16	34.8%	15	32.6%	7	15.2%	1	2.2%	1	2.2%
Q51	Our school uses data to monitor student readiness and success at the next level.	10	21.7%	24	52.2%	9	19.6%	1	2.2%	0	0.0%	2	4.3%
Q52	Our school leaders monitor data related to student achievement.	13	28.3%	25	54.3%	6	13.0%	1	2.2%	1	2.2%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	14	30.4%	22	47.8%	9	19.6%	0	0.0%	1	2.2%	0	0.0%

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		McMullen-Booth Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	39	50.6%	34	44.2%	4	5.2%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	28	36.4%	33	42.9%	15	19.5%	1	1.3%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	19	24.7%	41	53.2%	14	18.2%	2	2.6%	1	1.3%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	20	26.0%	48	62.3%	8	10.4%	1	1.3%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	26	33.8%	38	49.4%	10	13.0%	2	2.6%	1	1.3%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	22	30.1%	40	54.8%	6	8.2%	4	5.5%	1	1.4%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	13	17.8%	45	61.6%	12	16.4%	3	4.1%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	13	17.8%	34	46.6%	16	21.9%	6	8.2%	4	5.5%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	30	41.1%	35	47.9%	3	4.1%	5	6.8%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	20	27.4%	29	39.7%	13	17.8%	10	13.7%	1	1.4%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	28	38.4%	35	47.9%	4	5.5%	5	6.8%	1	1.4%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	18	24.7%	34	46.6%	13	17.8%	7	9.6%	0	0.0%	1	1.4%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	15	20.5%	33	45.2%	18	24.7%	6	8.2%	1	1.4%	0	0.0%

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		McMullen-Booth Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	16	21.9%	27	37.0%	18	24.7%	8	11.0%	3	4.1%	1	1.4%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	16	21.9%	41	56.2%	11	15.1%	3	4.1%	2	2.7%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	23	33.8%	31	45.6%	9	13.2%	4	5.9%	1	1.5%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	23	33.8%	31	45.6%	7	10.3%	7	10.3%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	21	30.9%	29	42.6%	13	19.1%	5	7.4%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	21	30.9%	30	44.1%	8	11.8%	8	11.8%	1	1.5%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	19	27.9%	35	51.5%	12	17.6%	2	2.9%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	13	19.1%	38	55.9%	14	20.6%	3	4.4%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	20	29.4%	32	47.1%	12	17.6%	4	5.9%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	14	20.6%	32	47.1%	14	20.6%	6	8.8%	2	2.9%	0	0.0%

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		McMullen-Booth Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	20	29.4%	32	47.1%	10	14.7%	4	5.9%	2	2.9%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	17	25.0%	35	51.5%	11	16.2%	5	7.4%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	13	19.1%	42	61.8%	7	10.3%	6	8.8%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	12	17.6%	30	44.1%	11	16.2%	10	14.7%	5	7.4%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	18	26.5%	29	42.6%	12	17.6%	8	11.8%	1	1.5%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	21	30.9%	31	45.6%	10	14.7%	6	8.8%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	12	17.6%	33	48.5%	17	25.0%	6	8.8%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	12	17.6%	31	45.6%	16	23.5%	7	10.3%	2	2.9%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	22	32.4%	35	51.5%	7	10.3%	2	2.9%	2	2.9%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	12	17.6%	38	55.9%	13	19.1%	5	7.4%	0	0.0%	0	0.0%

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		McMullen-Booth Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	15	22.1%	37	54.4%	9	13.2%	6	8.8%	0	0.0%	1	1.5%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	15	22.1%	35	51.5%	13	19.1%	3	4.4%	1	1.5%	1	1.5%
Q36	Our school provides qualified staff members to support student learning.	27	40.3%	29	43.3%	8	11.9%	2	3.0%	1	1.5%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	13	19.4%	26	38.8%	13	19.4%	13	19.4%	2	3.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	14	20.9%	27	40.3%	14	20.9%	10	14.9%	2	3.0%	0	0.0%
Q39	Our school provides protected instructional time.	16	23.9%	29	43.3%	12	17.9%	8	11.9%	2	3.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	14	20.9%	34	50.7%	14	20.9%	5	7.5%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	12	17.9%	36	53.7%	15	22.4%	2	3.0%	2	3.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	10	14.9%	30	44.8%	23	34.3%	1	1.5%	2	3.0%	1	1.5%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	18	26.9%	30	44.8%	14	20.9%	4	6.0%	1	1.5%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	8	11.9%	31	46.3%	23	34.3%	5	7.5%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	18	26.9%	42	62.7%	5	7.5%	1	1.5%	1	1.5%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	21	31.3%	42	62.7%	2	3.0%	1	1.5%	1	1.5%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	18	27.7%	40	61.5%	5	7.7%	2	3.1%	0	0.0%	0	0.0%

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		McMullen-Booth Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	16	24.6%	34	52.3%	12	18.5%	3	4.6%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	17	26.2%	32	49.2%	13	20.0%	3	4.6%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	13	20.0%	26	40.0%	16	24.6%	8	12.3%	2	3.1%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	15	23.1%	34	52.3%	11	16.9%	5	7.7%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	19	29.2%	38	58.5%	8	12.3%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	19	29.2%	37	56.9%	8	12.3%	1	1.5%	0	0.0%	0	0.0%

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		Melrose Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	17	45.9%	18	48.6%	2	5.4%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	8	21.6%	20	54.1%	7	18.9%	0	0.0%	0	0.0%	2	5.4%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	10	27.0%	18	48.6%	8	21.6%	0	0.0%	1	2.7%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	11	29.7%	21	56.8%	4	10.8%	0	0.0%	0	0.0%	1	2.7%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	18	48.6%	15	40.5%	1	2.7%	3	8.1%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	10	27.8%	18	50.0%	6	16.7%	1	2.8%	0	0.0%	1	2.8%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	9	25.0%	19	52.8%	5	13.9%	2	5.6%	0	0.0%	1	2.8%
Q8	Our school's leaders support an innovative and collaborative culture.	12	33.3%	17	47.2%	5	13.9%	1	2.8%	1	2.8%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	13	36.1%	16	44.4%	5	13.9%	1	2.8%	1	2.8%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	9	25.0%	19	52.8%	6	16.7%	1	2.8%	1	2.8%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	13	36.1%	20	55.6%	2	5.6%	0	0.0%	1	2.8%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	6	16.7%	23	63.9%	5	13.9%	2	5.6%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	7	19.4%	20	55.6%	8	22.2%	0	0.0%	1	2.8%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Melrose Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	8	22.2%	16	44.4%	9	25.0%	2	5.6%	0	0.0%	1	2.8%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	13	36.1%	19	52.8%	4	11.1%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	6	16.7%	15	41.7%	11	30.6%	3	8.3%	1	2.8%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	6	16.7%	16	44.4%	9	25.0%	3	8.3%	2	5.6%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	5	13.9%	18	50.0%	9	25.0%	3	8.3%	1	2.8%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	6	16.7%	18	50.0%	8	22.2%	2	5.6%	2	5.6%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	5	13.9%	19	52.8%	10	27.8%	1	2.8%	1	2.8%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	4	11.1%	15	41.7%	15	41.7%	1	2.8%	1	2.8%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	6	16.7%	14	38.9%	13	36.1%	1	2.8%	1	2.8%	1	2.8%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	4	11.1%	16	44.4%	11	30.6%	4	11.1%	1	2.8%	0	0.0%

**Pinellas County Schools
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		Melrose Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	10	27.8%	18	50.0%	6	16.7%	1	2.8%	1	2.8%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	7	19.4%	17	47.2%	10	27.8%	1	2.8%	1	2.8%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	4	11.1%	20	55.6%	10	27.8%	1	2.8%	1	2.8%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	7	19.4%	18	50.0%	6	16.7%	2	5.6%	3	8.3%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	7	19.4%	17	47.2%	9	25.0%	2	5.6%	1	2.8%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	6	16.7%	19	52.8%	11	30.6%	0	0.0%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	7	19.4%	21	58.3%	5	13.9%	3	8.3%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	4	11.1%	16	44.4%	7	19.4%	6	16.7%	3	8.3%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	11	30.6%	16	44.4%	9	25.0%	0	0.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	7	19.4%	21	58.3%	6	16.7%	2	5.6%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Melrose Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	3	8.3%	16	44.4%	12	33.3%	3	8.3%	2	5.6%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	10	27.8%	16	44.4%	10	27.8%	0	0.0%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	10	28.6%	16	45.7%	5	14.3%	3	8.6%	1	2.9%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	6	17.1%	20	57.1%	4	11.4%	5	14.3%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	9	25.7%	15	42.9%	5	14.3%	4	11.4%	2	5.7%	0	0.0%
Q39	Our school provides protected instructional time.	15	42.9%	16	45.7%	4	11.4%	0	0.0%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	9	25.7%	22	62.9%	1	2.9%	3	8.6%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	6	17.1%	17	48.6%	9	25.7%	2	5.7%	1	2.9%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	5	14.3%	19	54.3%	10	28.6%	1	2.9%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	10	28.6%	14	40.0%	7	20.0%	3	8.6%	1	2.9%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	4	11.4%	12	34.3%	12	34.3%	6	17.1%	1	2.9%	0	0.0%
Q45	Our school maintains facilities that support student learning.	4	11.4%	21	60.0%	8	22.9%	2	5.7%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	5	14.3%	20	57.1%	8	22.9%	2	5.7%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	11	32.4%	20	58.8%	3	8.8%	0	0.0%	0	0.0%	0	0.0%

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		Melrose Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	9	26.5%	17	50.0%	7	20.6%	1	2.9%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	8	23.5%	19	55.9%	6	17.6%	1	2.9%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	8	23.5%	15	44.1%	8	23.5%	1	2.9%	2	5.9%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	10	29.4%	16	47.1%	6	17.6%	2	5.9%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	7	20.6%	24	70.6%	3	8.8%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	10	29.4%	20	58.8%	3	8.8%	1	2.9%	0	0.0%	0	0.0%

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		Mildred Helms Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	30	49.2%	28	45.9%	2	3.3%	0	0.0%	0	0.0%	1	1.6%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	13	21.3%	30	49.2%	12	19.7%	4	6.6%	1	1.6%	1	1.6%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	16	26.2%	37	60.7%	6	9.8%	1	1.6%	0	0.0%	1	1.6%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	19	31.1%	36	59.0%	4	6.6%	1	1.6%	0	0.0%	1	1.6%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	33	54.1%	25	41.0%	2	3.3%	0	0.0%	0	0.0%	1	1.6%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	19	32.2%	34	57.6%	6	10.2%	0	0.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	16	27.1%	35	59.3%	8	13.6%	0	0.0%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	35	59.3%	23	39.0%	1	1.7%	0	0.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	43	72.9%	14	23.7%	2	3.4%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	39	66.1%	19	32.2%	1	1.7%	0	0.0%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	39	66.1%	17	28.8%	3	5.1%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	25	42.4%	31	52.5%	3	5.1%	0	0.0%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	17	28.8%	34	57.6%	7	11.9%	1	1.7%	0	0.0%	0	0.0%

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		Mildred Helms Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	24	40.7%	30	50.8%	5	8.5%	0	0.0%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	31	52.5%	25	42.4%	3	5.1%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	17	29.8%	32	56.1%	5	8.8%	2	3.5%	0	0.0%	1	1.8%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	13	22.8%	34	59.6%	8	14.0%	1	1.8%	0	0.0%	1	1.8%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	12	21.1%	35	61.4%	8	14.0%	0	0.0%	0	0.0%	2	3.5%
Q19	All teachers in our school use a variety of technologies as instructional resources.	13	22.8%	32	56.1%	8	14.0%	3	5.3%	0	0.0%	1	1.8%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	13	22.8%	36	63.2%	6	10.5%	1	1.8%	0	0.0%	1	1.8%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	10	17.5%	32	56.1%	13	22.8%	1	1.8%	0	0.0%	1	1.8%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	14	24.6%	26	45.6%	13	22.8%	3	5.3%	0	0.0%	1	1.8%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	12	21.1%	25	43.9%	17	29.8%	2	3.5%	0	0.0%	1	1.8%

**Pinellas County Schools
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		Mildred Helms Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	23	40.4%	27	47.4%	4	7.0%	2	3.5%	0	0.0%	1	1.8%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	14	24.6%	19	33.3%	18	31.6%	5	8.8%	0	0.0%	1	1.8%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	15	26.3%	31	54.4%	10	17.5%	1	1.8%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	17	29.8%	22	38.6%	11	19.3%	7	12.3%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	14	24.6%	25	43.9%	14	24.6%	3	5.3%	0	0.0%	1	1.8%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	15	26.3%	30	52.6%	9	15.8%	2	3.5%	0	0.0%	1	1.8%
Q30	In our school, staff members provide peer coaching to teachers.	14	24.6%	24	42.1%	11	19.3%	8	14.0%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	12	21.1%	19	33.3%	17	29.8%	9	15.8%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	19	33.3%	33	57.9%	5	8.8%	0	0.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	12	21.1%	32	56.1%	11	19.3%	2	3.5%	0	0.0%	0	0.0%

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		Mildred Helms Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	8	14.0%	33	57.9%	13	22.8%	2	3.5%	0	0.0%	1	1.8%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	16	28.1%	29	50.9%	11	19.3%	1	1.8%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	23	41.1%	30	53.6%	3	5.4%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	19	33.9%	29	51.8%	5	8.9%	3	5.4%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	18	32.1%	26	46.4%	8	14.3%	4	7.1%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	24	42.9%	26	46.4%	5	8.9%	1	1.8%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	19	33.9%	31	55.4%	6	10.7%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	18	32.1%	29	51.8%	5	8.9%	4	7.1%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	16	28.6%	27	48.2%	11	19.6%	2	3.6%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	20	35.7%	29	51.8%	5	8.9%	2	3.6%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	11	19.6%	19	33.9%	20	35.7%	6	10.7%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	21	37.5%	31	55.4%	4	7.1%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	28	50.0%	27	48.2%	1	1.8%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	19	33.9%	32	57.1%	4	7.1%	0	0.0%	0	0.0%	1	1.8%

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		Mildred Helms Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	14	25.0%	33	58.9%	6	10.7%	2	3.6%	0	0.0%	1	1.8%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	16	28.6%	28	50.0%	7	12.5%	4	7.1%	0	0.0%	1	1.8%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	9	16.1%	27	48.2%	15	26.8%	4	7.1%	0	0.0%	1	1.8%
Q51	Our school uses data to monitor student readiness and success at the next level.	14	25.0%	33	58.9%	8	14.3%	0	0.0%	0	0.0%	1	1.8%
Q52	Our school leaders monitor data related to student achievement.	22	39.3%	29	51.8%	3	5.4%	1	1.8%	0	0.0%	1	1.8%
Q53	Our school leaders monitor data related to school continuous improvement goals.	19	33.9%	32	57.1%	4	7.1%	1	1.8%	0	0.0%	0	0.0%

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		Mount Vernon Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	38	70.4%	12	22.2%	4	7.4%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	22	40.7%	19	35.2%	12	22.2%	1	1.9%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	21	38.9%	27	50.0%	5	9.3%	1	1.9%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	24	44.4%	25	46.3%	5	9.3%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	30	55.6%	23	42.6%	1	1.9%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	21	39.6%	22	41.5%	8	15.1%	2	3.8%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	17	32.1%	21	39.6%	12	22.6%	3	5.7%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	27	50.9%	22	41.5%	3	5.7%	0	0.0%	0	0.0%	1	1.9%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	36	67.9%	17	32.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	28	52.8%	24	45.3%	0	0.0%	0	0.0%	1	1.9%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	27	50.9%	25	47.2%	1	1.9%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	27	50.9%	21	39.6%	5	9.4%	0	0.0%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	20	37.7%	27	50.9%	6	11.3%	0	0.0%	0	0.0%	0	0.0%

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		Mount Vernon Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	21	39.6%	25	47.2%	6	11.3%	1	1.9%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	24	45.3%	27	50.9%	2	3.8%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	16	30.8%	27	51.9%	6	11.5%	2	3.8%	0	0.0%	1	1.9%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	16	30.8%	26	50.0%	6	11.5%	3	5.8%	0	0.0%	1	1.9%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	15	28.8%	26	50.0%	8	15.4%	2	3.8%	0	0.0%	1	1.9%
Q19	All teachers in our school use a variety of technologies as instructional resources.	19	36.5%	24	46.2%	6	11.5%	2	3.8%	0	0.0%	1	1.9%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	19	36.5%	24	46.2%	8	15.4%	0	0.0%	0	0.0%	1	1.9%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	17	32.7%	24	46.2%	10	19.2%	0	0.0%	0	0.0%	1	1.9%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	15	28.8%	26	50.0%	10	19.2%	0	0.0%	0	0.0%	1	1.9%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	15	28.8%	27	51.9%	7	13.5%	2	3.8%	0	0.0%	1	1.9%

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		Mount Vernon Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	19	36.5%	24	46.2%	6	11.5%	2	3.8%	0	0.0%	1	1.9%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	15	28.8%	21	40.4%	13	25.0%	2	3.8%	0	0.0%	1	1.9%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	16	30.8%	25	48.1%	9	17.3%	1	1.9%	0	0.0%	1	1.9%
Q27	In our school, related learning support services are provided for all students based on their needs.	19	36.5%	29	55.8%	3	5.8%	1	1.9%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	17	32.7%	25	48.1%	7	13.5%	2	3.8%	1	1.9%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	16	30.8%	30	57.7%	5	9.6%	0	0.0%	0	0.0%	1	1.9%
Q30	In our school, staff members provide peer coaching to teachers.	16	30.8%	24	46.2%	11	21.2%	0	0.0%	0	0.0%	1	1.9%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	16	30.8%	33	63.5%	3	5.8%	0	0.0%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	18	34.6%	28	53.8%	5	9.6%	1	1.9%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	16	30.8%	25	48.1%	11	21.2%	0	0.0%	0	0.0%	0	0.0%

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		Mount Vernon Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	15	28.8%	30	57.7%	6	11.5%	1	1.9%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	18	34.6%	29	55.8%	5	9.6%	0	0.0%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	21	42.0%	26	52.0%	2	4.0%	1	2.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	18	36.0%	30	60.0%	2	4.0%	0	0.0%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	17	34.0%	27	54.0%	6	12.0%	0	0.0%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	20	40.0%	29	58.0%	1	2.0%	0	0.0%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	18	36.0%	29	58.0%	3	6.0%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	16	32.0%	26	52.0%	8	16.0%	0	0.0%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	11	22.0%	30	60.0%	8	16.0%	1	2.0%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	13	26.0%	28	56.0%	5	10.0%	4	8.0%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	9	18.0%	29	58.0%	11	22.0%	1	2.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	17	34.0%	33	66.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	21	42.0%	28	56.0%	0	0.0%	1	2.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	19	38.0%	25	50.0%	6	12.0%	0	0.0%	0	0.0%	0	0.0%

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		Mount Vernon Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	16	32.0%	27	54.0%	7	14.0%	0	0.0%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	16	32.0%	26	52.0%	7	14.0%	0	0.0%	0	0.0%	1	2.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	14	28.0%	26	52.0%	10	20.0%	0	0.0%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	17	34.0%	30	60.0%	3	6.0%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	19	38.0%	30	60.0%	1	2.0%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	18	36.0%	31	62.0%	1	2.0%	0	0.0%	0	0.0%	0	0.0%

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		New Heights Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	34	36.6%	47	50.5%	8	8.6%	3	3.2%	0	0.0%	1	1.1%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	11	11.8%	49	52.7%	20	21.5%	8	8.6%	3	3.2%	2	2.2%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	24	25.8%	37	39.8%	20	21.5%	8	8.6%	3	3.2%	1	1.1%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	24	25.8%	43	46.2%	15	16.1%	8	8.6%	2	2.2%	1	1.1%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	21	22.6%	40	43.0%	21	22.6%	6	6.5%	5	5.4%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	25	28.4%	41	46.6%	20	22.7%	1	1.1%	1	1.1%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	13	14.8%	41	46.6%	27	30.7%	4	4.5%	3	3.4%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	14	15.9%	35	39.8%	23	26.1%	9	10.2%	7	8.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	31	35.2%	43	48.9%	11	12.5%	2	2.3%	1	1.1%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	13	14.8%	39	44.3%	19	21.6%	9	10.2%	8	9.1%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	30	34.1%	38	43.2%	17	19.3%	1	1.1%	2	2.3%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	19	21.6%	41	46.6%	14	15.9%	9	10.2%	5	5.7%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	15	17.0%	38	43.2%	24	27.3%	9	10.2%	2	2.3%	0	0.0%

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		New Heights Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	13	14.8%	33	37.5%	27	30.7%	6	6.8%	8	9.1%	1	1.1%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	13	14.8%	42	47.7%	26	29.5%	1	1.1%	5	5.7%	1	1.1%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	13	16.3%	40	50.0%	18	22.5%	8	10.0%	1	1.3%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	18	22.5%	35	43.8%	17	21.3%	9	11.3%	1	1.3%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	17	21.3%	28	35.0%	28	35.0%	7	8.8%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	17	21.3%	41	51.3%	17	21.3%	5	6.3%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	16	20.0%	39	48.8%	19	23.8%	6	7.5%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	15	18.8%	30	37.5%	28	35.0%	6	7.5%	1	1.3%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	21	26.3%	35	43.8%	16	20.0%	7	8.8%	1	1.3%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	17	21.3%	34	42.5%	18	22.5%	8	10.0%	3	3.8%	0	0.0%

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		New Heights Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	22	27.5%	38	47.5%	15	18.8%	3	3.8%	2	2.5%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	9	11.3%	40	50.0%	24	30.0%	3	3.8%	4	5.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	13	16.3%	37	46.3%	16	20.0%	11	13.8%	3	3.8%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	14	17.5%	32	40.0%	21	26.3%	11	13.8%	2	2.5%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	13	16.3%	32	40.0%	23	28.8%	8	10.0%	4	5.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	16	20.0%	39	48.8%	17	21.3%	7	8.8%	1	1.3%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	8	10.0%	33	41.3%	26	32.5%	11	13.8%	2	2.5%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	8	10.0%	32	40.0%	28	35.0%	10	12.5%	2	2.5%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	15	18.8%	42	52.5%	15	18.8%	6	7.5%	2	2.5%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	9	11.3%	37	46.3%	23	28.8%	8	10.0%	3	3.8%	0	0.0%

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		New Heights Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	9	11.3%	34	42.5%	27	33.8%	8	10.0%	2	2.5%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	11	13.8%	39	48.8%	21	26.3%	3	3.8%	5	6.3%	1	1.3%
Q36	Our school provides qualified staff members to support student learning.	17	21.8%	43	55.1%	12	15.4%	5	6.4%	1	1.3%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	11	14.1%	36	46.2%	17	21.8%	10	12.8%	4	5.1%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	11	14.1%	37	47.4%	11	14.1%	14	17.9%	5	6.4%	0	0.0%
Q39	Our school provides protected instructional time.	23	29.5%	35	44.9%	10	12.8%	8	10.3%	2	2.6%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	14	17.9%	37	47.4%	22	28.2%	3	3.8%	2	2.6%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	20	25.6%	32	41.0%	20	25.6%	4	5.1%	2	2.6%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	17	21.8%	30	38.5%	26	33.3%	3	3.8%	2	2.6%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	12	15.4%	32	41.0%	23	29.5%	6	7.7%	5	6.4%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	7	9.0%	34	43.6%	24	30.8%	10	12.8%	3	3.8%	0	0.0%
Q45	Our school maintains facilities that support student learning.	20	25.6%	39	50.0%	13	16.7%	5	6.4%	1	1.3%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	21	26.9%	38	48.7%	13	16.7%	3	3.8%	3	3.8%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	15	19.5%	49	63.6%	10	13.0%	2	2.6%	1	1.3%	0	0.0%

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		New Heights Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	13	16.9%	47	61.0%	9	11.7%	5	6.5%	3	3.9%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	15	19.5%	43	55.8%	15	19.5%	2	2.6%	2	2.6%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	12	15.6%	34	44.2%	22	28.6%	7	9.1%	2	2.6%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	18	23.4%	38	49.4%	14	18.2%	6	7.8%	1	1.3%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	18	23.4%	35	45.5%	15	19.5%	3	3.9%	6	7.8%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	21	27.3%	34	44.2%	14	18.2%	2	2.6%	6	7.8%	0	0.0%

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		North Shore Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	16	44.4%	15	41.7%	5	13.9%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	11	30.6%	15	41.7%	9	25.0%	1	2.8%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	8	22.2%	19	52.8%	8	22.2%	1	2.8%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	10	27.8%	18	50.0%	8	22.2%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	13	36.1%	20	55.6%	3	8.3%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	8	25.0%	18	56.3%	4	12.5%	0	0.0%	2	6.3%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	6	18.8%	16	50.0%	8	25.0%	1	3.1%	1	3.1%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	10	31.3%	16	50.0%	3	9.4%	2	6.3%	1	3.1%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	18	56.3%	10	31.3%	3	9.4%	1	3.1%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	11	34.4%	14	43.8%	5	15.6%	0	0.0%	2	6.3%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	12	37.5%	17	53.1%	1	3.1%	2	6.3%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	12	37.5%	16	50.0%	4	12.5%	0	0.0%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	8	25.0%	17	53.1%	5	15.6%	2	6.3%	0	0.0%	0	0.0%

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		North Shore Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	10	31.3%	15	46.9%	4	12.5%	0	0.0%	3	9.4%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	10	31.3%	17	53.1%	3	9.4%	1	3.1%	1	3.1%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	4	12.9%	14	45.2%	9	29.0%	4	12.9%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	4	12.9%	9	29.0%	10	32.3%	8	25.8%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	3	9.7%	15	48.4%	7	22.6%	6	19.4%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	1	3.2%	19	61.3%	7	22.6%	4	12.9%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	5	16.1%	16	51.6%	6	19.4%	4	12.9%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	2	6.5%	13	41.9%	11	35.5%	5	16.1%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	2	6.5%	15	48.4%	11	35.5%	3	9.7%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	2	6.5%	12	38.7%	11	35.5%	5	16.1%	1	3.2%	0	0.0%

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		North Shore Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	5	16.1%	18	58.1%	4	12.9%	4	12.9%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	4	12.9%	18	58.1%	7	22.6%	2	6.5%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	2	6.5%	18	58.1%	8	25.8%	3	9.7%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	2	6.5%	18	58.1%	5	16.1%	5	16.1%	1	3.2%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	2	6.5%	17	54.8%	9	29.0%	3	9.7%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	3	9.7%	13	41.9%	13	41.9%	2	6.5%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	5	16.1%	16	51.6%	7	22.6%	2	6.5%	1	3.2%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	3	9.7%	15	48.4%	9	29.0%	4	12.9%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	4	12.9%	19	61.3%	5	16.1%	3	9.7%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	3	9.7%	16	51.6%	7	22.6%	3	9.7%	1	3.2%	1	3.2%

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		North Shore Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	3	9.7%	19	61.3%	5	16.1%	4	12.9%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	4	12.9%	15	48.4%	8	25.8%	2	6.5%	2	6.5%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	8	26.7%	20	66.7%	2	6.7%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	6	20.0%	19	63.3%	4	13.3%	0	0.0%	1	3.3%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	3	10.0%	17	56.7%	6	20.0%	4	13.3%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	9	30.0%	15	50.0%	4	13.3%	0	0.0%	2	6.7%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	5	16.7%	20	66.7%	4	13.3%	1	3.3%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	4	13.3%	15	50.0%	8	26.7%	3	10.0%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	4	13.3%	16	53.3%	6	20.0%	4	13.3%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	5	16.7%	15	50.0%	7	23.3%	3	10.0%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	5	16.7%	16	53.3%	5	16.7%	3	10.0%	1	3.3%	0	0.0%
Q45	Our school maintains facilities that support student learning.	6	20.0%	15	50.0%	7	23.3%	2	6.7%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	4	13.3%	15	50.0%	6	20.0%	4	13.3%	1	3.3%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	7	23.3%	21	70.0%	1	3.3%	1	3.3%	0	0.0%	0	0.0%

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		North Shore Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	4	13.3%	22	73.3%	3	10.0%	1	3.3%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	5	16.7%	21	70.0%	2	6.7%	2	6.7%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	5	16.7%	19	63.3%	3	10.0%	3	10.0%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	5	16.7%	19	63.3%	5	16.7%	1	3.3%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	5	16.7%	24	80.0%	1	3.3%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	6	20.0%	22	73.3%	2	6.7%	0	0.0%	0	0.0%	0	0.0%

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		Northwest Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	58	70.7%	19	23.2%	1	1.2%	0	0.0%	0	0.0%	4	4.9%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	45	54.9%	27	32.9%	3	3.7%	0	0.0%	0	0.0%	7	8.5%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	48	58.5%	27	32.9%	1	1.2%	0	0.0%	0	0.0%	6	7.3%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	47	57.3%	27	32.9%	3	3.7%	0	0.0%	0	0.0%	5	6.1%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	53	64.6%	25	30.5%	0	0.0%	0	0.0%	0	0.0%	4	4.9%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	36	44.4%	34	42.0%	6	7.4%	1	1.2%	0	0.0%	4	4.9%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	25	30.9%	38	46.9%	13	16.0%	1	1.2%	0	0.0%	4	4.9%
Q8	Our school's leaders support an innovative and collaborative culture.	40	49.4%	33	40.7%	5	6.2%	0	0.0%	0	0.0%	3	3.7%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	55	67.9%	21	25.9%	1	1.2%	0	0.0%	0	0.0%	4	4.9%
Q10	Our school's leaders hold themselves accountable for student learning.	43	53.1%	32	39.5%	3	3.7%	0	0.0%	0	0.0%	3	3.7%
Q11	Our school's leaders hold all staff members accountable for student learning.	51	63.0%	23	28.4%	3	3.7%	0	0.0%	0	0.0%	4	4.9%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	51	63.0%	22	27.2%	2	2.5%	0	0.0%	0	0.0%	6	7.4%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	43	53.1%	29	35.8%	3	3.7%	0	0.0%	0	0.0%	6	7.4%

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		Northwest Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	38	46.9%	32	39.5%	4	4.9%	0	0.0%	0	0.0%	7	8.6%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	44	54.3%	28	34.6%	2	2.5%	0	0.0%	0	0.0%	7	8.6%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	23	29.1%	38	48.1%	6	7.6%	0	0.0%	0	0.0%	12	15.2%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	20	25.3%	38	48.1%	9	11.4%	0	0.0%	0	0.0%	12	15.2%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	21	26.6%	39	49.4%	7	8.9%	0	0.0%	0	0.0%	12	15.2%
Q19	All teachers in our school use a variety of technologies as instructional resources.	21	26.6%	36	45.6%	11	13.9%	1	1.3%	0	0.0%	10	12.7%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	24	30.4%	36	45.6%	6	7.6%	1	1.3%	0	0.0%	12	15.2%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	19	24.1%	36	45.6%	10	12.7%	1	1.3%	0	0.0%	13	16.5%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	22	27.8%	39	49.4%	4	5.1%	1	1.3%	0	0.0%	13	16.5%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	21	26.6%	35	44.3%	7	8.9%	4	5.1%	0	0.0%	12	15.2%

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		Northwest Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	33	41.8%	30	38.0%	2	2.5%	2	2.5%	0	0.0%	12	15.2%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	24	30.4%	35	44.3%	6	7.6%	2	2.5%	0	0.0%	12	15.2%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	27	34.2%	36	45.6%	8	10.1%	0	0.0%	0	0.0%	8	10.1%
Q27	In our school, related learning support services are provided for all students based on their needs.	26	32.9%	42	53.2%	3	3.8%	0	0.0%	0	0.0%	8	10.1%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	22	27.8%	35	44.3%	11	13.9%	0	0.0%	0	0.0%	11	13.9%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	28	35.4%	37	46.8%	3	3.8%	0	0.0%	0	0.0%	11	13.9%
Q30	In our school, staff members provide peer coaching to teachers.	20	25.3%	41	51.9%	8	10.1%	0	0.0%	0	0.0%	10	12.7%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	25	31.6%	39	49.4%	7	8.9%	1	1.3%	0	0.0%	7	8.9%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	35	44.3%	39	49.4%	0	0.0%	0	0.0%	0	0.0%	5	6.3%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	25	31.6%	42	53.2%	4	5.1%	0	0.0%	0	0.0%	8	10.1%

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		Northwest Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	22	27.8%	40	50.6%	8	10.1%	0	0.0%	0	0.0%	9	11.4%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	32	40.5%	32	40.5%	4	5.1%	1	1.3%	0	0.0%	10	12.7%
Q36	Our school provides qualified staff members to support student learning.	40	50.6%	33	41.8%	1	1.3%	0	0.0%	0	0.0%	5	6.3%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	32	40.5%	37	46.8%	2	2.5%	0	0.0%	0	0.0%	8	10.1%
Q38	Our school provides sufficient material resources to meet student needs.	25	31.6%	40	50.6%	7	8.9%	0	0.0%	0	0.0%	7	8.9%
Q39	Our school provides protected instructional time.	37	46.8%	32	40.5%	2	2.5%	0	0.0%	0	0.0%	8	10.1%
Q40	Our school provides a variety of information resources to support student learning.	28	35.4%	40	50.6%	2	2.5%	0	0.0%	0	0.0%	9	11.4%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	22	27.8%	37	46.8%	10	12.7%	1	1.3%	0	0.0%	9	11.4%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	21	26.6%	39	49.4%	10	12.7%	1	1.3%	0	0.0%	8	10.1%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	19	24.1%	39	49.4%	13	16.5%	1	1.3%	0	0.0%	7	8.9%
Q44	Our school provides opportunities for students to participate in activities that interest them.	14	17.7%	37	46.8%	15	19.0%	4	5.1%	0	0.0%	9	11.4%
Q45	Our school maintains facilities that support student learning.	30	38.0%	44	55.7%	2	2.5%	0	0.0%	0	0.0%	3	3.8%
Q46	Our school maintains facilities that contribute to a safe environment.	39	49.4%	35	44.3%	2	2.5%	0	0.0%	0	0.0%	3	3.8%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	35	44.9%	33	42.3%	2	2.6%	0	0.0%	0	0.0%	8	10.3%

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		Northwest Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	29	37.2%	37	47.4%	2	2.6%	0	0.0%	0	0.0%	10	12.8%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	36	46.2%	32	41.0%	0	0.0%	0	0.0%	0	0.0%	10	12.8%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	22	28.2%	40	51.3%	6	7.7%	1	1.3%	1	1.3%	8	10.3%
Q51	Our school uses data to monitor student readiness and success at the next level.	32	41.0%	37	47.4%	0	0.0%	0	0.0%	0	0.0%	9	11.5%
Q52	Our school leaders monitor data related to student achievement.	40	51.3%	30	38.5%	0	0.0%	0	0.0%	0	0.0%	8	10.3%
Q53	Our school leaders monitor data related to school continuous improvement goals.	40	51.3%	29	37.2%	1	1.3%	0	0.0%	0	0.0%	8	10.3%

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		Oakhurst Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	55	69.6%	22	27.8%	2	2.5%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	43	54.4%	29	36.7%	5	6.3%	0	0.0%	0	0.0%	2	2.5%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	42	53.2%	35	44.3%	2	2.5%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	41	51.9%	35	44.3%	3	3.8%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	42	53.2%	33	41.8%	4	5.1%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	31	41.9%	35	47.3%	8	10.8%	0	0.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	22	29.7%	38	51.4%	12	16.2%	1	1.4%	1	1.4%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	42	56.8%	25	33.8%	4	5.4%	2	2.7%	1	1.4%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	46	62.2%	26	35.1%	2	2.7%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	41	55.4%	23	31.1%	7	9.5%	2	2.7%	0	0.0%	1	1.4%
Q11	Our school's leaders hold all staff members accountable for student learning.	40	54.1%	31	41.9%	3	4.1%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	39	52.7%	26	35.1%	8	10.8%	0	0.0%	0	0.0%	1	1.4%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	33	44.6%	33	44.6%	8	10.8%	0	0.0%	0	0.0%	0	0.0%

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		Oakhurst Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	32	43.2%	31	41.9%	10	13.5%	0	0.0%	0	0.0%	1	1.4%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	36	48.6%	29	39.2%	6	8.1%	1	1.4%	0	0.0%	2	2.7%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	20	29.4%	38	55.9%	10	14.7%	0	0.0%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	16	23.5%	40	58.8%	12	17.6%	0	0.0%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	18	26.5%	37	54.4%	13	19.1%	0	0.0%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	17	25.0%	39	57.4%	10	14.7%	2	2.9%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	20	29.4%	36	52.9%	11	16.2%	1	1.5%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	17	25.0%	34	50.0%	14	20.6%	3	4.4%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	18	26.5%	34	50.0%	14	20.6%	2	2.9%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	19	27.9%	32	47.1%	14	20.6%	3	4.4%	0	0.0%	0	0.0%

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		Oakhurst Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	28	41.2%	35	51.5%	4	5.9%	1	1.5%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	22	32.4%	31	45.6%	11	16.2%	4	5.9%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	26	38.2%	34	50.0%	7	10.3%	1	1.5%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	20	29.4%	38	55.9%	8	11.8%	2	2.9%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	15	22.1%	35	51.5%	13	19.1%	5	7.4%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	21	30.9%	36	52.9%	8	11.8%	3	4.4%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	18	26.5%	39	57.4%	9	13.2%	1	1.5%	0	0.0%	1	1.5%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	27	39.7%	33	48.5%	5	7.4%	2	2.9%	0	0.0%	1	1.5%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	27	39.7%	34	50.0%	5	7.4%	2	2.9%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	21	30.9%	36	52.9%	9	13.2%	2	2.9%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Oakhurst Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	21	30.9%	38	55.9%	6	8.8%	2	2.9%	0	0.0%	1	1.5%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	22	32.4%	38	55.9%	7	10.3%	0	0.0%	0	0.0%	1	1.5%
Q36	Our school provides qualified staff members to support student learning.	28	41.8%	36	53.7%	3	4.5%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	26	38.8%	35	52.2%	6	9.0%	0	0.0%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	14	20.9%	40	59.7%	10	14.9%	2	3.0%	1	1.5%	0	0.0%
Q39	Our school provides protected instructional time.	32	47.8%	32	47.8%	2	3.0%	0	0.0%	1	1.5%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	22	32.8%	42	62.7%	3	4.5%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	19	28.4%	34	50.7%	9	13.4%	4	6.0%	1	1.5%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	17	25.4%	37	55.2%	10	14.9%	2	3.0%	1	1.5%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	21	31.3%	33	49.3%	9	13.4%	3	4.5%	0	0.0%	1	1.5%
Q44	Our school provides opportunities for students to participate in activities that interest them.	28	41.8%	35	52.2%	4	6.0%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	33	49.3%	34	50.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	37	55.2%	30	44.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	27	40.9%	36	54.5%	2	3.0%	1	1.5%	0	0.0%	0	0.0%

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		Oakhurst Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	26	39.4%	33	50.0%	6	9.1%	1	1.5%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	22	33.3%	34	51.5%	10	15.2%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	16	24.2%	32	48.5%	16	24.2%	2	3.0%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	20	30.3%	38	57.6%	7	10.6%	1	1.5%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	27	40.9%	35	53.0%	3	4.5%	1	1.5%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	25	37.9%	36	54.5%	5	7.6%	0	0.0%	0	0.0%	0	0.0%

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		Oldsmar Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	38	67.9%	17	30.4%	1	1.8%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	28	50.0%	23	41.1%	4	7.1%	0	0.0%	0	0.0%	1	1.8%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	31	55.4%	20	35.7%	5	8.9%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	29	51.8%	24	42.9%	3	5.4%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	30	53.6%	24	42.9%	2	3.6%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	24	45.3%	20	37.7%	9	17.0%	0	0.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	19	35.8%	20	37.7%	11	20.8%	3	5.7%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	24	45.3%	25	47.2%	3	5.7%	1	1.9%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	34	64.2%	17	32.1%	2	3.8%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	28	52.8%	15	28.3%	8	15.1%	2	3.8%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	30	56.6%	19	35.8%	3	5.7%	1	1.9%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	23	43.4%	23	43.4%	6	11.3%	1	1.9%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	21	39.6%	22	41.5%	8	15.1%	2	3.8%	0	0.0%	0	0.0%

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		Oldsmar Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	21	39.6%	28	52.8%	4	7.5%	0	0.0%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	21	39.6%	26	49.1%	5	9.4%	1	1.9%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	20	38.5%	23	44.2%	6	11.5%	3	5.8%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	16	30.8%	24	46.2%	10	19.2%	2	3.8%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	16	30.8%	25	48.1%	10	19.2%	1	1.9%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	18	34.6%	24	46.2%	8	15.4%	2	3.8%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	17	32.7%	28	53.8%	5	9.6%	2	3.8%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	12	23.1%	31	59.6%	8	15.4%	1	1.9%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	19	36.5%	20	38.5%	11	21.2%	2	3.8%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	18	34.6%	25	48.1%	7	13.5%	2	3.8%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Oldsmar Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	26	50.0%	17	32.7%	7	13.5%	2	3.8%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	17	32.7%	24	46.2%	7	13.5%	4	7.7%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	20	38.5%	24	46.2%	5	9.6%	3	5.8%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	17	32.7%	19	36.5%	3	5.8%	12	23.1%	1	1.9%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	18	34.6%	20	38.5%	12	23.1%	2	3.8%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	16	30.8%	25	48.1%	9	17.3%	2	3.8%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	15	28.8%	25	48.1%	10	19.2%	2	3.8%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	20	38.5%	28	53.8%	3	5.8%	1	1.9%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	22	42.3%	23	44.2%	5	9.6%	2	3.8%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	18	34.6%	26	50.0%	6	11.5%	1	1.9%	0	0.0%	1	1.9%

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		Oldsmar Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	14	26.9%	24	46.2%	11	21.2%	3	5.8%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	16	30.8%	30	57.7%	4	7.7%	2	3.8%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	28	53.8%	21	40.4%	2	3.8%	1	1.9%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	21	40.4%	21	40.4%	4	7.7%	4	7.7%	2	3.8%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	17	32.7%	22	42.3%	8	15.4%	4	7.7%	1	1.9%	0	0.0%
Q39	Our school provides protected instructional time.	21	40.4%	25	48.1%	4	7.7%	1	1.9%	1	1.9%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	19	36.5%	29	55.8%	2	3.8%	2	3.8%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	15	28.8%	28	53.8%	6	11.5%	3	5.8%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	14	26.9%	28	53.8%	8	15.4%	2	3.8%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	16	30.8%	24	46.2%	7	13.5%	4	7.7%	0	0.0%	1	1.9%
Q44	Our school provides opportunities for students to participate in activities that interest them.	13	25.0%	28	53.8%	7	13.5%	4	7.7%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	23	44.2%	25	48.1%	4	7.7%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	28	53.8%	20	38.5%	4	7.7%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	26	50.0%	24	46.2%	2	3.8%	0	0.0%	0	0.0%	0	0.0%

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		Oldsmar Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	18	34.6%	26	50.0%	6	11.5%	2	3.8%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	17	32.7%	25	48.1%	8	15.4%	1	1.9%	0	0.0%	1	1.9%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	15	28.8%	25	48.1%	8	15.4%	4	7.7%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	15	28.8%	32	61.5%	3	5.8%	1	1.9%	1	1.9%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	23	44.2%	27	51.9%	1	1.9%	1	1.9%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	23	44.2%	27	51.9%	2	3.8%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Orange Grove Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	36	72.0%	9	18.0%	4	8.0%	0	0.0%	0	0.0%	1	2.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	30	60.0%	13	26.0%	4	8.0%	1	2.0%	0	0.0%	2	4.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	30	60.0%	13	26.0%	5	10.0%	0	0.0%	0	0.0%	2	4.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	30	60.0%	12	24.0%	6	12.0%	0	0.0%	0	0.0%	2	4.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	33	66.0%	10	20.0%	5	10.0%	0	0.0%	0	0.0%	2	4.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	27	57.4%	14	29.8%	4	8.5%	1	2.1%	0	0.0%	1	2.1%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	26	55.3%	11	23.4%	7	14.9%	2	4.3%	0	0.0%	1	2.1%
Q8	Our school's leaders support an innovative and collaborative culture.	31	66.0%	9	19.1%	5	10.6%	2	4.3%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	34	72.3%	9	19.1%	4	8.5%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	33	70.2%	8	17.0%	5	10.6%	1	2.1%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	31	66.0%	10	21.3%	6	12.8%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	28	59.6%	14	29.8%	5	10.6%	0	0.0%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	25	53.2%	16	34.0%	6	12.8%	0	0.0%	0	0.0%	0	0.0%

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		Orange Grove Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	29	61.7%	12	25.5%	5	10.6%	1	2.1%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	30	63.8%	12	25.5%	4	8.5%	1	2.1%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	15	33.3%	19	42.2%	6	13.3%	5	11.1%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	15	33.3%	17	37.8%	9	20.0%	4	8.9%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	14	31.1%	17	37.8%	9	20.0%	5	11.1%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	17	37.8%	17	37.8%	9	20.0%	2	4.4%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	16	35.6%	17	37.8%	9	20.0%	3	6.7%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	15	33.3%	16	35.6%	10	22.2%	4	8.9%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	19	42.2%	14	31.1%	10	22.2%	2	4.4%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	17	37.8%	12	26.7%	9	20.0%	6	13.3%	1	2.2%	0	0.0%

**Pinellas County Schools
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 2014-15**

		Orange Grove Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	20	44.4%	18	40.0%	5	11.1%	2	4.4%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	21	46.7%	19	42.2%	5	11.1%	0	0.0%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	17	37.8%	19	42.2%	6	13.3%	2	4.4%	0	0.0%	1	2.2%
Q27	In our school, related learning support services are provided for all students based on their needs.	15	33.3%	18	40.0%	9	20.0%	3	6.7%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	22	48.9%	17	37.8%	5	11.1%	1	2.2%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	23	51.1%	13	28.9%	7	15.6%	2	4.4%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	17	37.8%	22	48.9%	3	6.7%	1	2.2%	1	2.2%	1	2.2%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	15	33.3%	19	42.2%	8	17.8%	2	4.4%	1	2.2%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	18	40.0%	23	51.1%	4	8.9%	0	0.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	18	40.0%	20	44.4%	5	11.1%	2	4.4%	0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Orange Grove Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	23	51.1%	15	33.3%	6	13.3%	1	2.2%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	25	55.6%	16	35.6%	4	8.9%	0	0.0%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	26	57.8%	16	35.6%	3	6.7%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	21	46.7%	20	44.4%	3	6.7%	1	2.2%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	14	31.1%	21	46.7%	9	20.0%	1	2.2%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	22	48.9%	17	37.8%	6	13.3%	0	0.0%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	22	48.9%	19	42.2%	4	8.9%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	16	35.6%	20	44.4%	8	17.8%	1	2.2%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	17	37.8%	19	42.2%	7	15.6%	1	2.2%	0	0.0%	1	2.2%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	21	46.7%	17	37.8%	7	15.6%	0	0.0%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	13	28.9%	22	48.9%	9	20.0%	1	2.2%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	23	51.1%	13	28.9%	4	8.9%	5	11.1%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	25	55.6%	15	33.3%	3	6.7%	2	4.4%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	24	53.3%	16	35.6%	4	8.9%	0	0.0%	1	2.2%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Orange Grove Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	20	44.4%	19	42.2%	4	8.9%	2	4.4%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	21	46.7%	20	44.4%	4	8.9%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	19	42.2%	18	40.0%	8	17.8%	0	0.0%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	23	51.1%	17	37.8%	5	11.1%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	28	62.2%	15	33.3%	2	4.4%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	29	64.4%	14	31.1%	2	4.4%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Ozona Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	50	80.6%	12	19.4%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	35	56.5%	23	37.1%	4	6.5%	0	0.0%	0.0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	40	64.5%	22	35.5%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	39	62.9%	22	35.5%	1	1.6%	0	0.0%	0.0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	43	69.4%	19	30.6%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	36	59.0%	21	34.4%	4	6.6%	0	0.0%	0.0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	29	47.5%	29	47.5%	3	4.9%	0	0.0%	0.0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	42	68.9%	17	27.9%	1	1.6%	1	1.6%	0.0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	47	77.0%	14	23.0%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	41	67.2%	20	32.8%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	41	67.2%	19	31.1%	1	1.6%	0	0.0%	0.0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	33	54.1%	25	41.0%	2	3.3%	0	0.0%	0.0	0.0%	1	1.6%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	31	50.8%	29	47.5%	1	1.6%	0	0.0%	0.0	0.0%	0	0.0%

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		Ozona Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	33	54.1%	27	44.3%	0	0.0%	1	1.6%	0.0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	36	59.0%	25	41.0%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	27	45.8%	28	47.5%	3	5.1%	0	0.0%	0.0	0.0%	1	1.7%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	27	45.8%	27	45.8%	2	3.4%	2	3.4%	0.0	0.0%	1	1.7%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	25	42.4%	28	47.5%	3	5.1%	2	3.4%	0.0	0.0%	1	1.7%
Q19	All teachers in our school use a variety of technologies as instructional resources.	24	40.7%	31	52.5%	2	3.4%	1	1.7%	0.0	0.0%	1	1.7%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	25	42.4%	30	50.8%	2	3.4%	1	1.7%	0.0	0.0%	1	1.7%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	24	40.7%	29	49.2%	5	8.5%	0	0.0%	0.0	0.0%	1	1.7%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	26	44.1%	28	47.5%	4	6.8%	0	0.0%	0.0	0.0%	1	1.7%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	23	39.0%	26	44.1%	9	15.3%	0	0.0%	0.0	0.0%	1	1.7%

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		Ozona Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	26	44.1%	27	45.8%	5	8.5%	0	0.0%	0.0	0.0%	1	1.7%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	28	47.5%	20	33.9%	8	13.6%	2	3.4%	0.0	0.0%	1	1.7%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	31	52.5%	21	35.6%	6	10.2%	0	0.0%	0.0	0.0%	1	1.7%
Q27	In our school, related learning support services are provided for all students based on their needs.	33	55.9%	23	39.0%	2	3.4%	0	0.0%	0.0	0.0%	1	1.7%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	26	44.1%	24	40.7%	7	11.9%	2	3.4%	0.0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	30	50.8%	24	40.7%	5	8.5%	0	0.0%	0.0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	24	40.7%	27	45.8%	4	6.8%	3	5.1%	0.0	0.0%	1	1.7%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	26	44.1%	21	35.6%	10	16.9%	1	1.7%	0.0	0.0%	1	1.7%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	32	54.2%	20	33.9%	5	8.5%	1	1.7%	0.0	0.0%	1	1.7%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	31	52.5%	19	32.2%	8	13.6%	0	0.0%	0.0	0.0%	1	1.7%

**Pinellas County Schools
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		Ozona Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	32	54.2%	25	42.4%	1	1.7%	1	1.7%	0.0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	30	50.8%	27	45.8%	2	3.4%	0	0.0%	0.0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	37	66.1%	19	33.9%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	30	53.6%	23	41.1%	3	5.4%	0	0.0%	0.0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	30	53.6%	23	41.1%	2	3.6%	1	1.8%	0.0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	35	62.5%	20	35.7%	0	0.0%	1	1.8%	0.0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	32	57.1%	23	41.1%	1	1.8%	0	0.0%	0.0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	35	62.5%	18	32.1%	2	3.6%	1	1.8%	0.0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	30	53.6%	20	35.7%	5	8.9%	1	1.8%	0.0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	29	51.8%	25	44.6%	2	3.6%	0	0.0%	0.0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	19	33.9%	31	55.4%	5	8.9%	1	1.8%	0.0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	36	64.3%	19	33.9%	1	1.8%	0	0.0%	0.0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	35	62.5%	19	33.9%	1	1.8%	1	1.8%	0.0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	30	53.6%	26	46.4%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%

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		Ozona Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	27	48.2%	28	50.0%	1	1.8%	0	0.0%	0.0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	29	51.8%	23	41.1%	4	7.1%	0	0.0%	0.0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	24	42.9%	23	41.1%	9	16.1%	0	0.0%	0.0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	29	51.8%	24	42.9%	3	5.4%	0	0.0%	0.0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	32	57.1%	22	39.3%	2	3.6%	0	0.0%	0.0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	31	55.4%	23	41.1%	2	3.6%	0	0.0%	0.0	0.0%	0	0.0%

**Pinellas County Schools
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		Pasadena Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	38	77.6%	9	18.4%	2	4.1%	0	0.0%	0	0.0%	0.0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	24	49.0%	17	34.7%	8	16.3%	0	0.0%	0	0.0%	0.0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	26	53.1%	19	38.8%	4	8.2%	0	0.0%	0	0.0%	0.0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	22	44.9%	21	42.9%	2	4.1%	4	8.2%	0	0.0%	0.0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	32	65.3%	16	32.7%	1	2.0%	0	0.0%	0	0.0%	0.0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	19	41.3%	23	50.0%	3	6.5%	1	2.2%	0	0.0%	0.0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	16	34.8%	17	37.0%	8	17.4%	4	8.7%	1	2.2%	0.0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	24	52.2%	16	34.8%	5	10.9%	1	2.2%	0	0.0%	0.0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	32	69.6%	14	30.4%	0	0.0%	0	0.0%	0	0.0%	0.0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	26	56.5%	17	37.0%	2	4.3%	0	0.0%	1	2.2%	0.0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	25	54.3%	19	41.3%	0	0.0%	1	2.2%	1	2.2%	0.0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	17	37.0%	21	45.7%	6	13.0%	0	0.0%	2	4.3%	0.0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	17	37.0%	23	50.0%	5	10.9%	1	2.2%	0	0.0%	0.0	0.0%

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		Pasadena Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	19	41.3%	22	47.8%	3	6.5%	1	2.2%	1	2.2%	0.0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	19	41.3%	23	50.0%	3	6.5%	1	2.2%	0	0.0%	0.0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	15	34.1%	26	59.1%	2	4.5%	1	2.3%	0	0.0%	0.0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	15	34.1%	22	50.0%	3	6.8%	4	9.1%	0	0.0%	0.0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	12	27.3%	24	54.5%	6	13.6%	2	4.5%	0	0.0%	0.0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	14	31.8%	20	45.5%	8	18.2%	2	4.5%	0	0.0%	0.0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	17	38.6%	21	47.7%	6	13.6%	0	0.0%	0	0.0%	0.0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	19	43.2%	18	40.9%	6	13.6%	1	2.3%	0	0.0%	0.0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	16	36.4%	24	54.5%	4	9.1%	0	0.0%	0	0.0%	0.0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	16	36.4%	22	50.0%	5	11.4%	1	2.3%	0	0.0%	0.0	0.0%

**Pinellas County Schools
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		Pasadena Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	20	45.5%	17	38.6%	5	11.4%	2	4.5%	0	0.0%	0.0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	11	25.0%	23	52.3%	9	20.5%	0	0.0%	1	2.3%	0.0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	19	43.2%	23	52.3%	2	4.5%	0	0.0%	0	0.0%	0.0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	14	31.8%	21	47.7%	4	9.1%	5	11.4%	0	0.0%	0.0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	17	38.6%	15	34.1%	10	22.7%	2	4.5%	0	0.0%	0.0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	19	43.2%	22	50.0%	3	6.8%	0	0.0%	0	0.0%	0.0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	16	36.4%	18	40.9%	8	18.2%	2	4.5%	0	0.0%	0.0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	24	54.5%	20	45.5%	0	0.0%	0	0.0%	0	0.0%	0.0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	19	43.2%	18	40.9%	6	13.6%	1	2.3%	0	0.0%	0.0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	16	36.4%	21	47.7%	6	13.6%	1	2.3%	0	0.0%	0.0	0.0%

**Pinellas County Schools
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		Pasadena Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	26	59.1%	14	31.8%	2	4.5%	2	4.5%	0	0.0%	0.0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	28	63.6%	14	31.8%	2	4.5%	0	0.0%	0	0.0%	0.0	0.0%
Q36	Our school provides qualified staff members to support student learning.	27	62.8%	16	37.2%	0	0.0%	0	0.0%	0	0.0%	0.0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	20	46.5%	21	48.8%	1	2.3%	1	2.3%	0	0.0%	0.0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	16	37.2%	20	46.5%	7	16.3%	0	0.0%	0	0.0%	0.0	0.0%
Q39	Our school provides protected instructional time.	24	55.8%	16	37.2%	2	4.7%	1	2.3%	0	0.0%	0.0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	18	41.9%	23	53.5%	2	4.7%	0	0.0%	0	0.0%	0.0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	19	44.2%	20	46.5%	4	9.3%	0	0.0%	0	0.0%	0.0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	16	37.2%	21	48.8%	6	14.0%	0	0.0%	0	0.0%	0.0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	18	41.9%	20	46.5%	4	9.3%	1	2.3%	0	0.0%	0.0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	21	48.8%	19	44.2%	3	7.0%	0	0.0%	0	0.0%	0.0	0.0%
Q45	Our school maintains facilities that support student learning.	24	55.8%	18	41.9%	1	2.3%	0	0.0%	0	0.0%	0.0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	25	58.1%	17	39.5%	0	0.0%	0	0.0%	1	2.3%	0.0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	25	58.1%	16	37.2%	2	4.7%	0	0.0%	0	0.0%	0.0	0.0%

**Pinellas County Schools
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		Pasadena Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	22	51.2%	16	37.2%	5	11.6%	0	0.0%	0	0.0%	0.0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	24	55.8%	15	34.9%	4	9.3%	0	0.0%	0	0.0%	0.0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	17	39.5%	19	44.2%	6	14.0%	1	2.3%	0	0.0%	0.0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	24	55.8%	17	39.5%	2	4.7%	0	0.0%	0	0.0%	0.0	0.0%
Q52	Our school leaders monitor data related to student achievement.	27	62.8%	15	34.9%	1	2.3%	0	0.0%	0	0.0%	0.0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	27	62.8%	15	34.9%	1	2.3%	0	0.0%	0	0.0%	0.0	0.0%

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		Perkins Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	58	77.3%	16	21.3%	1	1.3%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	40	53.3%	27	36.0%	7	9.3%	1	1.3%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	44	58.7%	26	34.7%	5	6.7%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	46	61.3%	25	33.3%	4	5.3%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	53	70.7%	18	24.0%	3	4.0%	0	0.0%	0	0.0%	1	1.3%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	45	61.6%	22	30.1%	5	6.8%	1	1.4%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	37	50.7%	25	34.2%	9	12.3%	1	1.4%	0	0.0%	1	1.4%
Q8	Our school's leaders support an innovative and collaborative culture.	46	63.0%	25	34.2%	2	2.7%	0	0.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	58	79.5%	15	20.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	48	65.8%	19	26.0%	5	6.8%	1	1.4%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	50	68.5%	23	31.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	44	60.3%	27	37.0%	2	2.7%	0	0.0%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	35	47.9%	36	49.3%	2	2.7%	0	0.0%	0	0.0%	0	0.0%

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		Perkins Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	38	52.1%	29	39.7%	5	6.8%	1	1.4%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	38	52.1%	28	38.4%	7	9.6%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	37	56.1%	23	34.8%	4	6.1%	1	1.5%	0	0.0%	1	1.5%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	42	63.6%	17	25.8%	5	7.6%	1	1.5%	0	0.0%	1	1.5%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	35	53.0%	27	40.9%	2	3.0%	1	1.5%	0	0.0%	1	1.5%
Q19	All teachers in our school use a variety of technologies as instructional resources.	47	71.2%	17	25.8%	1	1.5%	0	0.0%	1	1.5%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	38	57.6%	24	36.4%	1	1.5%	2	3.0%	0	0.0%	1	1.5%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	36	54.5%	24	36.4%	4	6.1%	1	1.5%	0	0.0%	1	1.5%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	37	56.1%	21	31.8%	6	9.1%	1	1.5%	0	0.0%	1	1.5%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	33	50.0%	23	34.8%	8	12.1%	1	1.5%	0	0.0%	1	1.5%

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		Perkins Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	44	66.7%	16	24.2%	5	7.6%	0	0.0%	0	0.0%	1	1.5%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	38	57.6%	20	30.3%	6	9.1%	1	1.5%	0	0.0%	1	1.5%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	41	62.1%	21	31.8%	3	4.5%	1	1.5%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	40	60.6%	23	34.8%	1	1.5%	2	3.0%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	34	51.5%	18	27.3%	10	15.2%	3	4.5%	0	0.0%	1	1.5%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	41	62.1%	20	30.3%	4	6.1%	0	0.0%	0	0.0%	1	1.5%
Q30	In our school, staff members provide peer coaching to teachers.	29	43.9%	27	40.9%	9	13.6%	0	0.0%	0	0.0%	1	1.5%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	33	50.0%	25	37.9%	4	6.1%	3	4.5%	0	0.0%	1	1.5%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	39	59.1%	23	34.8%	2	3.0%	1	1.5%	0	0.0%	1	1.5%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	36	54.5%	19	28.8%	8	12.1%	2	3.0%	0	0.0%	1	1.5%

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		Perkins Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	38	57.6%	24	36.4%	2	3.0%	2	3.0%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	35	53.0%	27	40.9%	4	6.1%	0	0.0%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	46	70.8%	18	27.7%	1	1.5%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	42	64.6%	20	30.8%	1	1.5%	2	3.1%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	45	69.2%	18	27.7%	1	1.5%	1	1.5%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	38	58.5%	21	32.3%	4	6.2%	2	3.1%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	43	66.2%	21	32.3%	0	0.0%	1	1.5%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	44	67.7%	14	21.5%	3	4.6%	3	4.6%	0	0.0%	1	1.5%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	36	55.4%	21	32.3%	3	4.6%	4	6.2%	0	0.0%	1	1.5%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	41	63.1%	20	30.8%	3	4.6%	1	1.5%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	55	84.6%	10	15.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	55	84.6%	10	15.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	53	81.5%	12	18.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	40	62.5%	20	31.3%	4	6.3%	0	0.0%	0	0.0%	0	0.0%

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		Perkins Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	41	64.1%	17	26.6%	5	7.8%	0	0.0%	0	0.0%	1	1.6%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	37	57.8%	21	32.8%	4	6.3%	1	1.6%	0	0.0%	1	1.6%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	31	48.4%	27	42.2%	5	7.8%	0	0.0%	0	0.0%	1	1.6%
Q51	Our school uses data to monitor student readiness and success at the next level.	38	59.4%	24	37.5%	1	1.6%	0	0.0%	0	0.0%	1	1.6%
Q52	Our school leaders monitor data related to student achievement.	43	67.2%	20	31.3%	1	1.6%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	44	68.8%	20	31.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

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		Pinellas Central Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	46	54.1%	33	38.8%	3	3.5%	0	0.0%	0	0.0%	3	3.5%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	32	37.6%	32	37.6%	17	20.0%	1	1.2%	0	0.0%	3	3.5%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	31	36.5%	40	47.1%	11	12.9%	0	0.0%	0	0.0%	3	3.5%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	29	34.1%	41	48.2%	11	12.9%	0	0.0%	0	0.0%	4	4.7%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	35	41.2%	37	43.5%	8	9.4%	1	1.2%	0	0.0%	4	4.7%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	28	35.0%	35	43.8%	13	16.3%	0	0.0%	1	1.3%	3	3.8%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	25	31.3%	35	43.8%	14	17.5%	2	2.5%	1	1.3%	3	3.8%
Q8	Our school's leaders support an innovative and collaborative culture.	29	36.3%	29	36.3%	16	20.0%	3	3.8%	0	0.0%	3	3.8%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	42	52.5%	29	36.3%	6	7.5%	0	0.0%	0	0.0%	3	3.8%
Q10	Our school's leaders hold themselves accountable for student learning.	29	36.3%	34	42.5%	11	13.8%	2	2.5%	0	0.0%	4	5.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	38	47.5%	30	37.5%	8	10.0%	2	2.5%	0	0.0%	2	2.5%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	22	27.5%	35	43.8%	18	22.5%	1	1.3%	0	0.0%	4	5.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	25	31.3%	29	36.3%	21	26.3%	1	1.3%	1	1.3%	3	3.8%

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		Pinellas Central Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	23	28.8%	30	37.5%	20	25.0%	4	5.0%	0	0.0%	3	3.8%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	26	32.5%	32	40.0%	20	25.0%	0	0.0%	0	0.0%	2	2.5%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	28	35.9%	27	34.6%	16	20.5%	0	0.0%	0	0.0%	7	9.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	26	33.3%	33	42.3%	12	15.4%	0	0.0%	0	0.0%	7	9.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	24	30.8%	30	38.5%	18	23.1%	0	0.0%	0	0.0%	6	7.7%
Q19	All teachers in our school use a variety of technologies as instructional resources.	25	32.1%	31	39.7%	17	21.8%	0	0.0%	0	0.0%	5	6.4%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	25	32.1%	36	46.2%	12	15.4%	0	0.0%	0	0.0%	5	6.4%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	22	28.2%	34	43.6%	17	21.8%	0	0.0%	0	0.0%	5	6.4%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	18	23.1%	36	46.2%	16	20.5%	1	1.3%	0	0.0%	7	9.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	25	32.1%	26	33.3%	19	24.4%	2	2.6%	0	0.0%	6	7.7%

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		Pinellas Central Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	29	37.2%	30	38.5%	13	16.7%	1	1.3%	0	0.0%	5	6.4%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	25	32.1%	28	35.9%	18	23.1%	1	1.3%	0	0.0%	6	7.7%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	24	30.8%	35	44.9%	12	15.4%	1	1.3%	0	0.0%	6	7.7%
Q27	In our school, related learning support services are provided for all students based on their needs.	30	38.5%	27	34.6%	12	15.4%	4	5.1%	0	0.0%	5	6.4%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	29	37.2%	31	39.7%	13	16.7%	0	0.0%	0	0.0%	5	6.4%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	28	35.9%	30	38.5%	15	19.2%	0	0.0%	0	0.0%	5	6.4%
Q30	In our school, staff members provide peer coaching to teachers.	26	33.3%	34	43.6%	11	14.1%	2	2.6%	0	0.0%	5	6.4%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	29	37.2%	35	44.9%	9	11.5%	2	2.6%	0	0.0%	3	3.8%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	30	38.5%	28	35.9%	16	20.5%	0	0.0%	0	0.0%	4	5.1%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	22	28.2%	35	44.9%	11	14.1%	5	6.4%	0	0.0%	5	6.4%

**Pinellas County Schools
AdvancED Staff Survey Report
2014-15**

		Pinellas Central Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	21	26.9%	37	47.4%	16	20.5%	0	0.0%	0	0.0%	4	5.1%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	25	32.1%	32	41.0%	17	21.8%	0	0.0%	0	0.0%	4	5.1%
Q36	Our school provides qualified staff members to support student learning.	32	42.1%	31	40.8%	9	11.8%	0	0.0%	0	0.0%	4	5.3%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	25	32.9%	36	47.4%	9	11.8%	1	1.3%	0	0.0%	5	6.6%
Q38	Our school provides sufficient material resources to meet student needs.	26	34.2%	31	40.8%	12	15.8%	1	1.3%	0	0.0%	6	7.9%
Q39	Our school provides protected instructional time.	28	36.8%	29	38.2%	13	17.1%	1	1.3%	0	0.0%	5	6.6%
Q40	Our school provides a variety of information resources to support student learning.	23	30.3%	37	48.7%	10	13.2%	1	1.3%	0	0.0%	5	6.6%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	26	34.2%	33	43.4%	11	14.5%	2	2.6%	0	0.0%	4	5.3%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	24	31.6%	31	40.8%	15	19.7%	3	3.9%	0	0.0%	3	3.9%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	29	38.2%	30	39.5%	10	13.2%	2	2.6%	1	1.3%	4	5.3%
Q44	Our school provides opportunities for students to participate in activities that interest them.	18	23.7%	34	44.7%	15	19.7%	5	6.6%	0	0.0%	4	5.3%
Q45	Our school maintains facilities that support student learning.	25	32.9%	35	46.1%	9	11.8%	5	6.6%	0	0.0%	2	2.6%
Q46	Our school maintains facilities that contribute to a safe environment.	32	42.1%	31	40.8%	9	11.8%	2	2.6%	0	0.0%	2	2.6%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	27	36.0%	32	42.7%	11	14.7%	0	0.0%	0	0.0%	5	6.7%

**Pinellas County Schools
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		Pinellas Central Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	23	30.7%	35	46.7%	12	16.0%	0	0.0%	0	0.0%	5	6.7%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	22	29.3%	31	41.3%	17	22.7%	0	0.0%	0	0.0%	5	6.7%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	20	26.7%	30	40.0%	17	22.7%	4	5.3%	0	0.0%	4	5.3%
Q51	Our school uses data to monitor student readiness and success at the next level.	25	33.3%	33	44.0%	12	16.0%	0	0.0%	0	0.0%	5	6.7%
Q52	Our school leaders monitor data related to student achievement.	29	38.7%	29	38.7%	11	14.7%	0	0.0%	0	0.0%	6	8.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	28	37.3%	29	38.7%	13	17.3%	0	0.0%	0	0.0%	5	6.7%

**Pinellas County Schools
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		Pinellas Park Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	38	45.2%	37	44.0%	6	7.1%	1	1.2%	2	2.4%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	18	21.4%	41	48.8%	19	22.6%	4	4.8%	2	2.4%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	26	31.0%	36	42.9%	17	20.2%	5	6.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	30	35.7%	37	44.0%	12	14.3%	5	6.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	33	39.3%	35	41.7%	14	16.7%	1	1.2%	1	1.2%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	21	25.6%	40	48.8%	18	22.0%	2	2.4%	1	1.2%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	15	18.3%	41	50.0%	20	24.4%	5	6.1%	0	0.0%	1	1.2%
Q8	Our school's leaders support an innovative and collaborative culture.	29	35.4%	32	39.0%	14	17.1%	5	6.1%	2	2.4%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	41	50.0%	31	37.8%	8	9.8%	1	1.2%	1	1.2%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	32	39.0%	29	35.4%	14	17.1%	3	3.7%	3	3.7%	1	1.2%
Q11	Our school's leaders hold all staff members accountable for student learning.	42	51.2%	31	37.8%	6	7.3%	2	2.4%	1	1.2%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	38	46.3%	28	34.1%	12	14.6%	4	4.9%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	30	36.6%	36	43.9%	12	14.6%	4	4.9%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Pinellas Park Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	25	30.5%	37	45.1%	12	14.6%	6	7.3%	2	2.4%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	30	36.6%	34	41.5%	15	18.3%	2	2.4%	1	1.2%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	21	25.9%	36	44.4%	20	24.7%	3	3.7%	0	0.0%	1	1.2%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	17	21.0%	36	44.4%	24	29.6%	1	1.2%	2	2.5%	1	1.2%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	15	18.5%	39	48.1%	23	28.4%	2	2.5%	0	0.0%	2	2.5%
Q19	All teachers in our school use a variety of technologies as instructional resources.	12	14.8%	37	45.7%	27	33.3%	2	2.5%	1	1.2%	2	2.5%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	15	18.5%	41	50.6%	20	24.7%	2	2.5%	1	1.2%	2	2.5%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	15	18.5%	36	44.4%	26	32.1%	1	1.2%	1	1.2%	2	2.5%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	13	16.0%	40	49.4%	25	30.9%	1	1.2%	0	0.0%	2	2.5%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	16	19.8%	37	45.7%	22	27.2%	4	4.9%	0	0.0%	2	2.5%

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		Pinellas Park Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	28	34.6%	34	42.0%	17	21.0%	0	0.0%	0	0.0%	2	2.5%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	15	18.5%	39	48.1%	24	29.6%	2	2.5%	0	0.0%	1	1.2%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	17	21.0%	41	50.6%	19	23.5%	3	3.7%	0	0.0%	1	1.2%
Q27	In our school, related learning support services are provided for all students based on their needs.	22	27.2%	40	49.4%	16	19.8%	2	2.5%	0	0.0%	1	1.2%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	19	23.5%	28	34.6%	25	30.9%	7	8.6%	0	0.0%	2	2.5%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	18	22.2%	45	55.6%	16	19.8%	0	0.0%	0	0.0%	2	2.5%
Q30	In our school, staff members provide peer coaching to teachers.	17	21.0%	47	58.0%	11	13.6%	4	4.9%	0	0.0%	2	2.5%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	16	19.8%	38	46.9%	22	27.2%	2	2.5%	2	2.5%	1	1.2%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	26	32.1%	35	43.2%	18	22.2%	1	1.2%	0	0.0%	1	1.2%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	22	27.2%	39	48.1%	15	18.5%	4	4.9%	0	0.0%	1	1.2%

**Pinellas County Schools
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		Pinellas Park Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	16	19.8%	37	45.7%	23	28.4%	3	3.7%	0	0.0%	2	2.5%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	19	23.5%	37	45.7%	22	27.2%	0	0.0%	1	1.2%	2	2.5%
Q36	Our school provides qualified staff members to support student learning.	29	35.8%	42	51.9%	9	11.1%	0	0.0%	1	1.2%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	23	28.4%	32	39.5%	14	17.3%	8	9.9%	3	3.7%	1	1.2%
Q38	Our school provides sufficient material resources to meet student needs.	14	17.3%	35	43.2%	16	19.8%	11	13.6%	4	4.9%	1	1.2%
Q39	Our school provides protected instructional time.	25	30.9%	38	46.9%	13	16.0%	4	4.9%	0	0.0%	1	1.2%
Q40	Our school provides a variety of information resources to support student learning.	15	18.5%	49	60.5%	10	12.3%	6	7.4%	0	0.0%	1	1.2%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	11	13.6%	37	45.7%	23	28.4%	6	7.4%	3	3.7%	1	1.2%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	12	14.8%	37	45.7%	22	27.2%	6	7.4%	4	4.9%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	15	18.5%	38	46.9%	20	24.7%	6	7.4%	1	1.2%	1	1.2%
Q44	Our school provides opportunities for students to participate in activities that interest them.	8	9.9%	35	43.2%	26	32.1%	11	13.6%	0	0.0%	1	1.2%
Q45	Our school maintains facilities that support student learning.	20	24.7%	40	49.4%	20	24.7%	1	1.2%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	29	35.8%	37	45.7%	13	16.0%	2	2.5%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	22	27.5%	46	57.5%	10	12.5%	1	1.3%	0	0.0%	1	1.3%

**Pinellas County Schools
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		Pinellas Park Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	21	26.3%	40	50.0%	18	22.5%	0	0.0%	0	0.0%	1	1.3%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	19	23.8%	37	46.3%	21	26.3%	1	1.3%	0	0.0%	2	2.5%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	12	15.0%	44	55.0%	21	26.3%	2	2.5%	0	0.0%	1	1.3%
Q51	Our school uses data to monitor student readiness and success at the next level.	26	32.5%	41	51.3%	12	15.0%	0	0.0%	0	0.0%	1	1.3%
Q52	Our school leaders monitor data related to student achievement.	32	40.0%	36	45.0%	11	13.8%	0	0.0%	0	0.0%	1	1.3%
Q53	Our school leaders monitor data related to school continuous improvement goals.	30	37.5%	37	46.3%	10	12.5%	2	2.5%	0	0.0%	1	1.3%

**Pinellas County Schools
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		Plumb Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	50	60.2%	32	38.6%	1	1.2%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	34	41.0%	41	49.4%	7	8.4%	0	0.0%	0	0.0%	1	1.2%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	27	32.5%	53	63.9%	3	3.6%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	31	37.3%	47	56.6%	5	6.0%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	36	43.4%	40	48.2%	7	8.4%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	26	31.7%	48	58.5%	6	7.3%	2	2.4%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	24	29.3%	47	57.3%	10	12.2%	1	1.2%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	24	29.3%	41	50.0%	14	17.1%	3	3.7%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	41	50.0%	41	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	29	35.4%	43	52.4%	10	12.2%	0	0.0%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	36	43.9%	42	51.2%	3	3.7%	1	1.2%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	30	36.6%	45	54.9%	6	7.3%	1	1.2%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	22	26.8%	50	61.0%	10	12.2%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Plumb Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	23	28.0%	45	54.9%	8	9.8%	4	4.9%	0	0.0%	2	2.4%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	22	26.8%	49	59.8%	8	9.8%	1	1.2%	0	0.0%	2	2.4%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	22	27.5%	41	51.3%	12	15.0%	3	3.8%	0	0.0%	2	2.5%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	21	26.3%	41	51.3%	13	16.3%	3	3.8%	0	0.0%	2	2.5%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	18	22.5%	44	55.0%	12	15.0%	4	5.0%	0	0.0%	2	2.5%
Q19	All teachers in our school use a variety of technologies as instructional resources.	19	23.8%	42	52.5%	14	17.5%	3	3.8%	0	0.0%	2	2.5%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	21	26.3%	45	56.3%	10	12.5%	2	2.5%	0	0.0%	2	2.5%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	19	23.8%	44	55.0%	12	15.0%	3	3.8%	0	0.0%	2	2.5%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	20	25.0%	41	51.3%	13	16.3%	4	5.0%	0	0.0%	2	2.5%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	19	23.8%	42	52.5%	16	20.0%	1	1.3%	0	0.0%	2	2.5%

**Pinellas County Schools
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		Plumb Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	31	38.8%	40	50.0%	7	8.8%	0	0.0%	0	0.0%	2	2.5%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	22	27.5%	33	41.3%	19	23.8%	3	3.8%	0	0.0%	3	3.8%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	23	28.8%	41	51.3%	14	17.5%	1	1.3%	0	0.0%	1	1.3%
Q27	In our school, related learning support services are provided for all students based on their needs.	20	25.0%	49	61.3%	10	12.5%	1	1.3%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	20	25.0%	37	46.3%	16	20.0%	6	7.5%	0	0.0%	1	1.3%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	25	31.3%	41	51.3%	9	11.3%	3	3.8%	0	0.0%	2	2.5%
Q30	In our school, staff members provide peer coaching to teachers.	15	18.8%	29	36.3%	29	36.3%	6	7.5%	0	0.0%	1	1.3%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	9	11.3%	30	37.5%	35	43.8%	4	5.0%	1	1.3%	1	1.3%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	23	28.8%	46	57.5%	9	11.3%	2	2.5%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	17	21.3%	43	53.8%	17	21.3%	2	2.5%	0	0.0%	1	1.3%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Plumb Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	16	20.0%	41	51.3%	16	20.0%	5	6.3%	1	1.3%	1	1.3%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	20	25.0%	46	57.5%	12	15.0%	2	2.5%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	28	35.4%	46	58.2%	5	6.3%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	19	24.1%	41	51.9%	12	15.2%	7	8.9%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	17	21.5%	40	50.6%	14	17.7%	6	7.6%	1	1.3%	1	1.3%
Q39	Our school provides protected instructional time.	25	31.6%	47	59.5%	6	7.6%	1	1.3%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	20	25.3%	48	60.8%	9	11.4%	1	1.3%	0	0.0%	1	1.3%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	15	19.0%	49	62.0%	9	11.4%	5	6.3%	1	1.3%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	13	16.5%	48	60.8%	14	17.7%	2	2.5%	2	2.5%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	12	15.2%	36	45.6%	23	29.1%	5	6.3%	2	2.5%	1	1.3%
Q44	Our school provides opportunities for students to participate in activities that interest them.	13	16.5%	42	53.2%	18	22.8%	6	7.6%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	19	24.1%	49	62.0%	6	7.6%	4	5.1%	1	1.3%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	21	26.6%	49	62.0%	5	6.3%	3	3.8%	1	1.3%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	25	32.1%	47	60.3%	5	6.4%	0	0.0%	0	0.0%	1	1.3%

**Pinellas County Schools
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		Plumb Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	22	28.2%	47	60.3%	6	7.7%	1	1.3%	0	0.0%	2	2.6%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	28	35.9%	40	51.3%	9	11.5%	0	0.0%	0	0.0%	1	1.3%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	18	23.1%	37	47.4%	18	23.1%	4	5.1%	0	0.0%	1	1.3%
Q51	Our school uses data to monitor student readiness and success at the next level.	30	38.5%	42	53.8%	5	6.4%	0	0.0%	0	0.0%	1	1.3%
Q52	Our school leaders monitor data related to student achievement.	32	41.0%	41	52.6%	4	5.1%	0	0.0%	0	0.0%	1	1.3%
Q53	Our school leaders monitor data related to school continuous improvement goals.	32	41.0%	40	51.3%	5	6.4%	0	0.0%	0	0.0%	1	1.3%

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		Ponce de Leon Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	52	68.4%	22	28.9%	2	2.6%	0	0.0%	0.0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	31	40.8%	32	42.1%	11	14.5%	1	1.3%	0.0	0.0%	1	1.3%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	39	51.3%	29	38.2%	7	9.2%	0	0.0%	0.0	0.0%	1	1.3%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	36	47.4%	36	47.4%	3	3.9%	0	0.0%	0.0	0.0%	1	1.3%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	45	59.2%	27	35.5%	3	3.9%	1	1.3%	0.0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	33	46.5%	31	43.7%	5	7.0%	2	2.8%	0.0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	26	36.6%	38	53.5%	6	8.5%	1	1.4%	0.0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	40	56.3%	29	40.8%	1	1.4%	1	1.4%	0.0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	51	71.8%	17	23.9%	3	4.2%	0	0.0%	0.0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	47	66.2%	22	31.0%	2	2.8%	0	0.0%	0.0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	46	64.8%	24	33.8%	1	1.4%	0	0.0%	0.0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	33	46.5%	29	40.8%	4	5.6%	4	5.6%	0.0	0.0%	1	1.4%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	30	42.3%	30	42.3%	8	11.3%	2	2.8%	0.0	0.0%	1	1.4%

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		Ponce de Leon Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	35	49.3%	28	39.4%	7	9.9%	0	0.0%	0.0	0.0%	1	1.4%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	37	52.1%	27	38.0%	6	8.5%	0	0.0%	0.0	0.0%	1	1.4%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	26	38.2%	36	52.9%	5	7.4%	0	0.0%	0.0	0.0%	1	1.5%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	24	35.3%	37	54.4%	5	7.4%	1	1.5%	0.0	0.0%	1	1.5%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	26	38.2%	33	48.5%	7	10.3%	1	1.5%	0.0	0.0%	1	1.5%
Q19	All teachers in our school use a variety of technologies as instructional resources.	22	32.4%	40	58.8%	5	7.4%	0	0.0%	0.0	0.0%	1	1.5%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	26	38.2%	38	55.9%	3	4.4%	0	0.0%	0.0	0.0%	1	1.5%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	19	27.9%	39	57.4%	8	11.8%	1	1.5%	0.0	0.0%	1	1.5%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	28	41.2%	33	48.5%	6	8.8%	0	0.0%	0.0	0.0%	1	1.5%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	21	30.9%	36	52.9%	6	8.8%	4	5.9%	0.0	0.0%	1	1.5%

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		Ponce de Leon Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	35	51.5%	28	41.2%	3	4.4%	1	1.5%	0.0	0.0%	1	1.5%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	28	41.2%	34	50.0%	4	5.9%	1	1.5%	0.0	0.0%	1	1.5%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	26	38.2%	35	51.5%	5	7.4%	1	1.5%	0.0	0.0%	1	1.5%
Q27	In our school, related learning support services are provided for all students based on their needs.	27	39.7%	32	47.1%	5	7.4%	3	4.4%	0.0	0.0%	1	1.5%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	24	35.3%	33	48.5%	10	14.7%	1	1.5%	0.0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	29	42.6%	34	50.0%	3	4.4%	1	1.5%	0.0	0.0%	1	1.5%
Q30	In our school, staff members provide peer coaching to teachers.	27	39.7%	32	47.1%	7	10.3%	1	1.5%	0.0	0.0%	1	1.5%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	27	39.7%	30	44.1%	8	11.8%	3	4.4%	0.0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	29	42.6%	37	54.4%	2	2.9%	0	0.0%	0.0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	28	41.2%	32	47.1%	6	8.8%	1	1.5%	0.0	0.0%	1	1.5%

**Pinellas County Schools
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		Ponce de Leon Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	20	29.4%	41	60.3%	5	7.4%	2	2.9%	0.0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	20	29.4%	40	58.8%	5	7.4%	2	2.9%	0.0	0.0%	1	1.5%
Q36	Our school provides qualified staff members to support student learning.	34	50.7%	32	47.8%	0	0.0%	1	1.5%	0.0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	27	40.3%	35	52.2%	2	3.0%	2	3.0%	0.0	0.0%	1	1.5%
Q38	Our school provides sufficient material resources to meet student needs.	23	34.3%	38	56.7%	4	6.0%	1	1.5%	0.0	0.0%	1	1.5%
Q39	Our school provides protected instructional time.	31	46.3%	33	49.3%	2	3.0%	1	1.5%	0.0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	28	41.8%	38	56.7%	1	1.5%	0	0.0%	0.0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	19	28.4%	41	61.2%	4	6.0%	2	3.0%	0.0	0.0%	1	1.5%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	16	23.9%	41	61.2%	8	11.9%	1	1.5%	0.0	0.0%	1	1.5%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	19	28.4%	38	56.7%	9	13.4%	1	1.5%	0.0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	18	26.9%	34	50.7%	13	19.4%	2	3.0%	0.0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	22	32.8%	33	49.3%	10	14.9%	2	3.0%	0.0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	21	31.3%	36	53.7%	8	11.9%	2	3.0%	0.0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	31	47.7%	32	49.2%	1	1.5%	0	0.0%	0.0	0.0%	1	1.5%

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		Ponce de Leon Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	25	38.5%	37	56.9%	1	1.5%	1	1.5%	0.0	0.0%	1	1.5%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	32	49.2%	29	44.6%	3	4.6%	0	0.0%	0.0	0.0%	1	1.5%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	20	30.8%	36	55.4%	7	10.8%	1	1.5%	0.0	0.0%	1	1.5%
Q51	Our school uses data to monitor student readiness and success at the next level.	28	43.1%	36	55.4%	0	0.0%	0	0.0%	0.0	0.0%	1	1.5%
Q52	Our school leaders monitor data related to student achievement.	34	52.3%	29	44.6%	1	1.5%	0	0.0%	0.0	0.0%	1	1.5%
Q53	Our school leaders monitor data related to school continuous improvement goals.	33	50.8%	30	46.2%	1	1.5%	0	0.0%	0.0	0.0%	1	1.5%

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		Ridgecrest Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	38	73.1%	12	23.1%	2	3.8%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	33	63.5%	13	25.0%	5	9.6%	1	1.9%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	32	61.5%	15	28.8%	4	7.7%	1	1.9%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	34	65.4%	15	28.8%	3	5.8%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	35	67.3%	14	26.9%	3	5.8%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	26	52.0%	16	32.0%	6	12.0%	2	4.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	24	48.0%	16	32.0%	8	16.0%	2	4.0%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	34	68.0%	11	22.0%	4	8.0%	1	2.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	36	72.0%	14	28.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	32	64.0%	14	28.0%	3	6.0%	1	2.0%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	30	60.0%	16	32.0%	3	6.0%	1	2.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	29	58.0%	14	28.0%	6	12.0%	1	2.0%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	24	48.0%	21	42.0%	5	10.0%	0	0.0%	0	0.0%	0	0.0%

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		Ridgecrest Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	28	56.0%	17	34.0%	4	8.0%	1	2.0%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	33	66.0%	14	28.0%	3	6.0%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	15	32.6%	20	43.5%	4	8.7%	6	13.0%	1	2.2%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	17	37.0%	20	43.5%	3	6.5%	5	10.9%	1	2.2%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	16	34.8%	21	45.7%	4	8.7%	4	8.7%	1	2.2%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	16	34.8%	23	50.0%	4	8.7%	3	6.5%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	15	32.6%	22	47.8%	5	10.9%	4	8.7%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	15	32.6%	19	41.3%	7	15.2%	5	10.9%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	16	34.8%	21	45.7%	5	10.9%	4	8.7%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	16	34.8%	19	41.3%	6	13.0%	5	10.9%	0	0.0%	0	0.0%

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		Ridgecrest Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	18	39.1%	21	45.7%	1	2.2%	4	8.7%	2	4.3%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	19	41.3%	22	47.8%	3	6.5%	2	4.3%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	20	43.5%	23	50.0%	2	4.3%	1	2.2%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	19	41.3%	13	28.3%	10	21.7%	4	8.7%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	22	47.8%	17	37.0%	4	8.7%	3	6.5%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	18	39.1%	19	41.3%	7	15.2%	2	4.3%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	19	41.3%	16	34.8%	6	13.0%	5	10.9%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	18	39.1%	19	41.3%	5	10.9%	3	6.5%	0	0.0%	1	2.2%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	18	39.1%	26	56.5%	1	2.2%	1	2.2%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	17	37.0%	20	43.5%	7	15.2%	1	2.2%	1	2.2%	0	0.0%

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		Ridgecrest Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	19	41.3%	20	43.5%	4	8.7%	3	6.5%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	17	37.0%	22	47.8%	6	13.0%	1	2.2%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	23	53.5%	13	30.2%	6	14.0%	1	2.3%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	22	51.2%	16	37.2%	4	9.3%	1	2.3%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	21	48.8%	18	41.9%	1	2.3%	2	4.7%	1	2.3%	0	0.0%
Q39	Our school provides protected instructional time.	24	55.8%	13	30.2%	3	7.0%	1	2.3%	2	4.7%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	23	53.5%	16	37.2%	4	9.3%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	26	60.5%	14	32.6%	1	2.3%	2	4.7%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	21	48.8%	17	39.5%	2	4.7%	2	4.7%	1	2.3%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	17	39.5%	12	27.9%	6	14.0%	6	14.0%	2	4.7%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	27	62.8%	14	32.6%	2	4.7%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	22	51.2%	15	34.9%	5	11.6%	1	2.3%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	22	51.2%	17	39.5%	4	9.3%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	22	51.2%	19	44.2%	1	2.3%	1	2.3%	0	0.0%	0	0.0%

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		Ridgecrest Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	20	46.5%	17	39.5%	5	11.6%	1	2.3%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	24	55.8%	15	34.9%	3	7.0%	1	2.3%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	21	48.8%	17	39.5%	4	9.3%	1	2.3%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	23	53.5%	17	39.5%	2	4.7%	1	2.3%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	26	60.5%	15	34.9%	1	2.3%	1	2.3%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	26	60.5%	14	32.6%	3	7.0%	0	0.0%	0	0.0%	0	0.0%

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		Safety Harbor Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	42	56.0%	30	40.0%	2	2.7%	1	1.3%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	21	28.0%	44	58.7%	8	10.7%	2	2.7%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	28	37.3%	40	53.3%	5	6.7%	1	1.3%	1	1.3%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	25	33.3%	44	58.7%	5	6.7%	0	0.0%	1	1.3%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	35	46.7%	35	46.7%	3	4.0%	1	1.3%	1	1.3%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	25	33.8%	36	48.6%	11	14.9%	0	0.0%	2	2.7%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	17	23.0%	41	55.4%	12	16.2%	2	2.7%	2	2.7%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	22	29.7%	39	52.7%	8	10.8%	3	4.1%	2	2.7%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	36	48.6%	35	47.3%	1	1.4%	0	0.0%	2	2.7%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	26	35.1%	39	52.7%	6	8.1%	1	1.4%	2	2.7%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	32	43.2%	39	52.7%	3	4.1%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	22	29.7%	35	47.3%	12	16.2%	3	4.1%	0	0.0%	2	2.7%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	20	27.0%	40	54.1%	11	14.9%	1	1.4%	0	0.0%	2	2.7%

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		Safety Harbor Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	22	29.7%	34	45.9%	14	18.9%	3	4.1%	1	1.4%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	26	35.1%	37	50.0%	9	12.2%	0	0.0%	2	2.7%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	17	23.9%	39	54.9%	10	14.1%	2	2.8%	0	0.0%	3	4.2%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	14	19.7%	38	53.5%	14	19.7%	2	2.8%	1	1.4%	2	2.8%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	15	21.1%	37	52.1%	16	22.5%	1	1.4%	1	1.4%	1	1.4%
Q19	All teachers in our school use a variety of technologies as instructional resources.	15	21.1%	42	59.2%	12	16.9%	2	2.8%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	16	22.5%	40	56.3%	12	16.9%	1	1.4%	1	1.4%	1	1.4%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	13	18.3%	39	54.9%	14	19.7%	1	1.4%	1	1.4%	3	4.2%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	14	19.7%	36	50.7%	16	22.5%	1	1.4%	1	1.4%	3	4.2%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	17	23.9%	39	54.9%	10	14.1%	1	1.4%	2	2.8%	2	2.8%

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		Safety Harbor Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	20	28.2%	40	56.3%	6	8.5%	1	1.4%	0	0.0%	4	5.6%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	15	21.1%	35	49.3%	13	18.3%	2	2.8%	2	2.8%	4	5.6%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	14	19.7%	43	60.6%	10	14.1%	0	0.0%	1	1.4%	3	4.2%
Q27	In our school, related learning support services are provided for all students based on their needs.	14	19.7%	42	59.2%	9	12.7%	3	4.2%	1	1.4%	2	2.8%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	16	22.5%	34	47.9%	15	21.1%	4	5.6%	1	1.4%	1	1.4%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	18	25.4%	35	49.3%	13	18.3%	1	1.4%	1	1.4%	3	4.2%
Q30	In our school, staff members provide peer coaching to teachers.	11	15.5%	35	49.3%	19	26.8%	2	2.8%	0	0.0%	4	5.6%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	17	23.9%	38	53.5%	11	15.5%	3	4.2%	0	0.0%	2	2.8%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	20	28.2%	41	57.7%	6	8.5%	3	4.2%	0	0.0%	1	1.4%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	13	18.3%	43	60.6%	11	15.5%	2	2.8%	1	1.4%	1	1.4%

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		Safety Harbor Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	17	23.9%	40	56.3%	11	15.5%	1	1.4%	0	0.0%	2	2.8%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	20	28.2%	36	50.7%	13	18.3%	1	1.4%	0	0.0%	1	1.4%
Q36	Our school provides qualified staff members to support student learning.	24	35.3%	40	58.8%	2	2.9%	1	1.5%	0	0.0%	1	1.5%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	23	33.8%	32	47.1%	8	11.8%	4	5.9%	0	0.0%	1	1.5%
Q38	Our school provides sufficient material resources to meet student needs.	19	27.9%	38	55.9%	7	10.3%	3	4.4%	0	0.0%	1	1.5%
Q39	Our school provides protected instructional time.	22	32.4%	36	52.9%	5	7.4%	1	1.5%	0	0.0%	4	5.9%
Q40	Our school provides a variety of information resources to support student learning.	19	27.9%	41	60.3%	5	7.4%	1	1.5%	0	0.0%	2	2.9%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	14	20.6%	40	58.8%	8	11.8%	4	5.9%	0	0.0%	2	2.9%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	12	17.6%	42	61.8%	10	14.7%	1	1.5%	0	0.0%	3	4.4%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	18	26.5%	44	64.7%	4	5.9%	0	0.0%	1	1.5%	1	1.5%
Q44	Our school provides opportunities for students to participate in activities that interest them.	16	23.5%	40	58.8%	8	11.8%	1	1.5%	1	1.5%	2	2.9%
Q45	Our school maintains facilities that support student learning.	19	27.9%	43	63.2%	3	4.4%	1	1.5%	0	0.0%	2	2.9%
Q46	Our school maintains facilities that contribute to a safe environment.	25	36.8%	41	60.3%	1	1.5%	1	1.5%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	21	30.9%	39	57.4%	6	8.8%	1	1.5%	0	0.0%	1	1.5%

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		Safety Harbor Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	19	27.9%	35	51.5%	9	13.2%	2	2.9%	0	0.0%	3	4.4%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	18	26.5%	41	60.3%	5	7.4%	1	1.5%	0	0.0%	3	4.4%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	16	23.5%	41	60.3%	8	11.8%	2	2.9%	0	0.0%	1	1.5%
Q51	Our school uses data to monitor student readiness and success at the next level.	17	25.0%	44	64.7%	4	5.9%	1	1.5%	0	0.0%	2	2.9%
Q52	Our school leaders monitor data related to student achievement.	25	36.8%	41	60.3%	0	0.0%	0	0.0%	1	1.5%	1	1.5%
Q53	Our school leaders monitor data related to school continuous improvement goals.	25	36.8%	40	58.8%	1	1.5%	0	0.0%	1	1.5%	1	1.5%

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		San Jose Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	26	61.9%	16	38.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	13	31.0%	23	54.8%	4	9.5%	2	4.8%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	16	38.1%	23	54.8%	3	7.1%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	18	42.9%	19	45.2%	5	11.9%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	20	47.6%	21	50.0%	0	0.0%	1	2.4%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	18	43.9%	18	43.9%	2	4.9%	3	7.3%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	11	26.8%	22	53.7%	6	14.6%	2	4.9%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	19	46.3%	16	39.0%	2	4.9%	4	9.8%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	23	56.1%	18	43.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	17	41.5%	17	41.5%	4	9.8%	3	7.3%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	20	48.8%	21	51.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	14	34.1%	19	46.3%	7	17.1%	1	2.4%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	14	34.1%	18	43.9%	8	19.5%	1	2.4%	0	0.0%	0	0.0%

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		San Jose Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	14	34.1%	19	46.3%	5	12.2%	2	4.9%	1	2.4%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	18	43.9%	18	43.9%	3	7.3%	1	2.4%	1	2.4%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	14	35.9%	20	51.3%	3	7.7%	1	2.6%	0	0.0%	1	2.6%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	16	41.0%	18	46.2%	2	5.1%	2	5.1%	0	0.0%	1	2.6%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	13	33.3%	20	51.3%	5	12.8%	0	0.0%	0	0.0%	1	2.6%
Q19	All teachers in our school use a variety of technologies as instructional resources.	15	38.5%	20	51.3%	2	5.1%	1	2.6%	0	0.0%	1	2.6%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	13	33.3%	19	48.7%	6	15.4%	0	0.0%	0	0.0%	1	2.6%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	12	30.8%	23	59.0%	2	5.1%	1	2.6%	0	0.0%	1	2.6%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	11	28.2%	22	56.4%	2	5.1%	2	5.1%	0	0.0%	2	5.1%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	11	28.2%	23	59.0%	2	5.1%	1	2.6%	0	0.0%	2	5.1%

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		San Jose Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	16	41.0%	18	46.2%	4	10.3%	0	0.0%	0	0.0%	1	2.6%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	14	35.9%	14	35.9%	9	23.1%	0	0.0%	0	0.0%	2	5.1%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	12	30.8%	23	59.0%	2	5.1%	0	0.0%	0	0.0%	2	5.1%
Q27	In our school, related learning support services are provided for all students based on their needs.	12	30.8%	17	43.6%	3	7.7%	4	10.3%	2	5.1%	1	2.6%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	14	35.9%	13	33.3%	8	20.5%	2	5.1%	0	0.0%	2	5.1%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	13	33.3%	21	53.8%	2	5.1%	1	2.6%	0	0.0%	2	5.1%
Q30	In our school, staff members provide peer coaching to teachers.	10	25.6%	15	38.5%	9	23.1%	4	10.3%	0	0.0%	1	2.6%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	8	20.5%	14	35.9%	8	20.5%	7	17.9%	1	2.6%	1	2.6%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	16	41.0%	20	51.3%	2	5.1%	0	0.0%	0	0.0%	1	2.6%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	9	23.1%	18	46.2%	9	23.1%	1	2.6%	1	2.6%	1	2.6%

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		San Jose Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	15	38.5%	22	56.4%	1	2.6%	1	2.6%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	11	28.2%	23	59.0%	2	5.1%	2	5.1%	0	0.0%	1	2.6%
Q36	Our school provides qualified staff members to support student learning.	19	48.7%	17	43.6%	2	5.1%	1	2.6%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	11	28.2%	22	56.4%	4	10.3%	1	2.6%	0	0.0%	1	2.6%
Q38	Our school provides sufficient material resources to meet student needs.	9	23.1%	19	48.7%	7	17.9%	2	5.1%	1	2.6%	1	2.6%
Q39	Our school provides protected instructional time.	13	33.3%	21	53.8%	3	7.7%	1	2.6%	0	0.0%	1	2.6%
Q40	Our school provides a variety of information resources to support student learning.	12	30.8%	24	61.5%	3	7.7%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	10	25.6%	25	64.1%	2	5.1%	2	5.1%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	9	23.1%	20	51.3%	5	12.8%	4	10.3%	0	0.0%	1	2.6%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	8	20.5%	19	48.7%	8	20.5%	3	7.7%	0	0.0%	1	2.6%
Q44	Our school provides opportunities for students to participate in activities that interest them.	11	28.2%	17	43.6%	8	20.5%	3	7.7%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	13	33.3%	26	66.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	16	41.0%	22	56.4%	1	2.6%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	14	35.9%	23	59.0%	2	5.1%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
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		San Jose Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	11	28.2%	21	53.8%	6	15.4%	1	2.6%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	13	33.3%	22	56.4%	4	10.3%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	9	23.1%	19	48.7%	9	23.1%	2	5.1%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	12	30.8%	22	56.4%	5	12.8%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	18	46.2%	19	48.7%	2	5.1%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	18	46.2%	19	48.7%	2	5.1%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Sandy Lane Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	38	52.1%	35	47.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	28	38.4%	37	50.7%	7	9.6%	0	0.0%	0	0.0%	1	1.4%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	31	42.5%	36	49.3%	5	6.8%	1	1.4%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	28	38.4%	41	56.2%	3	4.1%	1	1.4%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	38	52.1%	34	46.6%	1	1.4%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	26	36.6%	36	50.7%	4	5.6%	3	4.2%	1	1.4%	1	1.4%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	23	32.4%	38	53.5%	7	9.9%	0	0.0%	3	4.2%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	36	50.7%	31	43.7%	3	4.2%	1	1.4%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	46	64.8%	23	32.4%	2	2.8%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	33	46.5%	31	43.7%	4	5.6%	3	4.2%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	42	59.2%	27	38.0%	1	1.4%	1	1.4%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	37	52.1%	30	42.3%	2	2.8%	2	2.8%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	27	38.0%	39	54.9%	4	5.6%	0	0.0%	1	1.4%	0	0.0%

**Pinellas County Schools
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		Sandy Lane Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	27	38.0%	35	49.3%	7	9.9%	1	1.4%	1	1.4%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	31	43.7%	33	46.5%	6	8.5%	0	0.0%	1	1.4%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	24	36.9%	31	47.7%	5	7.7%	4	6.2%	0	0.0%	1	1.5%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	20	30.8%	32	49.2%	7	10.8%	5	7.7%	0	0.0%	1	1.5%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	24	36.9%	32	49.2%	5	7.7%	3	4.6%	0	0.0%	1	1.5%
Q19	All teachers in our school use a variety of technologies as instructional resources.	22	33.8%	31	47.7%	8	12.3%	3	4.6%	0	0.0%	1	1.5%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	26	40.0%	33	50.8%	4	6.2%	1	1.5%	0	0.0%	1	1.5%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	17	26.2%	35	53.8%	8	12.3%	3	4.6%	1	1.5%	1	1.5%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	21	32.3%	33	50.8%	8	12.3%	2	3.1%	0	0.0%	1	1.5%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	24	36.9%	30	46.2%	7	10.8%	2	3.1%	1	1.5%	1	1.5%

**Pinellas County Schools
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		Sandy Lane Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	33	50.8%	26	40.0%	3	4.6%	2	3.1%	1	1.5%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	24	36.9%	29	44.6%	8	12.3%	4	6.2%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	20	30.8%	35	53.8%	10	15.4%	0	0.0%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	20	30.8%	36	55.4%	6	9.2%	2	3.1%	1	1.5%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	19	29.2%	27	41.5%	14	21.5%	3	4.6%	2	3.1%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	23	35.4%	31	47.7%	6	9.2%	3	4.6%	1	1.5%	1	1.5%
Q30	In our school, staff members provide peer coaching to teachers.	24	36.9%	32	49.2%	4	6.2%	5	7.7%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	26	40.0%	31	47.7%	7	10.8%	1	1.5%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	28	43.1%	32	49.2%	4	6.2%	1	1.5%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	25	38.5%	27	41.5%	11	16.9%	2	3.1%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Sandy Lane Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	17	26.2%	34	52.3%	8	12.3%	5	7.7%	1	1.5%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	21	32.3%	30	46.2%	10	15.4%	3	4.6%	0	0.0%	1	1.5%
Q36	Our school provides qualified staff members to support student learning.	25	39.7%	33	52.4%	5	7.9%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	24	38.1%	35	55.6%	3	4.8%	1	1.6%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	22	34.9%	31	49.2%	5	7.9%	5	7.9%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	30	47.6%	31	49.2%	1	1.6%	1	1.6%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	24	38.1%	34	54.0%	5	7.9%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	27	42.9%	32	50.8%	3	4.8%	0	0.0%	0	0.0%	1	1.6%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	22	34.9%	31	49.2%	7	11.1%	2	3.2%	1	1.6%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	22	34.9%	31	49.2%	9	14.3%	1	1.6%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	24	38.1%	29	46.0%	9	14.3%	1	1.6%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	21	33.3%	30	47.6%	6	9.5%	5	7.9%	1	1.6%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	18	28.6%	31	49.2%	7	11.1%	6	9.5%	1	1.6%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	29	46.8%	26	41.9%	5	8.1%	2	3.2%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Sandy Lane Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	23	37.1%	30	48.4%	8	12.9%	1	1.6%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	24	38.7%	30	48.4%	8	12.9%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	21	33.9%	25	40.3%	11	17.7%	4	6.5%	1	1.6%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	26	41.9%	28	45.2%	8	12.9%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	32	51.6%	26	41.9%	4	6.5%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	30	48.4%	28	45.2%	4	6.5%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Sawgrass Lake Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	37	64.9%	16	28.1%	3	5.3%	0	0.0%	1	1.8%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	29	50.9%	21	36.8%	5	8.8%	1	1.8%	1	1.8%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	31	54.4%	20	35.1%	5	8.8%	0	0.0%	1	1.8%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	30	52.6%	23	40.4%	4	7.0%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	28	49.1%	25	43.9%	2	3.5%	2	3.5%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	20	35.7%	25	44.6%	7	12.5%	4	7.1%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	20	35.7%	26	46.4%	8	14.3%	2	3.6%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	32	57.1%	19	33.9%	3	5.4%	1	1.8%	1	1.8%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	37	66.1%	19	33.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	26	46.4%	24	42.9%	4	7.1%	1	1.8%	1	1.8%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	32	57.1%	22	39.3%	2	3.6%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	23	41.1%	26	46.4%	6	10.7%	1	1.8%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	23	41.1%	25	44.6%	6	10.7%	2	3.6%	0	0.0%	0	0.0%

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		Sawgrass Lake Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	27	48.2%	20	35.7%	7	12.5%	0	0.0%	1	1.8%	1	1.8%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	28	50.0%	19	33.9%	6	10.7%	1	1.8%	1	1.8%	1	1.8%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	20	38.5%	28	53.8%	2	3.8%	2	3.8%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	21	40.4%	26	50.0%	2	3.8%	3	5.8%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	21	40.4%	25	48.1%	4	7.7%	2	3.8%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	19	36.5%	26	50.0%	6	11.5%	1	1.9%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	18	34.6%	28	53.8%	5	9.6%	1	1.9%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	20	38.5%	24	46.2%	6	11.5%	2	3.8%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	22	42.3%	26	50.0%	4	7.7%	0	0.0%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	18	34.6%	24	46.2%	8	15.4%	2	3.8%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Sawgrass Lake Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	25	48.1%	23	44.2%	3	5.8%	1	1.9%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	19	36.5%	25	48.1%	5	9.6%	3	5.8%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	22	42.3%	24	46.2%	6	11.5%	0	0.0%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	20	38.5%	26	50.0%	5	9.6%	1	1.9%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	21	40.4%	22	42.3%	8	15.4%	1	1.9%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	24	46.2%	24	46.2%	2	3.8%	2	3.8%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	18	34.6%	24	46.2%	7	13.5%	3	5.8%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	20	38.5%	21	40.4%	8	15.4%	2	3.8%	1	1.9%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	23	44.2%	25	48.1%	3	5.8%	1	1.9%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	19	36.5%	27	51.9%	4	7.7%	2	3.8%	0	0.0%	0	0.0%

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		Sawgrass Lake Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	21	40.4%	22	42.3%	9	17.3%	0	0.0%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	19	36.5%	26	50.0%	5	9.6%	2	3.8%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	26	50.0%	23	44.2%	3	5.8%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	22	42.3%	24	46.2%	5	9.6%	1	1.9%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	20	38.5%	25	48.1%	5	9.6%	1	1.9%	1	1.9%	0	0.0%
Q39	Our school provides protected instructional time.	24	46.2%	23	44.2%	4	7.7%	1	1.9%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	21	40.4%	25	48.1%	6	11.5%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	17	32.7%	26	50.0%	8	15.4%	1	1.9%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	17	32.7%	25	48.1%	9	17.3%	1	1.9%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	17	32.7%	30	57.7%	3	5.8%	2	3.8%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	13	25.0%	25	48.1%	10	19.2%	3	5.8%	0	0.0%	1	1.9%
Q45	Our school maintains facilities that support student learning.	26	50.0%	25	48.1%	1	1.9%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	27	51.9%	22	42.3%	2	3.8%	1	1.9%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	27	51.9%	24	46.2%	1	1.9%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Sawgrass Lake Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	22	42.3%	27	51.9%	2	3.8%	1	1.9%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	23	44.2%	26	50.0%	2	3.8%	1	1.9%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	16	30.8%	28	53.8%	7	13.5%	1	1.9%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	21	40.4%	29	55.8%	2	3.8%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	26	50.0%	21	40.4%	4	7.7%	1	1.9%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	25	48.1%	22	42.3%	5	9.6%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Seminole Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	21	27.6%	49	64.5%	4	5.3%	1	1.3%	0	0.0%	1	1.3%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	14	18.4%	45	59.2%	13	17.1%	0	0.0%	1	1.3%	3	3.9%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	14	18.4%	49	64.5%	11	14.5%	1	1.3%	0	0.0%	1	1.3%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	17	22.4%	53	69.7%	5	6.6%	0	0.0%	0	0.0%	1	1.3%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	24	31.6%	43	56.6%	6	7.9%	2	2.6%	0	0.0%	1	1.3%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	20	28.2%	42	59.2%	5	7.0%	3	4.2%	0	0.0%	1	1.4%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	16	22.5%	38	53.5%	13	18.3%	2	2.8%	0	0.0%	2	2.8%
Q8	Our school's leaders support an innovative and collaborative culture.	21	29.6%	37	52.1%	7	9.9%	4	5.6%	1	1.4%	1	1.4%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	28	39.4%	32	45.1%	6	8.5%	4	5.6%	0	0.0%	1	1.4%
Q10	Our school's leaders hold themselves accountable for student learning.	26	36.6%	33	46.5%	8	11.3%	3	4.2%	0	0.0%	1	1.4%
Q11	Our school's leaders hold all staff members accountable for student learning.	25	35.2%	32	45.1%	8	11.3%	5	7.0%	0	0.0%	1	1.4%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	24	33.8%	36	50.7%	6	8.5%	3	4.2%	0	0.0%	2	2.8%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	18	25.4%	38	53.5%	10	14.1%	3	4.2%	0	0.0%	2	2.8%

**Pinellas County Schools
 AdvancED Staff Survey Report
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		Seminole Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	18	25.4%	40	56.3%	11	15.5%	0	0.0%	0	0.0%	2	2.8%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	24	33.8%	36	50.7%	9	12.7%	0	0.0%	0	0.0%	2	2.8%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	20	29.0%	32	46.4%	9	13.0%	5	7.2%	2	2.9%	1	1.4%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	19	27.5%	32	46.4%	9	13.0%	6	8.7%	2	2.9%	1	1.4%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	16	23.2%	37	53.6%	9	13.0%	5	7.2%	1	1.4%	1	1.4%
Q19	All teachers in our school use a variety of technologies as instructional resources.	19	27.5%	35	50.7%	8	11.6%	5	7.2%	1	1.4%	1	1.4%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	16	23.2%	37	53.6%	11	15.9%	3	4.3%	1	1.4%	1	1.4%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	13	18.8%	39	56.5%	11	15.9%	4	5.8%	1	1.4%	1	1.4%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	16	23.2%	40	58.0%	7	10.1%	4	5.8%	1	1.4%	1	1.4%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	17	24.6%	32	46.4%	11	15.9%	7	10.1%	1	1.4%	1	1.4%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Seminole Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	18	26.1%	41	59.4%	6	8.7%	1	1.4%	2	2.9%	1	1.4%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	15	21.7%	45	65.2%	7	10.1%	1	1.4%	0	0.0%	1	1.4%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	15	21.7%	39	56.5%	7	10.1%	4	5.8%	3	4.3%	1	1.4%
Q27	In our school, related learning support services are provided for all students based on their needs.	13	18.8%	37	53.6%	8	11.6%	6	8.7%	4	5.8%	1	1.4%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	15	21.7%	34	49.3%	12	17.4%	5	7.2%	2	2.9%	1	1.4%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	17	24.6%	41	59.4%	6	8.7%	2	2.9%	2	2.9%	1	1.4%
Q30	In our school, staff members provide peer coaching to teachers.	12	17.4%	37	53.6%	12	17.4%	5	7.2%	2	2.9%	1	1.4%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	12	17.4%	37	53.6%	15	21.7%	2	2.9%	2	2.9%	1	1.4%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	17	24.6%	40	58.0%	9	13.0%	1	1.4%	1	1.4%	1	1.4%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	13	18.8%	38	55.1%	12	17.4%	3	4.3%	2	2.9%	1	1.4%

**Pinellas County Schools
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		Seminole Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	17	24.6%	34	49.3%	14	20.3%	2	2.9%	1	1.4%	1	1.4%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	12	17.4%	41	59.4%	11	15.9%	2	2.9%	1	1.4%	2	2.9%
Q36	Our school provides qualified staff members to support student learning.	23	34.3%	31	46.3%	10	14.9%	2	3.0%	0	0.0%	1	1.5%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	16	23.9%	38	56.7%	8	11.9%	4	6.0%	0	0.0%	1	1.5%
Q38	Our school provides sufficient material resources to meet student needs.	11	16.4%	35	52.2%	9	13.4%	9	13.4%	2	3.0%	1	1.5%
Q39	Our school provides protected instructional time.	15	22.4%	38	56.7%	7	10.4%	5	7.5%	1	1.5%	1	1.5%
Q40	Our school provides a variety of information resources to support student learning.	14	20.9%	42	62.7%	8	11.9%	2	3.0%	0	0.0%	1	1.5%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	12	17.9%	36	53.7%	10	14.9%	5	7.5%	3	4.5%	1	1.5%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	10	14.9%	39	58.2%	11	16.4%	3	4.5%	3	4.5%	1	1.5%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	15	22.4%	36	53.7%	9	13.4%	3	4.5%	3	4.5%	1	1.5%
Q44	Our school provides opportunities for students to participate in activities that interest them.	28	41.8%	35	52.2%	4	6.0%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	15	22.4%	45	67.2%	6	9.0%	1	1.5%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	22	32.8%	41	61.2%	2	3.0%	2	3.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	18	26.9%	42	62.7%	5	7.5%	1	1.5%	0	0.0%	1	1.5%

**Pinellas County Schools
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		Seminole Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	14	20.9%	43	64.2%	6	9.0%	3	4.5%	0	0.0%	1	1.5%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	13	19.4%	44	65.7%	7	10.4%	2	3.0%	0	0.0%	1	1.5%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	11	16.4%	39	58.2%	11	16.4%	4	6.0%	1	1.5%	1	1.5%
Q51	Our school uses data to monitor student readiness and success at the next level.	14	20.9%	44	65.7%	6	9.0%	2	3.0%	0	0.0%	1	1.5%
Q52	Our school leaders monitor data related to student achievement.	23	34.3%	38	56.7%	5	7.5%	0	0.0%	0	0.0%	1	1.5%
Q53	Our school leaders monitor data related to school continuous improvement goals.	22	32.8%	40	59.7%	3	4.5%	1	1.5%	0	0.0%	1	1.5%

**Pinellas County Schools
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 2014-15**

		Seventy-Fourth Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	25	36.8%	41	60.3%	1	1.5%	1	1.5%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	18	26.5%	43	63.2%	4	5.9%	2	2.9%	1	1.5%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	26	38.2%	32	47.1%	8	11.8%	1	1.5%	1	1.5%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	27	39.7%	34	50.0%	5	7.4%	2	2.9%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	29	42.6%	31	45.6%	6	8.8%	2	2.9%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	13	19.4%	35	52.2%	15	22.4%	2	3.0%	1	1.5%	1	1.5%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	10	14.9%	32	47.8%	20	29.9%	1	1.5%	2	3.0%	2	3.0%
Q8	Our school's leaders support an innovative and collaborative culture.	17	25.4%	40	59.7%	5	7.5%	2	3.0%	3	4.5%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	37	55.2%	29	43.3%	1	1.5%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	26	38.8%	29	43.3%	8	11.9%	2	3.0%	2	3.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	38	56.7%	25	37.3%	3	4.5%	0	0.0%	1	1.5%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	33	49.3%	23	34.3%	9	13.4%	0	0.0%	2	3.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	27	40.3%	28	41.8%	9	13.4%	1	1.5%	2	3.0%	0	0.0%

**Pinellas County Schools
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		Seventy-Fourth Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	18	26.9%	37	55.2%	9	13.4%	1	1.5%	2	3.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	22	32.8%	35	52.2%	7	10.4%	1	1.5%	2	3.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	16	25.4%	26	41.3%	18	28.6%	3	4.8%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	15	23.8%	28	44.4%	18	28.6%	2	3.2%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	16	25.4%	25	39.7%	18	28.6%	4	6.3%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	8	12.7%	30	47.6%	18	28.6%	7	11.1%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	16	25.4%	24	38.1%	23	36.5%	0	0.0%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	11	17.5%	25	39.7%	27	42.9%	0	0.0%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	5	7.9%	39	61.9%	18	28.6%	1	1.6%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	12	19.0%	27	42.9%	21	33.3%	3	4.8%	0	0.0%	0	0.0%

**Pinellas County Schools
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 2014-15**

		Seventy-Fourth Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	22	34.9%	30	47.6%	10	15.9%	1	1.6%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	16	25.4%	25	39.7%	15	23.8%	4	6.3%	3	4.8%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	10	15.9%	36	57.1%	14	22.2%	1	1.6%	2	3.2%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	23	36.5%	26	41.3%	9	14.3%	3	4.8%	2	3.2%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	17	27.0%	26	41.3%	12	19.0%	7	11.1%	1	1.6%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	21	33.3%	24	38.1%	15	23.8%	3	4.8%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	21	33.3%	30	47.6%	9	14.3%	2	3.2%	1	1.6%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	19	30.2%	23	36.5%	14	22.2%	6	9.5%	1	1.6%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	24	38.1%	29	46.0%	9	14.3%	1	1.6%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	11	17.5%	30	47.6%	19	30.2%	2	3.2%	1	1.6%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Seventy-Fourth Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	19	30.2%	25	39.7%	17	27.0%	2	3.2%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	17	27.0%	36	57.1%	8	12.7%	1	1.6%	1	1.6%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	23	39.0%	30	50.8%	4	6.8%	2	3.4%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	15	25.4%	33	55.9%	6	10.2%	2	3.4%	3	5.1%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	11	18.6%	28	47.5%	11	18.6%	7	11.9%	2	3.4%	0	0.0%
Q39	Our school provides protected instructional time.	20	33.9%	33	55.9%	3	5.1%	2	3.4%	1	1.7%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	11	18.6%	40	67.8%	5	8.5%	2	3.4%	1	1.7%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	11	18.6%	31	52.5%	11	18.6%	6	10.2%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	8	13.6%	33	55.9%	11	18.6%	6	10.2%	0	0.0%	1	1.7%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	8	13.6%	33	55.9%	13	22.0%	5	8.5%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	6	10.2%	15	25.4%	20	33.9%	17	28.8%	0	0.0%	1	1.7%
Q45	Our school maintains facilities that support student learning.	12	20.3%	35	59.3%	9	15.3%	2	3.4%	1	1.7%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	15	25.4%	32	54.2%	9	15.3%	2	3.4%	1	1.7%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	20	35.1%	32	56.1%	4	7.0%	1	1.8%	0	0.0%	0	0.0%

**Pinellas County Schools
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 2014-15**

		Seventy-Fourth Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	15	26.3%	33	57.9%	7	12.3%	2	3.5%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	17	29.8%	25	43.9%	11	19.3%	4	7.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	10	17.5%	23	40.4%	18	31.6%	4	7.0%	2	3.5%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	14	24.6%	31	54.4%	9	15.8%	1	1.8%	2	3.5%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	16	28.1%	34	59.6%	5	8.8%	1	1.8%	1	1.8%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	20	35.1%	30	52.6%	5	8.8%	1	1.8%	1	1.8%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Shore Acres Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	33	43.4%	41	53.9%	2	2.6%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	21	27.6%	41	53.9%	13	17.1%	1	1.3%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	22	28.9%	40	52.6%	13	17.1%	1	1.3%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	22	28.9%	45	59.2%	9	11.8%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	28	36.8%	34	44.7%	11	14.5%	3	3.9%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	27	38.0%	32	45.1%	8	11.3%	3	4.2%	1	1.4%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	8	11.3%	38	53.5%	21	29.6%	3	4.2%	1	1.4%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	15	21.1%	35	49.3%	19	26.8%	2	2.8%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	36	50.7%	30	42.3%	4	5.6%	1	1.4%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	21	29.6%	32	45.1%	14	19.7%	4	5.6%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	23	32.4%	31	43.7%	14	19.7%	3	4.2%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	12	16.9%	35	49.3%	19	26.8%	5	7.0%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	10	14.1%	37	52.1%	16	22.5%	8	11.3%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Shore Acres Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	13	18.3%	37	52.1%	17	23.9%	4	5.6%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	18	25.4%	38	53.5%	13	18.3%	2	2.8%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	13	18.8%	29	42.0%	14	20.3%	13	18.8%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	12	17.4%	27	39.1%	20	29.0%	9	13.0%	1	1.4%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	11	15.9%	29	42.0%	19	27.5%	10	14.5%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	12	17.4%	32	46.4%	16	23.2%	8	11.6%	1	1.4%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	11	15.9%	31	44.9%	19	27.5%	8	11.6%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	7	10.1%	29	42.0%	25	36.2%	8	11.6%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	13	18.8%	28	40.6%	20	29.0%	8	11.6%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	11	15.9%	28	40.6%	20	29.0%	9	13.0%	1	1.4%	0	0.0%

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		Shore Acres Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	11	15.9%	39	56.5%	11	15.9%	8	11.6%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	9	13.0%	33	47.8%	21	30.4%	6	8.7%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	11	15.9%	38	55.1%	16	23.2%	4	5.8%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	9	13.0%	35	50.7%	16	23.2%	8	11.6%	1	1.4%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	11	15.9%	28	40.6%	18	26.1%	11	15.9%	1	1.4%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	13	18.8%	23	33.3%	22	31.9%	11	15.9%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	8	11.6%	27	39.1%	22	31.9%	11	15.9%	1	1.4%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	6	8.7%	34	49.3%	18	26.1%	10	14.5%	1	1.4%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	11	15.9%	39	56.5%	17	24.6%	2	2.9%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	7	10.1%	29	42.0%	27	39.1%	5	7.2%	0	0.0%	1	1.4%

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		Shore Acres Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	8	11.6%	36	52.2%	18	26.1%	7	10.1%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	14	20.3%	37	53.6%	13	18.8%	5	7.2%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	16	23.2%	44	63.8%	8	11.6%	0	0.0%	1	1.4%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	15	21.7%	41	59.4%	8	11.6%	4	5.8%	1	1.4%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	11	15.9%	37	53.6%	14	20.3%	6	8.7%	1	1.4%	0	0.0%
Q39	Our school provides protected instructional time.	23	33.3%	39	56.5%	6	8.7%	1	1.4%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	13	18.8%	43	62.3%	10	14.5%	3	4.3%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	14	20.3%	33	47.8%	15	21.7%	4	5.8%	3	4.3%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	8	11.6%	38	55.1%	19	27.5%	1	1.4%	3	4.3%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	8	11.6%	28	40.6%	16	23.2%	14	20.3%	3	4.3%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	13	18.8%	33	47.8%	16	23.2%	6	8.7%	0	0.0%	1	1.4%
Q45	Our school maintains facilities that support student learning.	20	29.0%	39	56.5%	8	11.6%	2	2.9%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	29	42.0%	39	56.5%	1	1.4%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	19	27.9%	40	58.8%	7	10.3%	2	2.9%	0	0.0%	0	0.0%

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		Shore Acres Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	12	17.6%	36	52.9%	18	26.5%	2	2.9%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	12	17.6%	37	54.4%	18	26.5%	1	1.5%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	9	13.2%	29	42.6%	22	32.4%	7	10.3%	1	1.5%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	14	20.6%	38	55.9%	12	17.6%	4	5.9%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	17	25.0%	42	61.8%	7	10.3%	2	2.9%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	16	23.5%	41	60.3%	10	14.7%	1	1.5%	0	0.0%	0	0.0%

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		Skycrest Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	45	55.6%	34	42.0%	1	1.2%	0	0.0%	1	1.2%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	33	40.7%	34	42.0%	11	13.6%	3	3.7%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	31	38.3%	41	50.6%	5	6.2%	4	4.9%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	31	38.3%	42	51.9%	5	6.2%	3	3.7%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	37	45.7%	34	42.0%	4	4.9%	5	6.2%	1	1.2%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	28	35.4%	37	46.8%	13	16.5%	0	0.0%	1	1.3%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	20	25.3%	38	48.1%	20	25.3%	1	1.3%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	30	38.0%	34	43.0%	9	11.4%	2	2.5%	3	3.8%	1	1.3%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	44	55.7%	30	38.0%	4	5.1%	0	0.0%	1	1.3%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	28	35.4%	31	39.2%	11	13.9%	4	5.1%	5	6.3%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	33	41.8%	40	50.6%	5	6.3%	0	0.0%	1	1.3%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	28	35.4%	38	48.1%	9	11.4%	2	2.5%	2	2.5%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	22	27.8%	40	50.6%	11	13.9%	2	2.5%	4	5.1%	0	0.0%

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		Skycrest Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	20	25.3%	37	46.8%	12	15.2%	5	6.3%	3	3.8%	2	2.5%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	21	26.6%	45	57.0%	5	6.3%	2	2.5%	3	3.8%	3	3.8%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	11	15.1%	30	41.1%	22	30.1%	6	8.2%	0	0.0%	4	5.5%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	11	15.1%	31	42.5%	24	32.9%	4	5.5%	0	0.0%	3	4.1%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	12	16.4%	31	42.5%	22	30.1%	5	6.8%	0	0.0%	3	4.1%
Q19	All teachers in our school use a variety of technologies as instructional resources.	10	13.7%	39	53.4%	18	24.7%	3	4.1%	0	0.0%	3	4.1%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	13	17.8%	34	46.6%	20	27.4%	3	4.1%	0	0.0%	3	4.1%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	9	12.3%	30	41.1%	27	37.0%	4	5.5%	0	0.0%	3	4.1%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	11	15.1%	33	45.2%	22	30.1%	3	4.1%	0	0.0%	4	5.5%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	9	12.3%	28	38.4%	23	31.5%	6	8.2%	3	4.1%	4	5.5%

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		Skycrest Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	19	26.0%	30	41.1%	15	20.5%	5	6.8%	1	1.4%	3	4.1%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	10	13.7%	35	47.9%	18	24.7%	3	4.1%	2	2.7%	5	6.8%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	11	15.1%	41	56.2%	15	20.5%	2	2.7%	1	1.4%	3	4.1%
Q27	In our school, related learning support services are provided for all students based on their needs.	13	17.8%	38	52.1%	18	24.7%	3	4.1%	1	1.4%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	13	17.8%	35	47.9%	17	23.3%	8	11.0%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	13	17.8%	39	53.4%	15	20.5%	3	4.1%	0	0.0%	3	4.1%
Q30	In our school, staff members provide peer coaching to teachers.	9	12.3%	41	56.2%	19	26.0%	2	2.7%	1	1.4%	1	1.4%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	18	24.7%	39	53.4%	10	13.7%	5	6.8%	0	0.0%	1	1.4%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	13	17.8%	44	60.3%	13	17.8%	0	0.0%	2	2.7%	1	1.4%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	11	15.1%	47	64.4%	9	12.3%	3	4.1%	2	2.7%	1	1.4%

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		Skycrest Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	11	15.1%	40	54.8%	20	27.4%	1	1.4%	1	1.4%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	10	13.7%	39	53.4%	19	26.0%	2	2.7%	1	1.4%	2	2.7%
Q36	Our school provides qualified staff members to support student learning.	25	35.7%	40	57.1%	4	5.7%	1	1.4%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	18	25.7%	36	51.4%	11	15.7%	2	2.9%	2	2.9%	1	1.4%
Q38	Our school provides sufficient material resources to meet student needs.	18	25.7%	34	48.6%	13	18.6%	2	2.9%	2	2.9%	1	1.4%
Q39	Our school provides protected instructional time.	22	31.4%	38	54.3%	6	8.6%	2	2.9%	1	1.4%	1	1.4%
Q40	Our school provides a variety of information resources to support student learning.	16	22.9%	44	62.9%	6	8.6%	1	1.4%	2	2.9%	1	1.4%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	18	25.7%	37	52.9%	12	17.1%	2	2.9%	1	1.4%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	14	20.0%	41	58.6%	12	17.1%	2	2.9%	1	1.4%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	14	20.0%	36	51.4%	17	24.3%	1	1.4%	2	2.9%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	6	8.6%	29	41.4%	27	38.6%	7	10.0%	0	0.0%	1	1.4%
Q45	Our school maintains facilities that support student learning.	21	30.0%	41	58.6%	6	8.6%	2	2.9%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	24	34.3%	39	55.7%	6	8.6%	1	1.4%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	22	31.4%	37	52.9%	7	10.0%	2	2.9%	0	0.0%	2	2.9%

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		Skycrest Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	20	28.6%	32	45.7%	13	18.6%	2	2.9%	1	1.4%	2	2.9%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	21	30.0%	32	45.7%	12	17.1%	3	4.3%	0	0.0%	2	2.9%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	15	21.4%	30	42.9%	18	25.7%	4	5.7%	1	1.4%	2	2.9%
Q51	Our school uses data to monitor student readiness and success at the next level.	19	27.1%	37	52.9%	10	14.3%	2	2.9%	0	0.0%	2	2.9%
Q52	Our school leaders monitor data related to student achievement.	26	37.1%	33	47.1%	8	11.4%	0	0.0%	1	1.4%	2	2.9%
Q53	Our school leaders monitor data related to school continuous improvement goals.	23	32.9%	32	45.7%	12	17.1%	0	0.0%	1	1.4%	2	2.9%

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		Skyview Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	35	56.5%	27	43.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	24	38.7%	26	41.9%	10	16.1%	2	3.2%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	21	33.9%	32	51.6%	8	12.9%	1	1.6%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	29	46.8%	29	46.8%	3	4.8%	1	1.6%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	31	50.0%	26	41.9%	4	6.5%	1	1.6%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	25	42.4%	21	35.6%	12	20.3%	1	1.7%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	16	27.1%	29	49.2%	10	16.9%	3	5.1%	1	1.7%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	19	32.2%	30	50.8%	9	15.3%	1	1.7%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	36	61.0%	21	35.6%	1	1.7%	1	1.7%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	25	42.4%	28	47.5%	4	6.8%	2	3.4%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	29	49.2%	27	45.8%	1	1.7%	2	3.4%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	27	45.8%	28	47.5%	1	1.7%	3	5.1%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	22	37.3%	26	44.1%	8	13.6%	3	5.1%	0	0.0%	0	0.0%

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		Skyview Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	18	30.5%	30	50.8%	7	11.9%	4	6.8%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	18	30.5%	29	49.2%	9	15.3%	2	3.4%	1	1.7%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	10	17.5%	27	47.4%	13	22.8%	6	10.5%	0	0.0%	1	1.8%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	12	21.1%	28	49.1%	9	15.8%	8	14.0%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	10	17.5%	26	45.6%	14	24.6%	6	10.5%	1	1.8%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	10	17.5%	37	64.9%	5	8.8%	5	8.8%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	9	15.8%	33	57.9%	8	14.0%	7	12.3%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	6	10.5%	29	50.9%	16	28.1%	6	10.5%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	12	21.1%	26	45.6%	14	24.6%	5	8.8%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	7	12.3%	34	59.6%	11	19.3%	5	8.8%	0	0.0%	0	0.0%

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		Skyview Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	13	22.8%	32	56.1%	7	12.3%	5	8.8%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	10	17.5%	39	68.4%	6	10.5%	2	3.5%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	11	19.3%	35	61.4%	9	15.8%	1	1.8%	1	1.8%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	10	17.5%	31	54.4%	10	17.5%	6	10.5%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	16	28.1%	24	42.1%	11	19.3%	5	8.8%	1	1.8%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	10	17.5%	35	61.4%	7	12.3%	4	7.0%	1	1.8%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	12	21.1%	30	52.6%	10	17.5%	5	8.8%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	14	24.6%	31	54.4%	10	17.5%	2	3.5%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	18	31.6%	34	59.6%	3	5.3%	2	3.5%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	15	26.3%	30	52.6%	11	19.3%	1	1.8%	0	0.0%	0	0.0%

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		Skyview Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	11	19.3%	29	50.9%	14	24.6%	3	5.3%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	13	22.8%	34	59.6%	5	8.8%	4	7.0%	1	1.8%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	18	34.0%	28	52.8%	4	7.5%	3	5.7%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	12	22.6%	32	60.4%	6	11.3%	3	5.7%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	14	26.4%	29	54.7%	4	7.5%	6	11.3%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	13	24.5%	29	54.7%	8	15.1%	3	5.7%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	13	24.5%	36	67.9%	2	3.8%	2	3.8%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	9	17.0%	35	66.0%	5	9.4%	4	7.5%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	9	17.0%	27	50.9%	11	20.8%	5	9.4%	1	1.9%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	12	22.6%	22	41.5%	14	26.4%	4	7.5%	1	1.9%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	8	15.1%	25	47.2%	14	26.4%	5	9.4%	1	1.9%	0	0.0%
Q45	Our school maintains facilities that support student learning.	15	28.3%	33	62.3%	3	5.7%	2	3.8%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	20	37.7%	30	56.6%	1	1.9%	2	3.8%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	17	32.1%	33	62.3%	2	3.8%	1	1.9%	0	0.0%	0	0.0%

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		Skyview Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	11	20.8%	34	64.2%	7	13.2%	1	1.9%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	13	24.5%	32	60.4%	7	13.2%	1	1.9%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	11	20.8%	28	52.8%	10	18.9%	4	7.5%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	17	32.1%	33	62.3%	2	3.8%	1	1.9%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	23	43.4%	28	52.8%	2	3.8%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	25	47.2%	26	49.1%	2	3.8%	0	0.0%	0	0.0%	0	0.0%

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		Southern Oak Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	46	63.9%	26	36.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	30	41.7%	34	47.2%	7	9.7%	1	1.4%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	34	47.2%	35	48.6%	3	4.2%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	37	51.4%	32	44.4%	3	4.2%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	39	54.2%	31	43.1%	2	2.8%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	31	43.7%	32	45.1%	8	11.3%	0	0.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	24	33.8%	35	49.3%	12	16.9%	0	0.0%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	25	35.2%	42	59.2%	4	5.6%	0	0.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	42	59.2%	29	40.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	33	46.5%	32	45.1%	6	8.5%	0	0.0%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	30	42.3%	38	53.5%	1	1.4%	2	2.8%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	22	31.0%	42	59.2%	6	8.5%	1	1.4%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	18	25.4%	42	59.2%	9	12.7%	2	2.8%	0	0.0%	0	0.0%

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		Southern Oak Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	19	26.8%	39	54.9%	13	18.3%	0	0.0%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	22	31.0%	41	57.7%	8	11.3%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	13	18.8%	35	50.7%	15	21.7%	5	7.2%	0	0.0%	1	1.4%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	9	13.0%	36	52.2%	18	26.1%	5	7.2%	0	0.0%	1	1.4%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	7	10.1%	40	58.0%	16	23.2%	5	7.2%	0	0.0%	1	1.4%
Q19	All teachers in our school use a variety of technologies as instructional resources.	9	13.0%	39	56.5%	17	24.6%	3	4.3%	0	0.0%	1	1.4%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	9	13.0%	39	56.5%	19	27.5%	1	1.4%	0	0.0%	1	1.4%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	8	11.6%	38	55.1%	22	31.9%	0	0.0%	0	0.0%	1	1.4%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	12	17.4%	36	52.2%	19	27.5%	1	1.4%	0	0.0%	1	1.4%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	8	11.6%	40	58.0%	19	27.5%	1	1.4%	0	0.0%	1	1.4%

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		Southern Oak Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	12	17.4%	43	62.3%	12	17.4%	1	1.4%	0	0.0%	1	1.4%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	10	14.5%	39	56.5%	17	24.6%	2	2.9%	0	0.0%	1	1.4%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	16	23.2%	37	53.6%	13	18.8%	3	4.3%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	18	26.1%	41	59.4%	6	8.7%	4	5.8%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	15	21.7%	36	52.2%	14	20.3%	3	4.3%	1	1.4%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	12	17.4%	45	65.2%	11	15.9%	1	1.4%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	9	13.0%	44	63.8%	13	18.8%	3	4.3%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	13	18.8%	49	71.0%	6	8.7%	1	1.4%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	15	21.7%	44	63.8%	10	14.5%	0	0.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	15	21.7%	38	55.1%	13	18.8%	3	4.3%	0	0.0%	0	0.0%

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		Southern Oak Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	10	14.5%	39	56.5%	18	26.1%	2	2.9%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	12	17.4%	42	60.9%	14	20.3%	1	1.4%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	29	42.0%	38	55.1%	2	2.9%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	21	30.4%	42	60.9%	6	8.7%	0	0.0%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	20	29.0%	38	55.1%	9	13.0%	1	1.4%	1	1.4%	0	0.0%
Q39	Our school provides protected instructional time.	24	34.8%	36	52.2%	6	8.7%	3	4.3%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	18	26.1%	45	65.2%	6	8.7%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	16	23.2%	40	58.0%	10	14.5%	3	4.3%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	15	21.7%	43	62.3%	11	15.9%	0	0.0%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	23	33.3%	41	59.4%	5	7.2%	0	0.0%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	11	15.9%	33	47.8%	19	27.5%	5	7.2%	0	0.0%	1	1.4%
Q45	Our school maintains facilities that support student learning.	22	31.9%	44	63.8%	2	2.9%	1	1.4%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	26	37.7%	38	55.1%	5	7.2%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	22	31.9%	42	60.9%	5	7.2%	0	0.0%	0	0.0%	0	0.0%

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		Southern Oak Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	18	26.1%	43	62.3%	7	10.1%	0	0.0%	1	1.4%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	27	39.1%	38	55.1%	4	5.8%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	13	18.8%	43	62.3%	11	15.9%	1	1.4%	1	1.4%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	20	29.0%	42	60.9%	7	10.1%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	26	37.7%	42	60.9%	1	1.4%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	27	39.1%	40	58.0%	2	2.9%	0	0.0%	0	0.0%	0	0.0%

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		Starkey Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	42	70.0%	15	25.0%	3	5.0%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	35	58.3%	18	30.0%	6	10.0%	0	0.0%	0	0.0%	1	1.7%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	29	48.3%	27	45.0%	4	6.7%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	27	45.0%	27	45.0%	4	6.7%	1	1.7%	1	1.7%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	30	50.0%	25	41.7%	5	8.3%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	21	37.5%	28	50.0%	5	8.9%	2	3.6%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	16	28.6%	31	55.4%	8	14.3%	1	1.8%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	15	26.8%	32	57.1%	7	12.5%	2	3.6%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	36	64.3%	19	33.9%	1	1.8%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	17	30.4%	17	30.4%	13	23.2%	6	10.7%	2	3.6%	1	1.8%
Q11	Our school's leaders hold all staff members accountable for student learning.	34	60.7%	18	32.1%	3	5.4%	1	1.8%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	20	35.7%	23	41.1%	10	17.9%	2	3.6%	0	0.0%	1	1.8%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	17	30.4%	30	53.6%	8	14.3%	0	0.0%	1	1.8%	0	0.0%

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		Starkey Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	17	30.4%	29	51.8%	8	14.3%	2	3.6%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	17	30.4%	29	51.8%	7	12.5%	2	3.6%	1	1.8%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	27	48.2%	24	42.9%	3	5.4%	0	0.0%	0	0.0%	2	3.6%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	29	51.8%	22	39.3%	2	3.6%	1	1.8%	0	0.0%	2	3.6%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	28	50.0%	23	41.1%	3	5.4%	0	0.0%	0	0.0%	2	3.6%
Q19	All teachers in our school use a variety of technologies as instructional resources.	28	50.0%	20	35.7%	4	7.1%	2	3.6%	0	0.0%	2	3.6%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	26	46.4%	24	42.9%	3	5.4%	0	0.0%	0	0.0%	3	5.4%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	25	44.6%	23	41.1%	5	8.9%	1	1.8%	0	0.0%	2	3.6%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	23	41.1%	27	48.2%	4	7.1%	0	0.0%	0	0.0%	2	3.6%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	23	41.1%	26	46.4%	2	3.6%	2	3.6%	0	0.0%	3	5.4%

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		Starkey Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	30	53.6%	21	37.5%	3	5.4%	0	0.0%	0	0.0%	2	3.6%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	23	41.1%	22	39.3%	5	8.9%	3	5.4%	0	0.0%	3	5.4%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	20	35.7%	29	51.8%	4	7.1%	1	1.8%	0	0.0%	2	3.6%
Q27	In our school, related learning support services are provided for all students based on their needs.	20	35.7%	23	41.1%	8	14.3%	3	5.4%	0	0.0%	2	3.6%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	23	41.1%	20	35.7%	7	12.5%	4	7.1%	0	0.0%	2	3.6%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	23	41.1%	29	51.8%	2	3.6%	0	0.0%	0	0.0%	2	3.6%
Q30	In our school, staff members provide peer coaching to teachers.	19	33.9%	26	46.4%	7	12.5%	1	1.8%	0	0.0%	3	5.4%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	26	46.4%	24	42.9%	3	5.4%	0	0.0%	0	0.0%	3	5.4%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	26	46.4%	25	44.6%	3	5.4%	0	0.0%	0	0.0%	2	3.6%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	15	26.8%	27	48.2%	9	16.1%	2	3.6%	0	0.0%	3	5.4%

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		Starkey Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	22	39.3%	25	44.6%	6	10.7%	1	1.8%	0	0.0%	2	3.6%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	18	32.1%	33	58.9%	2	3.6%	0	0.0%	0	0.0%	3	5.4%
Q36	Our school provides qualified staff members to support student learning.	29	54.7%	20	37.7%	3	5.7%	0	0.0%	0	0.0%	1	1.9%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	18	34.0%	26	49.1%	6	11.3%	2	3.8%	0	0.0%	1	1.9%
Q38	Our school provides sufficient material resources to meet student needs.	14	26.4%	24	45.3%	11	20.8%	3	5.7%	0	0.0%	1	1.9%
Q39	Our school provides protected instructional time.	23	43.4%	23	43.4%	3	5.7%	2	3.8%	1	1.9%	1	1.9%
Q40	Our school provides a variety of information resources to support student learning.	17	32.1%	29	54.7%	3	5.7%	3	5.7%	0	0.0%	1	1.9%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	16	30.2%	25	47.2%	5	9.4%	6	11.3%	0	0.0%	1	1.9%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	15	28.3%	23	43.4%	9	17.0%	5	9.4%	0	0.0%	1	1.9%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	18	34.0%	27	50.9%	7	13.2%	1	1.9%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	12	22.6%	26	49.1%	13	24.5%	2	3.8%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	23	43.4%	23	43.4%	7	13.2%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	28	52.8%	23	43.4%	2	3.8%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	21	39.6%	27	50.9%	4	7.5%	0	0.0%	0	0.0%	1	1.9%

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		Starkey Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	22	41.5%	26	49.1%	3	5.7%	0	0.0%	0	0.0%	2	3.8%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	16	30.2%	28	52.8%	6	11.3%	1	1.9%	0	0.0%	2	3.8%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	14	26.4%	23	43.4%	10	18.9%	4	7.5%	0	0.0%	2	3.8%
Q51	Our school uses data to monitor student readiness and success at the next level.	18	34.0%	31	58.5%	3	5.7%	0	0.0%	0	0.0%	1	1.9%
Q52	Our school leaders monitor data related to student achievement.	23	43.4%	25	47.2%	4	7.5%	0	0.0%	0	0.0%	1	1.9%
Q53	Our school leaders monitor data related to school continuous improvement goals.	24	45.3%	24	45.3%	2	3.8%	0	0.0%	1	1.9%	2	3.8%

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		Sunset Hills Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	16	40.0%	21	52.5%	1	2.5%	2	5.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	10	25.0%	22	55.0%	5	12.5%	2	5.0%	1	2.5%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	10	25.0%	20	50.0%	7	17.5%	2	5.0%	1	2.5%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	11	27.5%	21	52.5%	6	15.0%	2	5.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	13	32.5%	21	52.5%	3	7.5%	3	7.5%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	10	25.6%	19	48.7%	8	20.5%	2	5.1%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	10	25.6%	19	48.7%	7	17.9%	3	7.7%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	11	28.2%	14	35.9%	9	23.1%	5	12.8%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	17	43.6%	19	48.7%	2	5.1%	1	2.6%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	14	35.9%	13	33.3%	7	17.9%	4	10.3%	1	2.6%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	17	43.6%	17	43.6%	3	7.7%	1	2.6%	1	2.6%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	9	23.1%	17	43.6%	8	20.5%	5	12.8%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	10	25.6%	18	46.2%	5	12.8%	5	12.8%	1	2.6%	0	0.0%

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		Sunset Hills Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	10	25.6%	15	38.5%	9	23.1%	3	7.7%	2	5.1%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	12	30.8%	18	46.2%	7	17.9%	0	0.0%	2	5.1%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	13	34.2%	16	42.1%	5	13.2%	3	7.9%	1	2.6%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	10	26.3%	19	50.0%	5	13.2%	2	5.3%	2	5.3%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	13	34.2%	15	39.5%	6	15.8%	4	10.5%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	8	21.1%	19	50.0%	6	15.8%	4	10.5%	1	2.6%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	10	26.3%	18	47.4%	6	15.8%	4	10.5%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	12	31.6%	16	42.1%	7	18.4%	3	7.9%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	12	31.6%	17	44.7%	5	13.2%	3	7.9%	1	2.6%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	10	26.3%	20	52.6%	6	15.8%	2	5.3%	0	0.0%	0	0.0%

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		Sunset Hills Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	10	26.3%	22	57.9%	6	15.8%	0	0.0%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	11	28.9%	15	39.5%	8	21.1%	3	7.9%	1	2.6%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	10	26.3%	19	50.0%	5	13.2%	3	7.9%	1	2.6%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	6	15.8%	15	39.5%	8	21.1%	9	23.7%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	5	13.2%	17	44.7%	11	28.9%	4	10.5%	1	2.6%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	10	26.3%	19	50.0%	6	15.8%	2	5.3%	1	2.6%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	7	18.4%	18	47.4%	8	21.1%	5	13.2%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	3	7.9%	14	36.8%	11	28.9%	9	23.7%	1	2.6%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	13	34.2%	17	44.7%	7	18.4%	1	2.6%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	10	26.3%	15	39.5%	8	21.1%	5	13.2%	0	0.0%	0	0.0%

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		Sunset Hills Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	9	23.7%	20	52.6%	7	18.4%	2	5.3%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	10	26.3%	15	39.5%	8	21.1%	3	7.9%	2	5.3%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	9	23.7%	20	52.6%	5	13.2%	4	10.5%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	7	18.4%	21	55.3%	7	18.4%	2	5.3%	1	2.6%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	4	10.5%	21	55.3%	5	13.2%	7	18.4%	1	2.6%	0	0.0%
Q39	Our school provides protected instructional time.	7	18.4%	21	55.3%	5	13.2%	3	7.9%	2	5.3%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	8	21.1%	22	57.9%	5	13.2%	3	7.9%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	3	7.9%	21	55.3%	5	13.2%	6	15.8%	3	7.9%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	3	7.9%	21	55.3%	4	10.5%	6	15.8%	4	10.5%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	3	7.9%	11	28.9%	8	21.1%	11	28.9%	5	13.2%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	2	5.3%	16	42.1%	9	23.7%	8	21.1%	2	5.3%	1	2.6%
Q45	Our school maintains facilities that support student learning.	8	21.1%	25	65.8%	5	13.2%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	12	31.6%	21	55.3%	2	5.3%	3	7.9%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	13	34.2%	20	52.6%	4	10.5%	1	2.6%	0	0.0%	0	0.0%

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		Sunset Hills Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	10	26.3%	22	57.9%	4	10.5%	2	5.3%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	10	26.3%	16	42.1%	7	18.4%	4	10.5%	1	2.6%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	8	21.1%	15	39.5%	7	18.4%	7	18.4%	1	2.6%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	11	28.9%	17	44.7%	7	18.4%	3	7.9%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	11	28.9%	16	42.1%	8	21.1%	3	7.9%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	10	26.3%	19	50.0%	8	21.1%	1	2.6%	0	0.0%	0	0.0%

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		Sutherland Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	27	47.4%	27	47.4%	3	5.3%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	15	26.3%	27	47.4%	11	19.3%	4	7.0%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	20	35.1%	23	40.4%	12	21.1%	2	3.5%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	21	36.8%	25	43.9%	10	17.5%	0	0.0%	0	0.0%	1	1.8%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	24	42.1%	25	43.9%	8	14.0%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	17	30.4%	31	55.4%	6	10.7%	2	3.6%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	14	25.0%	28	50.0%	12	21.4%	2	3.6%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	19	33.9%	19	33.9%	14	25.0%	3	5.4%	1	1.8%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	29	51.8%	24	42.9%	3	5.4%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	19	33.9%	20	35.7%	17	30.4%	0	0.0%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	26	46.4%	24	42.9%	6	10.7%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	19	33.9%	26	46.4%	9	16.1%	2	3.6%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	17	30.4%	24	42.9%	12	21.4%	3	5.4%	0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Sutherland Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	16	28.6%	21	37.5%	16	28.6%	2	3.6%	1	1.8%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	17	30.4%	23	41.1%	14	25.0%	2	3.6%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	17	32.7%	18	34.6%	14	26.9%	1	1.9%	0	0.0%	2	3.8%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	14	26.9%	16	30.8%	18	34.6%	2	3.8%	0	0.0%	2	3.8%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	11	21.2%	23	44.2%	16	30.8%	0	0.0%	0	0.0%	2	3.8%
Q19	All teachers in our school use a variety of technologies as instructional resources.	17	32.7%	20	38.5%	13	25.0%	0	0.0%	0	0.0%	2	3.8%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	13	25.0%	26	50.0%	11	21.2%	0	0.0%	0	0.0%	2	3.8%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	12	23.1%	23	44.2%	15	28.8%	0	0.0%	0	0.0%	2	3.8%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	15	28.8%	21	40.4%	14	26.9%	0	0.0%	0	0.0%	2	3.8%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	15	28.8%	20	38.5%	13	25.0%	1	1.9%	1	1.9%	2	3.8%

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		Sutherland Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	16	30.8%	24	46.2%	9	17.3%	2	3.8%	0	0.0%	1	1.9%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	12	23.1%	20	38.5%	15	28.8%	3	5.8%	0	0.0%	2	3.8%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	13	25.0%	22	42.3%	15	28.8%	2	3.8%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	12	23.1%	19	36.5%	13	25.0%	4	7.7%	4	7.7%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	13	25.0%	15	28.8%	19	36.5%	4	7.7%	0	0.0%	1	1.9%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	18	34.6%	21	40.4%	11	21.2%	2	3.8%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	7	13.5%	20	38.5%	16	30.8%	5	9.6%	0	0.0%	4	7.7%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	8	15.4%	12	23.1%	18	34.6%	9	17.3%	1	1.9%	4	7.7%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	15	28.8%	27	51.9%	9	17.3%	0	0.0%	0	0.0%	1	1.9%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	12	23.1%	22	42.3%	14	26.9%	3	5.8%	0	0.0%	1	1.9%

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		Sutherland Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	13	25.0%	29	55.8%	8	15.4%	2	3.8%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	13	25.0%	21	40.4%	14	26.9%	2	3.8%	0	0.0%	2	3.8%
Q36	Our school provides qualified staff members to support student learning.	20	38.5%	25	48.1%	5	9.6%	2	3.8%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	15	28.8%	25	48.1%	8	15.4%	2	3.8%	2	3.8%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	11	21.2%	20	38.5%	15	28.8%	5	9.6%	1	1.9%	0	0.0%
Q39	Our school provides protected instructional time.	18	34.6%	25	48.1%	7	13.5%	2	3.8%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	11	21.2%	25	48.1%	15	28.8%	1	1.9%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	12	23.1%	30	57.7%	9	17.3%	1	1.9%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	14	26.9%	26	50.0%	12	23.1%	0	0.0%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	14	26.9%	22	42.3%	13	25.0%	3	5.8%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	10	19.2%	23	44.2%	13	25.0%	6	11.5%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	17	32.7%	30	57.7%	4	7.7%	1	1.9%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	22	42.3%	25	48.1%	4	7.7%	1	1.9%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	17	34.0%	26	52.0%	6	12.0%	1	2.0%	0	0.0%	0	0.0%

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		Sutherland Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	14	28.0%	25	50.0%	10	20.0%	1	2.0%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	14	28.0%	25	50.0%	8	16.0%	2	4.0%	0	0.0%	1	2.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	11	22.0%	18	36.0%	13	26.0%	6	12.0%	1	2.0%	1	2.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	16	32.0%	26	52.0%	8	16.0%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	18	36.0%	26	52.0%	6	12.0%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	16	32.0%	28	56.0%	6	12.0%	0	0.0%	0	0.0%	0	0.0%

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		Tarpon Springs Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	38	54.3%	29	41.4%	3	4.3%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	24	34.3%	29	41.4%	11	15.7%	3	4.3%	0	0.0%	3	4.3%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	26	37.1%	30	42.9%	10	14.3%	3	4.3%	0	0.0%	1	1.4%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	26	37.1%	36	51.4%	7	10.0%	0	0.0%	0	0.0%	1	1.4%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	32	45.7%	29	41.4%	8	11.4%	0	0.0%	0	0.0%	1	1.4%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	23	35.4%	29	44.6%	10	15.4%	2	3.1%	0	0.0%	1	1.5%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	19	29.2%	26	40.0%	12	18.5%	5	7.7%	0	0.0%	3	4.6%
Q8	Our school's leaders support an innovative and collaborative culture.	23	35.4%	30	46.2%	11	16.9%	1	1.5%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	37	56.9%	26	40.0%	1	1.5%	0	0.0%	0	0.0%	1	1.5%
Q10	Our school's leaders hold themselves accountable for student learning.	31	47.7%	21	32.3%	6	9.2%	6	9.2%	0	0.0%	1	1.5%
Q11	Our school's leaders hold all staff members accountable for student learning.	38	58.5%	21	32.3%	4	6.2%	1	1.5%	0	0.0%	1	1.5%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	28	43.1%	23	35.4%	11	16.9%	2	3.1%	0	0.0%	1	1.5%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	28	43.1%	20	30.8%	11	16.9%	4	6.2%	0	0.0%	2	3.1%

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		Tarpon Springs Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	27	41.5%	23	35.4%	10	15.4%	4	6.2%	0	0.0%	1	1.5%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	26	40.0%	27	41.5%	7	10.8%	4	6.2%	0	0.0%	1	1.5%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	22	36.7%	24	40.0%	9	15.0%	3	5.0%	0	0.0%	2	3.3%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	21	35.0%	27	45.0%	6	10.0%	4	6.7%	0	0.0%	2	3.3%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	19	31.7%	29	48.3%	8	13.3%	2	3.3%	0	0.0%	2	3.3%
Q19	All teachers in our school use a variety of technologies as instructional resources.	16	26.7%	34	56.7%	5	8.3%	3	5.0%	0	0.0%	2	3.3%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	19	31.7%	30	50.0%	7	11.7%	2	3.3%	0	0.0%	2	3.3%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	19	31.7%	29	48.3%	6	10.0%	4	6.7%	0	0.0%	2	3.3%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	24	40.0%	26	43.3%	4	6.7%	4	6.7%	0	0.0%	2	3.3%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	19	31.7%	25	41.7%	11	18.3%	3	5.0%	0	0.0%	2	3.3%

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		Tarpon Springs Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	26	43.3%	25	41.7%	7	11.7%	0	0.0%	0	0.0%	2	3.3%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	19	31.7%	22	36.7%	12	20.0%	5	8.3%	0	0.0%	2	3.3%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	18	30.0%	33	55.0%	6	10.0%	3	5.0%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	23	38.3%	28	46.7%	6	10.0%	3	5.0%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	18	30.0%	26	43.3%	10	16.7%	4	6.7%	0	0.0%	2	3.3%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	21	35.0%	29	48.3%	7	11.7%	2	3.3%	0	0.0%	1	1.7%
Q30	In our school, staff members provide peer coaching to teachers.	15	25.0%	32	53.3%	9	15.0%	2	3.3%	0	0.0%	2	3.3%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	18	30.0%	27	45.0%	11	18.3%	4	6.7%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	25	41.7%	28	46.7%	5	8.3%	1	1.7%	0	0.0%	1	1.7%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	22	36.7%	28	46.7%	7	11.7%	3	5.0%	0	0.0%	0	0.0%

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		Tarpon Springs Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	18	30.0%	29	48.3%	9	15.0%	2	3.3%	0	0.0%	2	3.3%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	19	31.7%	31	51.7%	8	13.3%	1	1.7%	0	0.0%	1	1.7%
Q36	Our school provides qualified staff members to support student learning.	26	45.6%	24	42.1%	6	10.5%	1	1.8%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	23	40.4%	30	52.6%	4	7.0%	0	0.0%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	20	35.1%	31	54.4%	4	7.0%	2	3.5%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	30	52.6%	24	42.1%	3	5.3%	0	0.0%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	25	43.9%	25	43.9%	5	8.8%	2	3.5%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	21	36.8%	27	47.4%	6	10.5%	2	3.5%	1	1.8%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	21	36.8%	29	50.9%	5	8.8%	2	3.5%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	22	38.6%	26	45.6%	7	12.3%	2	3.5%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	18	31.6%	19	33.3%	9	15.8%	9	15.8%	0	0.0%	2	3.5%
Q45	Our school maintains facilities that support student learning.	31	54.4%	23	40.4%	3	5.3%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	31	54.4%	24	42.1%	2	3.5%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	28	49.1%	27	47.4%	2	3.5%	0	0.0%	0	0.0%	0	0.0%

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		Tarpon Springs Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	22	38.6%	31	54.4%	4	7.0%	0	0.0%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	22	38.6%	30	52.6%	5	8.8%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	21	36.8%	26	45.6%	7	12.3%	3	5.3%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	25	43.9%	30	52.6%	2	3.5%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	29	50.9%	25	43.9%	3	5.3%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	29	50.9%	24	42.1%	4	7.0%	0	0.0%	0	0.0%	0	0.0%

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		Tarpon Springs Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	22	95.7%	1	4.3%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	16	69.6%	4	17.4%	2	8.7%	0	0.0%	0.0	0.0%	1	4.3%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	16	69.6%	7	30.4%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	18	78.3%	4	17.4%	1	4.3%	0	0.0%	0.0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	20	87.0%	3	13.0%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	17	77.3%	4	18.2%	1	4.5%	0	0.0%	0.0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	8	36.4%	13	59.1%	0	0.0%	1	4.5%	0.0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	12	54.5%	8	36.4%	2	9.1%	0	0.0%	0.0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	21	95.5%	1	4.5%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	13	59.1%	7	31.8%	2	9.1%	0	0.0%	0.0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	18	81.8%	4	18.2%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	16	72.7%	6	27.3%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	14	63.6%	7	31.8%	1	4.5%	0	0.0%	0.0	0.0%	0	0.0%

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		Tarpon Springs Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	13	59.1%	5	22.7%	4	18.2%	0	0.0%	0.0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	14	63.6%	7	31.8%	1	4.5%	0	0.0%	0.0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	15	71.4%	5	23.8%	1	4.8%	0	0.0%	0.0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	15	71.4%	5	23.8%	1	4.8%	0	0.0%	0.0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	13	61.9%	7	33.3%	1	4.8%	0	0.0%	0.0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	11	52.4%	9	42.9%	1	4.8%	0	0.0%	0.0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	10	47.6%	10	47.6%	1	4.8%	0	0.0%	0.0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	10	47.6%	9	42.9%	2	9.5%	0	0.0%	0.0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	11	52.4%	7	33.3%	2	9.5%	1	4.8%	0.0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	8	38.1%	12	57.1%	1	4.8%	0	0.0%	0.0	0.0%	0	0.0%

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		Tarpon Springs Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	16	76.2%	5	23.8%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	11	52.4%	6	28.6%	1	4.8%	3	14.3%	0.0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	14	66.7%	6	28.6%	0	0.0%	1	4.8%	0.0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	12	57.1%	8	38.1%	1	4.8%	0	0.0%	0.0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	12	57.1%	7	33.3%	1	4.8%	1	4.8%	0.0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	18	85.7%	2	9.5%	0	0.0%	1	4.8%	0.0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	7	33.3%	8	38.1%	6	28.6%	0	0.0%	0.0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	9	42.9%	8	38.1%	4	19.0%	0	0.0%	0.0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	17	81.0%	4	19.0%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	14	66.7%	6	28.6%	1	4.8%	0	0.0%	0.0	0.0%	0	0.0%

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		Tarpon Springs Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	17	81.0%	4	19.0%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	15	71.4%	5	23.8%	1	4.8%	0	0.0%	0.0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	18	85.7%	3	14.3%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	14	66.7%	6	28.6%	1	4.8%	0	0.0%	0.0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	16	76.2%	4	19.0%	1	4.8%	0	0.0%	0.0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	17	81.0%	4	19.0%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	16	76.2%	5	23.8%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	13	61.9%	7	33.3%	1	4.8%	0	0.0%	0.0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	11	52.4%	9	42.9%	1	4.8%	0	0.0%	0.0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	16	76.2%	5	23.8%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	19	90.5%	2	9.5%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	19	90.5%	2	9.5%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	20	95.2%	1	4.8%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	18	85.7%	1	4.8%	2	9.5%	0	0.0%	0.0	0.0%	0	0.0%

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		Tarpon Springs Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	14	66.7%	5	23.8%	2	9.5%	0	0.0%	0.0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	14	66.7%	6	28.6%	1	4.8%	0	0.0%	0.0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	12	57.1%	6	28.6%	1	4.8%	2	9.5%	0.0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	14	66.7%	6	28.6%	1	4.8%	0	0.0%	0.0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	18	85.7%	3	14.3%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	18	85.7%	3	14.3%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%

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		Walsingham Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	42	57.5%	25	34.2%	5	6.8%	1	1.4%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	32	43.8%	25	34.2%	15	20.5%	1	1.4%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	28	38.4%	30	41.1%	14	19.2%	1	1.4%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	33	45.2%	28	38.4%	10	13.7%	2	2.7%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	38	52.1%	27	37.0%	5	6.8%	2	2.7%	1	1.4%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	23	35.4%	27	41.5%	13	20.0%	0	0.0%	2	3.1%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	22	33.8%	22	33.8%	17	26.2%	2	3.1%	2	3.1%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	25	38.5%	27	41.5%	9	13.8%	2	3.1%	2	3.1%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	34	52.3%	25	38.5%	3	4.6%	1	1.5%	2	3.1%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	24	36.9%	24	36.9%	13	20.0%	2	3.1%	2	3.1%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	34	52.3%	24	36.9%	3	4.6%	2	3.1%	2	3.1%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	28	43.1%	26	40.0%	9	13.8%	1	1.5%	1	1.5%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	23	35.4%	28	43.1%	8	12.3%	4	6.2%	2	3.1%	0	0.0%

**Pinellas County Schools
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		Walsingham Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	23	35.4%	25	38.5%	13	20.0%	3	4.6%	1	1.5%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	27	41.5%	25	38.5%	9	13.8%	2	3.1%	2	3.1%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	21	34.4%	19	31.1%	18	29.5%	1	1.6%	1	1.6%	1	1.6%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	20	32.8%	19	31.1%	16	26.2%	3	4.9%	2	3.3%	1	1.6%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	19	31.1%	23	37.7%	14	23.0%	3	4.9%	1	1.6%	1	1.6%
Q19	All teachers in our school use a variety of technologies as instructional resources.	18	29.5%	23	37.7%	14	23.0%	4	6.6%	0	0.0%	2	3.3%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	22	36.1%	20	32.8%	16	26.2%	2	3.3%	0	0.0%	1	1.6%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	16	26.2%	23	37.7%	18	29.5%	2	3.3%	1	1.6%	1	1.6%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	18	29.5%	25	41.0%	16	26.2%	1	1.6%	0	0.0%	1	1.6%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	17	27.9%	24	39.3%	14	23.0%	4	6.6%	1	1.6%	1	1.6%

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		Walsingham Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	25	41.0%	18	29.5%	13	21.3%	4	6.6%	0	0.0%	1	1.6%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	20	32.8%	23	37.7%	15	24.6%	1	1.6%	1	1.6%	1	1.6%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	18	29.5%	25	41.0%	15	24.6%	1	1.6%	1	1.6%	1	1.6%
Q27	In our school, related learning support services are provided for all students based on their needs.	17	27.9%	24	39.3%	15	24.6%	3	4.9%	1	1.6%	1	1.6%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	18	29.5%	21	34.4%	16	26.2%	5	8.2%	0	0.0%	1	1.6%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	21	34.4%	28	45.9%	9	14.8%	1	1.6%	1	1.6%	1	1.6%
Q30	In our school, staff members provide peer coaching to teachers.	16	26.2%	23	37.7%	19	31.1%	3	4.9%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	14	23.0%	26	42.6%	16	26.2%	3	4.9%	2	3.3%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	21	34.4%	24	39.3%	12	19.7%	2	3.3%	2	3.3%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	18	29.5%	27	44.3%	12	19.7%	2	3.3%	2	3.3%	0	0.0%

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		Walsingham Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	16	26.2%	24	39.3%	17	27.9%	2	3.3%	1	1.6%	1	1.6%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	15	24.6%	29	47.5%	14	23.0%	1	1.6%	1	1.6%	1	1.6%
Q36	Our school provides qualified staff members to support student learning.	21	36.8%	27	47.4%	6	10.5%	2	3.5%	1	1.8%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	17	29.8%	30	52.6%	8	14.0%	0	0.0%	1	1.8%	1	1.8%
Q38	Our school provides sufficient material resources to meet student needs.	12	21.1%	27	47.4%	8	14.0%	6	10.5%	2	3.5%	2	3.5%
Q39	Our school provides protected instructional time.	20	35.1%	26	45.6%	7	12.3%	3	5.3%	0	0.0%	1	1.8%
Q40	Our school provides a variety of information resources to support student learning.	17	29.8%	30	52.6%	8	14.0%	0	0.0%	0	0.0%	2	3.5%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	17	29.8%	31	54.4%	7	12.3%	0	0.0%	1	1.8%	1	1.8%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	14	24.6%	30	52.6%	10	17.5%	0	0.0%	2	3.5%	1	1.8%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	15	26.3%	26	45.6%	9	15.8%	3	5.3%	4	7.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	9	15.8%	26	45.6%	15	26.3%	5	8.8%	1	1.8%	1	1.8%
Q45	Our school maintains facilities that support student learning.	20	35.1%	27	47.4%	9	15.8%	1	1.8%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	19	33.3%	30	52.6%	4	7.0%	2	3.5%	2	3.5%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	21	37.5%	22	39.3%	11	19.6%	0	0.0%	1	1.8%	1	1.8%

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		Walsingham Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	19	33.9%	23	41.1%	13	23.2%	0	0.0%	0	0.0%	1	1.8%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	21	37.5%	22	39.3%	12	21.4%	0	0.0%	0	0.0%	1	1.8%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	18	32.1%	22	39.3%	13	23.2%	1	1.8%	1	1.8%	1	1.8%
Q51	Our school uses data to monitor student readiness and success at the next level.	21	37.5%	24	42.9%	9	16.1%	0	0.0%	1	1.8%	1	1.8%
Q52	Our school leaders monitor data related to student achievement.	22	39.3%	28	50.0%	5	8.9%	0	0.0%	0	0.0%	1	1.8%
Q53	Our school leaders monitor data related to school continuous improvement goals.	24	42.9%	24	42.9%	7	12.5%	0	0.0%	0	0.0%	1	1.8%

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		Westgate Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	27	69.2%	12	30.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	24	61.5%	10	25.6%	3	7.7%	2	5.1%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	21	53.8%	13	33.3%	5	12.8%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	21	53.8%	17	43.6%	1	2.6%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	23	59.0%	15	38.5%	1	2.6%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	18	46.2%	16	41.0%	5	12.8%	0	0.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	11	28.2%	22	56.4%	6	15.4%	0	0.0%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	16	41.0%	16	41.0%	5	12.8%	2	5.1%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	25	64.1%	13	33.3%	1	2.6%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	13	33.3%	17	43.6%	7	17.9%	1	2.6%	1	2.6%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	22	56.4%	16	41.0%	0	0.0%	1	2.6%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	16	41.0%	20	51.3%	3	7.7%	0	0.0%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	10	25.6%	24	61.5%	4	10.3%	1	2.6%	0	0.0%	0	0.0%

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		Westgate Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	12	30.8%	17	43.6%	7	17.9%	3	7.7%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	19	48.7%	14	35.9%	6	15.4%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	11	32.4%	15	44.1%	4	11.8%	3	8.8%	0	0.0%	1	2.9%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	8	23.5%	15	44.1%	7	20.6%	3	8.8%	0	0.0%	1	2.9%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	9	26.5%	16	47.1%	6	17.6%	2	5.9%	0	0.0%	1	2.9%
Q19	All teachers in our school use a variety of technologies as instructional resources.	11	32.4%	15	44.1%	5	14.7%	2	5.9%	0	0.0%	1	2.9%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	10	29.4%	16	47.1%	5	14.7%	2	5.9%	0	0.0%	1	2.9%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	7	20.6%	17	50.0%	7	20.6%	2	5.9%	0	0.0%	1	2.9%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	6	17.6%	17	50.0%	8	23.5%	2	5.9%	0	0.0%	1	2.9%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	13	38.2%	10	29.4%	8	23.5%	2	5.9%	0	0.0%	1	2.9%

**Pinellas County Schools
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		Westgate Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	16	47.1%	13	38.2%	2	5.9%	3	8.8%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	11	32.4%	15	44.1%	5	14.7%	2	5.9%	0	0.0%	1	2.9%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	7	20.6%	17	50.0%	6	17.6%	4	11.8%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	9	26.5%	15	44.1%	5	14.7%	4	11.8%	1	2.9%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	9	26.5%	11	32.4%	13	38.2%	0	0.0%	0	0.0%	1	2.9%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	9	26.5%	17	50.0%	6	17.6%	1	2.9%	0	0.0%	1	2.9%
Q30	In our school, staff members provide peer coaching to teachers.	8	23.5%	16	47.1%	8	23.5%	1	2.9%	0	0.0%	1	2.9%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	13	38.2%	13	38.2%	7	20.6%	0	0.0%	0	0.0%	1	2.9%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	10	29.4%	18	52.9%	4	11.8%	2	5.9%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	7	20.6%	16	47.1%	10	29.4%	1	2.9%	0	0.0%	0	0.0%

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		Westgate Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	9	26.5%	17	50.0%	5	14.7%	2	5.9%	0	0.0%	1	2.9%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	13	38.2%	13	38.2%	6	17.6%	1	2.9%	0	0.0%	1	2.9%
Q36	Our school provides qualified staff members to support student learning.	15	44.1%	13	38.2%	4	11.8%	2	5.9%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	10	29.4%	16	47.1%	2	5.9%	5	14.7%	1	2.9%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	9	26.5%	15	44.1%	2	5.9%	7	20.6%	0	0.0%	1	2.9%
Q39	Our school provides protected instructional time.	13	38.2%	16	47.1%	2	5.9%	1	2.9%	2	5.9%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	11	32.4%	16	47.1%	5	14.7%	1	2.9%	0	0.0%	1	2.9%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	8	23.5%	16	47.1%	5	14.7%	4	11.8%	1	2.9%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	8	23.5%	14	41.2%	6	17.6%	6	17.6%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	9	26.5%	9	26.5%	10	29.4%	5	14.7%	0	0.0%	1	2.9%
Q44	Our school provides opportunities for students to participate in activities that interest them.	9	26.5%	11	32.4%	10	29.4%	4	11.8%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	11	32.4%	22	64.7%	1	2.9%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	14	41.2%	18	52.9%	2	5.9%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	12	35.3%	20	58.8%	2	5.9%	0	0.0%	0	0.0%	0	0.0%

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		Westgate Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	11	32.4%	18	52.9%	4	11.8%	1	2.9%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	12	35.3%	19	55.9%	3	8.8%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	8	23.5%	18	52.9%	6	17.6%	2	5.9%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	12	35.3%	17	50.0%	3	8.8%	2	5.9%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	17	50.0%	14	41.2%	3	8.8%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	15	44.1%	17	50.0%	2	5.9%	0	0.0%	0	0.0%	0	0.0%

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		Woodlawn Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	18	31.0%	35	60.3%	3	5.2%	2	3.4%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	10	17.2%	32	55.2%	14	24.1%	1	1.7%	1	1.7%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	11	19.0%	31	53.4%	14	24.1%	2	3.4%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	10	17.2%	36	62.1%	9	15.5%	2	3.4%	1	1.7%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	11	19.0%	37	63.8%	8	13.8%	2	3.4%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	7	12.5%	33	58.9%	13	23.2%	3	5.4%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	5	8.9%	32	57.1%	17	30.4%	1	1.8%	0	0.0%	1	1.8%
Q8	Our school's leaders support an innovative and collaborative culture.	8	14.3%	22	39.3%	15	26.8%	9	16.1%	2	3.6%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	16	28.6%	32	57.1%	7	12.5%	1	1.8%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	9	16.1%	26	46.4%	17	30.4%	4	7.1%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	15	26.8%	33	58.9%	7	12.5%	1	1.8%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	9	16.1%	29	51.8%	16	28.6%	0	0.0%	1	1.8%	1	1.8%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	8	14.3%	30	53.6%	14	25.0%	3	5.4%	1	1.8%	0	0.0%

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		Woodlawn Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	6	10.7%	27	48.2%	16	28.6%	5	8.9%	2	3.6%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	8	14.3%	28	50.0%	15	26.8%	4	7.1%	1	1.8%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	11	20.8%	30	56.6%	10	18.9%	1	1.9%	0	0.0%	1	1.9%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	10	18.9%	33	62.3%	8	15.1%	1	1.9%	0	0.0%	1	1.9%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	10	18.9%	33	62.3%	7	13.2%	2	3.8%	0	0.0%	1	1.9%
Q19	All teachers in our school use a variety of technologies as instructional resources.	16	30.2%	30	56.6%	6	11.3%	0	0.0%	0	0.0%	1	1.9%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	14	26.4%	33	62.3%	6	11.3%	0	0.0%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	13	24.5%	27	50.9%	11	20.8%	1	1.9%	0	0.0%	1	1.9%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	12	22.6%	33	62.3%	7	13.2%	1	1.9%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	6	11.3%	35	66.0%	12	22.6%	0	0.0%	0	0.0%	0	0.0%

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		Woodlawn Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	15	28.3%	28	52.8%	8	15.1%	1	1.9%	0	0.0%	1	1.9%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	9	17.0%	30	56.6%	12	22.6%	1	1.9%	0	0.0%	1	1.9%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	7	13.2%	31	58.5%	12	22.6%	1	1.9%	1	1.9%	1	1.9%
Q27	In our school, related learning support services are provided for all students based on their needs.	10	18.9%	28	52.8%	12	22.6%	2	3.8%	1	1.9%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	10	18.9%	29	54.7%	13	24.5%	0	0.0%	0	0.0%	1	1.9%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	13	24.5%	30	56.6%	10	18.9%	0	0.0%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	11	20.8%	23	43.4%	15	28.3%	4	7.5%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	8	15.1%	25	47.2%	16	30.2%	4	7.5%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	11	20.8%	32	60.4%	9	17.0%	0	0.0%	0	0.0%	1	1.9%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	7	13.2%	31	58.5%	12	22.6%	2	3.8%	0	0.0%	1	1.9%

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		Woodlawn Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	8	15.1%	27	50.9%	12	22.6%	5	9.4%	1	1.9%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	8	15.1%	26	49.1%	14	26.4%	3	5.7%	1	1.9%	1	1.9%
Q36	Our school provides qualified staff members to support student learning.	11	21.2%	35	67.3%	5	9.6%	1	1.9%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	6	11.5%	29	55.8%	14	26.9%	1	1.9%	1	1.9%	1	1.9%
Q38	Our school provides sufficient material resources to meet student needs.	7	13.5%	31	59.6%	12	23.1%	2	3.8%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	9	17.3%	30	57.7%	9	17.3%	3	5.8%	1	1.9%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	7	13.5%	38	73.1%	7	13.5%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	7	13.5%	33	63.5%	12	23.1%	0	0.0%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	8	15.4%	30	57.7%	13	25.0%	0	0.0%	0	0.0%	1	1.9%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	11	21.2%	24	46.2%	10	19.2%	5	9.6%	1	1.9%	1	1.9%
Q44	Our school provides opportunities for students to participate in activities that interest them.	4	7.7%	34	65.4%	11	21.2%	2	3.8%	1	1.9%	0	0.0%
Q45	Our school maintains facilities that support student learning.	8	15.4%	35	67.3%	9	17.3%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	10	19.2%	28	53.8%	12	23.1%	2	3.8%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	10	19.6%	32	62.7%	8	15.7%	0	0.0%	0	0.0%	1	2.0%

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		Woodlawn Elementary											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	10	19.6%	33	64.7%	7	13.7%	0	0.0%	0	0.0%	1	2.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	10	19.6%	33	64.7%	8	15.7%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	7	13.7%	26	51.0%	11	21.6%	7	13.7%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	10	19.6%	34	66.7%	7	13.7%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	12	23.5%	33	64.7%	5	9.8%	0	0.0%	0	0.0%	1	2.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	9	17.6%	33	64.7%	7	13.7%	1	2.0%	0	0.0%	1	2.0%

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		Azalea Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	38	59.4%	24	37.5%	2	3.1%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	32	50.0%	27	42.2%	5	7.8%	0	0.0%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	32	50.0%	27	42.2%	4	6.3%	1	1.6%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	35	54.7%	27	42.2%	2	3.1%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	40	62.5%	23	35.9%	1	1.6%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	28	48.3%	22	37.9%	6	10.3%	2	3.4%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	21	36.2%	27	46.6%	8	13.8%	1	1.7%	0	0.0%	1	1.7%
Q8	Our school's leaders support an innovative and collaborative culture.	35	60.3%	19	32.8%	4	6.9%	0	0.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	33	56.9%	21	36.2%	4	6.9%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	22	37.9%	29	50.0%	3	5.2%	4	6.9%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	28	48.3%	28	48.3%	1	1.7%	1	1.7%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	26	44.8%	29	50.0%	0	0.0%	3	5.2%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	20	34.5%	29	50.0%	4	6.9%	4	6.9%	0	0.0%	1	1.7%

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		Azalea Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	21	36.2%	28	48.3%	8	13.8%	1	1.7%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	27	46.6%	28	48.3%	3	5.2%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	16	28.1%	27	47.4%	9	15.8%	4	7.0%	0	0.0%	1	1.8%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	15	26.3%	26	45.6%	12	21.1%	3	5.3%	0	0.0%	1	1.8%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	17	29.8%	26	45.6%	8	14.0%	5	8.8%	0	0.0%	1	1.8%
Q19	All teachers in our school use a variety of technologies as instructional resources.	16	28.1%	34	59.6%	4	7.0%	2	3.5%	0	0.0%	1	1.8%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	21	36.8%	26	45.6%	7	12.3%	2	3.5%	0	0.0%	1	1.8%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	18	31.6%	23	40.4%	9	15.8%	6	10.5%	0	0.0%	1	1.8%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	17	29.8%	26	45.6%	10	17.5%	3	5.3%	0	0.0%	1	1.8%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	14	24.6%	22	38.6%	10	17.5%	6	10.5%	4	7.0%	1	1.8%

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		Azalea Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	30	52.6%	23	40.4%	2	3.5%	1	1.8%	0	0.0%	1	1.8%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	20	35.1%	29	50.9%	7	12.3%	0	0.0%	0	0.0%	1	1.8%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	18	31.6%	32	56.1%	4	7.0%	2	3.5%	0	0.0%	1	1.8%
Q27	In our school, related learning support services are provided for all students based on their needs.	22	38.6%	27	47.4%	6	10.5%	1	1.8%	1	1.8%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	22	38.6%	27	47.4%	7	12.3%	1	1.8%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	17	29.8%	26	45.6%	10	17.5%	4	7.0%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	23	40.4%	27	47.4%	6	10.5%	1	1.8%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	22	38.6%	31	54.4%	2	3.5%	1	1.8%	0	0.0%	1	1.8%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	28	49.1%	26	45.6%	1	1.8%	1	1.8%	0	0.0%	1	1.8%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	24	42.1%	25	43.9%	6	10.5%	1	1.8%	0	0.0%	1	1.8%

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		Azalea Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	11	19.3%	26	45.6%	14	24.6%	4	7.0%	1	1.8%	1	1.8%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	16	28.1%	30	52.6%	9	15.8%	2	3.5%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	21	37.5%	33	58.9%	2	3.6%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	26	46.4%	25	44.6%	4	7.1%	0	0.0%	1	1.8%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	23	41.1%	28	50.0%	3	5.4%	1	1.8%	1	1.8%	0	0.0%
Q39	Our school provides protected instructional time.	21	37.5%	27	48.2%	6	10.7%	2	3.6%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	23	41.1%	32	57.1%	1	1.8%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	23	41.1%	29	51.8%	2	3.6%	2	3.6%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	20	35.7%	31	55.4%	3	5.4%	2	3.6%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	23	41.1%	30	53.6%	2	3.6%	1	1.8%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	25	44.6%	28	50.0%	3	5.4%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	25	44.6%	28	50.0%	0	0.0%	3	5.4%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	27	48.2%	26	46.4%	3	5.4%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	30	53.6%	23	41.1%	3	5.4%	0	0.0%	0	0.0%	0	0.0%

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		Azalea Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	21	37.5%	28	50.0%	5	8.9%	2	3.6%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	23	41.1%	26	46.4%	7	12.5%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	14	25.0%	30	53.6%	11	19.6%	1	1.8%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	26	46.4%	28	50.0%	2	3.6%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	32	57.1%	24	42.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	31	55.4%	25	44.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

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		Bay Point Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	33	66.0%	16	32.0%	1	2.0%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	20	40.0%	21	42.0%	6	12.0%	2	4.0%	0	0.0%	1	2.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	23	46.0%	18	36.0%	7	14.0%	2	4.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	23	46.0%	22	44.0%	3	6.0%	2	4.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	26	52.0%	19	38.0%	5	10.0%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	21	44.7%	21	44.7%	4	8.5%	1	2.1%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	19	40.4%	21	44.7%	5	10.6%	2	4.3%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	27	57.4%	14	29.8%	5	10.6%	1	2.1%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	33	70.2%	12	25.5%	1	2.1%	1	2.1%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	28	59.6%	15	31.9%	1	2.1%	2	4.3%	1	2.1%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	32	68.1%	14	29.8%	1	2.1%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	27	57.4%	16	34.0%	3	6.4%	1	2.1%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	27	57.4%	16	34.0%	4	8.5%	0	0.0%	0	0.0%	0	0.0%

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		Bay Point Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	20	42.6%	22	46.8%	1	2.1%	4	8.5%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	21	44.7%	18	38.3%	8	17.0%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	14	31.8%	21	47.7%	9	20.5%	0	0.0%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	16	36.4%	18	40.9%	10	22.7%	0	0.0%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	13	29.5%	23	52.3%	7	15.9%	1	2.3%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	17	38.6%	19	43.2%	8	18.2%	0	0.0%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	18	40.9%	17	38.6%	9	20.5%	0	0.0%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	15	34.1%	18	40.9%	11	25.0%	0	0.0%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	14	31.8%	16	36.4%	14	31.8%	0	0.0%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	15	34.1%	20	45.5%	7	15.9%	2	4.5%	0	0.0%	0	0.0%

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		Bay Point Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	23	52.3%	18	40.9%	3	6.8%	0	0.0%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	17	38.6%	18	40.9%	7	15.9%	2	4.5%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	15	34.1%	25	56.8%	3	6.8%	1	2.3%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	14	31.8%	25	56.8%	3	6.8%	2	4.5%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	14	31.8%	19	43.2%	8	18.2%	3	6.8%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	15	34.1%	20	45.5%	8	18.2%	1	2.3%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	20	45.5%	16	36.4%	7	15.9%	1	2.3%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	19	43.2%	19	43.2%	5	11.4%	0	0.0%	1	2.3%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	22	50.0%	19	43.2%	3	6.8%	0	0.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	20	45.5%	19	43.2%	3	6.8%	2	4.5%	0	0.0%	0	0.0%

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		Bay Point Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	10	22.7%	21	47.7%	11	25.0%	2	4.5%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	16	36.4%	18	40.9%	7	15.9%	2	4.5%	0	0.0%	1	2.3%
Q36	Our school provides qualified staff members to support student learning.	20	47.6%	18	42.9%	3	7.1%	1	2.4%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	23	54.8%	15	35.7%	2	4.8%	2	4.8%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	15	35.7%	20	47.6%	3	7.1%	4	9.5%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	23	54.8%	15	35.7%	3	7.1%	1	2.4%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	22	52.4%	15	35.7%	5	11.9%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	21	50.0%	15	35.7%	5	11.9%	0	0.0%	1	2.4%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	19	45.2%	17	40.5%	5	11.9%	0	0.0%	1	2.4%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	22	52.4%	16	38.1%	2	4.8%	2	4.8%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	22	52.4%	18	42.9%	1	2.4%	1	2.4%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	25	59.5%	15	35.7%	2	4.8%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	27	64.3%	14	33.3%	1	2.4%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	20	47.6%	18	42.9%	4	9.5%	0	0.0%	0	0.0%	0	0.0%

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		Bay Point Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	15	35.7%	19	45.2%	8	19.0%	0	0.0%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	17	40.5%	19	45.2%	6	14.3%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	15	35.7%	15	35.7%	10	23.8%	2	4.8%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	17	40.5%	21	50.0%	4	9.5%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	18	42.9%	18	42.9%	6	14.3%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	20	47.6%	18	42.9%	4	9.5%	0	0.0%	0	0.0%	0	0.0%

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		Carwise Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	60	68.2%	25	28.4%	3	3.4%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	41	46.6%	31	35.2%	12	13.6%	4	4.5%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	39	44.3%	38	43.2%	8	9.1%	3	3.4%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	39	44.3%	40	45.5%	7	8.0%	2	2.3%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	52	59.1%	30	34.1%	4	4.5%	2	2.3%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	30	35.7%	35	41.7%	15	17.9%	4	4.8%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	19	22.6%	32	38.1%	27	32.1%	5	6.0%	1	1.2%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	21	25.0%	36	42.9%	12	14.3%	13	15.5%	2	2.4%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	41	48.8%	32	38.1%	8	9.5%	3	3.6%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	28	33.3%	24	28.6%	18	21.4%	7	8.3%	4	4.8%	3	3.6%
Q11	Our school's leaders hold all staff members accountable for student learning.	41	48.8%	29	34.5%	10	11.9%	3	3.6%	0	0.0%	1	1.2%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	31	36.9%	30	35.7%	10	11.9%	11	13.1%	1	1.2%	1	1.2%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	25	29.8%	36	42.9%	18	21.4%	4	4.8%	1	1.2%	0	0.0%

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		Carwise Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	23	27.4%	39	46.4%	17	20.2%	5	6.0%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	31	36.9%	36	42.9%	15	17.9%	2	2.4%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	20	24.7%	29	35.8%	21	25.9%	9	11.1%	2	2.5%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	18	22.2%	27	33.3%	23	28.4%	11	13.6%	2	2.5%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	19	23.5%	30	37.0%	23	28.4%	7	8.6%	2	2.5%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	19	23.5%	32	39.5%	25	30.9%	4	4.9%	1	1.2%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	20	24.7%	38	46.9%	21	25.9%	2	2.5%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	19	23.5%	34	42.0%	20	24.7%	7	8.6%	1	1.2%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	17	21.0%	33	40.7%	24	29.6%	6	7.4%	1	1.2%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	17	21.0%	24	29.6%	26	32.1%	13	16.0%	1	1.2%	0	0.0%

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		Carwise Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	22	27.2%	33	40.7%	19	23.5%	6	7.4%	1	1.2%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	17	21.0%	27	33.3%	25	30.9%	9	11.1%	3	3.7%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	24	29.6%	32	39.5%	19	23.5%	5	6.2%	1	1.2%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	22	27.2%	28	34.6%	25	30.9%	6	7.4%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	16	19.8%	28	34.6%	22	27.2%	15	18.5%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	20	24.7%	28	34.6%	23	28.4%	10	12.3%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	14	17.3%	31	38.3%	27	33.3%	8	9.9%	1	1.2%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	15	18.5%	30	37.0%	24	29.6%	8	9.9%	3	3.7%	1	1.2%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	22	27.2%	36	44.4%	16	19.8%	7	8.6%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	16	19.8%	40	49.4%	19	23.5%	5	6.2%	1	1.2%	0	0.0%

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		Carwise Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	14	17.3%	35	43.2%	25	30.9%	7	8.6%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	17	21.0%	47	58.0%	17	21.0%	0	0.0%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	28	36.4%	41	53.2%	7	9.1%	1	1.3%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	20	26.0%	42	54.5%	10	13.0%	4	5.2%	1	1.3%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	18	23.4%	35	45.5%	12	15.6%	9	11.7%	3	3.9%	0	0.0%
Q39	Our school provides protected instructional time.	21	27.3%	35	45.5%	16	20.8%	4	5.2%	0	0.0%	1	1.3%
Q40	Our school provides a variety of information resources to support student learning.	16	20.8%	47	61.0%	11	14.3%	2	2.6%	1	1.3%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	20	26.0%	27	35.1%	21	27.3%	7	9.1%	2	2.6%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	18	23.4%	30	39.0%	20	26.0%	7	9.1%	1	1.3%	1	1.3%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	24	31.2%	31	40.3%	17	22.1%	2	2.6%	3	3.9%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	20	26.0%	36	46.8%	15	19.5%	5	6.5%	1	1.3%	0	0.0%
Q45	Our school maintains facilities that support student learning.	32	41.6%	39	50.6%	5	6.5%	1	1.3%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	43	55.8%	30	39.0%	3	3.9%	0	0.0%	1	1.3%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	25	32.9%	41	53.9%	8	10.5%	2	2.6%	0	0.0%	0	0.0%

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		Carwise Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	20	26.3%	30	39.5%	21	27.6%	5	6.6%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	20	26.3%	34	44.7%	17	22.4%	4	5.3%	0	0.0%	1	1.3%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	15	19.7%	29	38.2%	22	28.9%	10	13.2%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	23	30.3%	35	46.1%	15	19.7%	3	3.9%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	28	36.8%	36	47.4%	12	15.8%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	31	40.8%	33	43.4%	12	15.8%	0	0.0%	0	0.0%	0	0.0%

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		Clearwater Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	52	82.5%	9	14.3%	1	1.6%	0	0.0%	1	1.6%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	40	63.5%	17	27.0%	4	6.3%	2	3.2%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	43	68.3%	15	23.8%	3	4.8%	2	3.2%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	35	55.6%	24	38.1%	3	4.8%	1	1.6%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	45	71.4%	14	22.2%	4	6.3%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	31	50.8%	21	34.4%	7	11.5%	2	3.3%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	21	34.4%	24	39.3%	14	23.0%	2	3.3%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	29	47.5%	24	39.3%	5	8.2%	3	4.9%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	47	77.0%	9	14.8%	2	3.3%	3	4.9%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	37	60.7%	15	24.6%	6	9.8%	2	3.3%	1	1.6%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	40	65.6%	14	23.0%	6	9.8%	1	1.6%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	26	42.6%	24	39.3%	8	13.1%	3	4.9%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	24	39.3%	27	44.3%	6	9.8%	4	6.6%	0	0.0%	0	0.0%

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		Clearwater Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	30	49.2%	25	41.0%	3	4.9%	3	4.9%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	32	52.5%	23	37.7%	4	6.6%	1	1.6%	1	1.6%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	18	30.0%	27	45.0%	9	15.0%	5	8.3%	0	0.0%	1	1.7%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	16	26.7%	31	51.7%	8	13.3%	4	6.7%	0	0.0%	1	1.7%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	17	28.3%	27	45.0%	12	20.0%	3	5.0%	0	0.0%	1	1.7%
Q19	All teachers in our school use a variety of technologies as instructional resources.	21	35.0%	28	46.7%	8	13.3%	2	3.3%	0	0.0%	1	1.7%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	21	35.0%	31	51.7%	6	10.0%	1	1.7%	0	0.0%	1	1.7%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	13	21.7%	32	53.3%	11	18.3%	3	5.0%	0	0.0%	1	1.7%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	16	26.7%	27	45.0%	12	20.0%	4	6.7%	0	0.0%	1	1.7%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	15	25.0%	31	51.7%	10	16.7%	3	5.0%	0	0.0%	1	1.7%

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		Clearwater Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	30	50.0%	22	36.7%	6	10.0%	1	1.7%	0	0.0%	1	1.7%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	17	28.3%	30	50.0%	12	20.0%	0	0.0%	0	0.0%	1	1.7%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	31	51.7%	25	41.7%	2	3.3%	2	3.3%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	31	51.7%	22	36.7%	6	10.0%	0	0.0%	1	1.7%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	26	43.3%	20	33.3%	12	20.0%	1	1.7%	0	0.0%	1	1.7%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	22	36.7%	25	41.7%	10	16.7%	2	3.3%	0	0.0%	1	1.7%
Q30	In our school, staff members provide peer coaching to teachers.	20	33.3%	25	41.7%	14	23.3%	0	0.0%	0	0.0%	1	1.7%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	25	41.7%	24	40.0%	10	16.7%	1	1.7%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	29	48.3%	25	41.7%	5	8.3%	0	0.0%	0	0.0%	1	1.7%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	26	43.3%	25	41.7%	8	13.3%	1	1.7%	0	0.0%	0	0.0%

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		Clearwater Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	29	48.3%	24	40.0%	5	8.3%	2	3.3%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	35	58.3%	22	36.7%	2	3.3%	1	1.7%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	31	53.4%	25	43.1%	2	3.4%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	34	58.6%	22	37.9%	1	1.7%	1	1.7%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	30	51.7%	24	41.4%	2	3.4%	2	3.4%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	34	58.6%	21	36.2%	2	3.4%	0	0.0%	1	1.7%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	34	58.6%	21	36.2%	3	5.2%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	26	44.8%	29	50.0%	2	3.4%	1	1.7%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	25	43.1%	30	51.7%	2	3.4%	0	0.0%	1	1.7%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	33	56.9%	22	37.9%	3	5.2%	0	0.0%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	13	22.4%	35	60.3%	6	10.3%	2	3.4%	2	3.4%	0	0.0%
Q45	Our school maintains facilities that support student learning.	29	50.0%	23	39.7%	3	5.2%	1	1.7%	2	3.4%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	31	53.4%	21	36.2%	5	8.6%	0	0.0%	1	1.7%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	26	44.8%	24	41.4%	8	13.8%	0	0.0%	0	0.0%	0	0.0%

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		Clearwater Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	21	36.2%	25	43.1%	11	19.0%	0	0.0%	0	0.0%	1	1.7%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	23	39.7%	30	51.7%	5	8.6%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	15	25.9%	28	48.3%	14	24.1%	0	0.0%	0	0.0%	1	1.7%
Q51	Our school uses data to monitor student readiness and success at the next level.	29	50.0%	28	48.3%	1	1.7%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	31	53.4%	22	37.9%	4	6.9%	1	1.7%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	33	56.9%	22	37.9%	3	5.2%	0	0.0%	0	0.0%	0	0.0%

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		Clearwater Intermediate											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	30	62.5%	17	35.4%	0	0.0%	0	0.0%	1	2.1%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	20	41.7%	25	52.1%	1	2.1%	1	2.1%	1	2.1%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	19	39.6%	27	56.3%	1	2.1%	0	0.0%	1	2.1%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	26	54.2%	20	41.7%	1	2.1%	0	0.0%	1	2.1%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	24	50.0%	20	41.7%	2	4.2%	0	0.0%	2	4.2%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	16	34.0%	23	48.9%	7	14.9%	1	2.1%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	11	23.4%	27	57.4%	9	19.1%	0	0.0%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	18	38.3%	26	55.3%	3	6.4%	0	0.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	28	59.6%	18	38.3%	1	2.1%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	14	29.8%	24	51.1%	8	17.0%	1	2.1%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	22	46.8%	24	51.1%	1	2.1%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	18	38.3%	24	51.1%	4	8.5%	0	0.0%	0	0.0%	1	2.1%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	14	29.8%	24	51.1%	7	14.9%	1	2.1%	0	0.0%	1	2.1%

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		Clearwater Intermediate											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	18	38.3%	22	46.8%	6	12.8%	1	2.1%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	17	36.2%	28	59.6%	2	4.3%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	11	25.0%	21	47.7%	7	15.9%	3	6.8%	1	2.3%	1	2.3%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	9	20.5%	21	47.7%	8	18.2%	5	11.4%	0	0.0%	1	2.3%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	11	25.0%	23	52.3%	6	13.6%	3	6.8%	0	0.0%	1	2.3%
Q19	All teachers in our school use a variety of technologies as instructional resources.	10	22.7%	21	47.7%	9	20.5%	3	6.8%	0	0.0%	1	2.3%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	13	29.5%	26	59.1%	4	9.1%	1	2.3%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	11	25.0%	20	45.5%	9	20.5%	3	6.8%	0	0.0%	1	2.3%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	8	18.2%	21	47.7%	11	25.0%	2	4.5%	1	2.3%	1	2.3%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	7	15.9%	23	52.3%	10	22.7%	3	6.8%	0	0.0%	1	2.3%

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		Clearwater Intermediate											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	20	45.5%	17	38.6%	6	13.6%	1	2.3%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	13	29.5%	23	52.3%	7	15.9%	1	2.3%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	13	29.5%	18	40.9%	10	22.7%	2	4.5%	0	0.0%	1	2.3%
Q27	In our school, related learning support services are provided for all students based on their needs.	15	34.1%	27	61.4%	2	4.5%	0	0.0%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	10	22.7%	27	61.4%	4	9.1%	2	4.5%	0	0.0%	1	2.3%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	11	25.0%	22	50.0%	9	20.5%	2	4.5%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	7	15.9%	29	65.9%	7	15.9%	1	2.3%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	15	34.1%	23	52.3%	5	11.4%	1	2.3%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	21	47.7%	22	50.0%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	18	40.9%	24	54.5%	2	4.5%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Clearwater Intermediate											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	6	13.6%	28	63.6%	7	15.9%	2	4.5%	1	2.3%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	10	22.7%	29	65.9%	3	6.8%	2	4.5%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	16	36.4%	28	63.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	17	38.6%	27	61.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	14	31.8%	29	65.9%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	13	29.5%	27	61.4%	3	6.8%	1	2.3%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	14	31.8%	30	68.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	9	20.5%	26	59.1%	8	18.2%	0	0.0%	0	0.0%	1	2.3%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	8	18.2%	29	65.9%	6	13.6%	0	0.0%	0	0.0%	1	2.3%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	16	36.4%	28	63.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	4	9.1%	20	45.5%	10	22.7%	9	20.5%	0	0.0%	1	2.3%
Q45	Our school maintains facilities that support student learning.	14	31.8%	29	65.9%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	15	34.1%	29	65.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	13	31.0%	28	66.7%	1	2.4%	0	0.0%	0	0.0%	0	0.0%

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		Clearwater Intermediate											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	9	21.4%	25	59.5%	5	11.9%	3	7.1%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	11	26.2%	26	61.9%	4	9.5%	0	0.0%	0	0.0%	1	2.4%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	10	23.8%	27	64.3%	4	9.5%	0	0.0%	0	0.0%	1	2.4%
Q51	Our school uses data to monitor student readiness and success at the next level.	8	19.0%	27	64.3%	5	11.9%	0	0.0%	0	0.0%	2	4.8%
Q52	Our school leaders monitor data related to student achievement.	13	31.0%	26	61.9%	2	4.8%	0	0.0%	0	0.0%	1	2.4%
Q53	Our school leaders monitor data related to school continuous improvement goals.	14	33.3%	26	61.9%	1	2.4%	0	0.0%	0	0.0%	1	2.4%

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		Dunedin Highland Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	24	45.3%	24	45.3%	5	9.4%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	16	30.2%	27	50.9%	7	13.2%	3	5.7%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	13	24.5%	30	56.6%	8	15.1%	2	3.8%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	10	18.9%	34	64.2%	3	5.7%	6	11.3%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	15	28.3%	28	52.8%	8	15.1%	2	3.8%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	8	16.7%	23	47.9%	11	22.9%	3	6.3%	2	4.2%	1	2.1%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	7	14.6%	22	45.8%	11	22.9%	6	12.5%	1	2.1%	1	2.1%
Q8	Our school's leaders support an innovative and collaborative culture.	12	25.0%	25	52.1%	10	20.8%	1	2.1%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	12	25.0%	27	56.3%	4	8.3%	3	6.3%	2	4.2%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	10	20.8%	22	45.8%	9	18.8%	4	8.3%	3	6.3%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	13	27.1%	29	60.4%	5	10.4%	1	2.1%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	8	16.7%	25	52.1%	10	20.8%	4	8.3%	0	0.0%	1	2.1%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	8	16.7%	27	56.3%	9	18.8%	3	6.3%	0	0.0%	1	2.1%

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		Dunedin Highland Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	11	22.9%	23	47.9%	7	14.6%	7	14.6%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	11	22.9%	28	58.3%	5	10.4%	3	6.3%	0	0.0%	1	2.1%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	6	14.0%	19	44.2%	11	25.6%	4	9.3%	2	4.7%	1	2.3%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	4	9.3%	16	37.2%	14	32.6%	6	14.0%	2	4.7%	1	2.3%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	5	11.6%	16	37.2%	15	34.9%	3	7.0%	2	4.7%	2	4.7%
Q19	All teachers in our school use a variety of technologies as instructional resources.	4	9.3%	18	41.9%	13	30.2%	4	9.3%	3	7.0%	1	2.3%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	7	16.3%	20	46.5%	10	23.3%	1	2.3%	3	7.0%	2	4.7%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	3	7.0%	22	51.2%	9	20.9%	5	11.6%	2	4.7%	2	4.7%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	3	7.0%	23	53.5%	11	25.6%	2	4.7%	2	4.7%	2	4.7%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	4	9.3%	16	37.2%	14	32.6%	6	14.0%	2	4.7%	1	2.3%

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		Dunedin Highland Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	8	18.6%	23	53.5%	10	23.3%	1	2.3%	0	0.0%	1	2.3%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	4	9.3%	18	41.9%	9	20.9%	8	18.6%	1	2.3%	3	7.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	2	4.7%	24	55.8%	8	18.6%	6	14.0%	2	4.7%	1	2.3%
Q27	In our school, related learning support services are provided for all students based on their needs.	4	9.3%	29	67.4%	4	9.3%	2	4.7%	3	7.0%	1	2.3%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	6	14.0%	17	39.5%	12	27.9%	6	14.0%	0	0.0%	2	4.7%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	5	11.6%	19	44.2%	12	27.9%	4	9.3%	1	2.3%	2	4.7%
Q30	In our school, staff members provide peer coaching to teachers.	3	7.0%	27	62.8%	6	14.0%	5	11.6%	0	0.0%	2	4.7%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	2	4.7%	22	51.2%	7	16.3%	8	18.6%	2	4.7%	2	4.7%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	7	16.3%	21	48.8%	11	25.6%	3	7.0%	1	2.3%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	8	18.6%	21	48.8%	8	18.6%	5	11.6%	1	2.3%	0	0.0%

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		Dunedin Highland Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	3	7.0%	19	44.2%	16	37.2%	4	9.3%	1	2.3%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	7	16.3%	20	46.5%	8	18.6%	3	7.0%	3	7.0%	2	4.7%
Q36	Our school provides qualified staff members to support student learning.	6	14.6%	24	58.5%	9	22.0%	1	2.4%	0	0.0%	1	2.4%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	5	12.2%	21	51.2%	8	19.5%	5	12.2%	1	2.4%	1	2.4%
Q38	Our school provides sufficient material resources to meet student needs.	3	7.3%	16	39.0%	8	19.5%	8	19.5%	5	12.2%	1	2.4%
Q39	Our school provides protected instructional time.	4	9.8%	23	56.1%	6	14.6%	4	9.8%	3	7.3%	1	2.4%
Q40	Our school provides a variety of information resources to support student learning.	5	12.2%	25	61.0%	7	17.1%	1	2.4%	3	7.3%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	3	7.3%	19	46.3%	8	19.5%	8	19.5%	3	7.3%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	1	2.4%	18	43.9%	12	29.3%	7	17.1%	2	4.9%	1	2.4%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	8	19.5%	18	43.9%	10	24.4%	4	9.8%	1	2.4%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	10	24.4%	27	65.9%	3	7.3%	0	0.0%	1	2.4%	0	0.0%
Q45	Our school maintains facilities that support student learning.	13	31.7%	23	56.1%	5	12.2%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	13	31.7%	24	58.5%	3	7.3%	1	2.4%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	11	26.8%	27	65.9%	2	4.9%	0	0.0%	0	0.0%	1	2.4%

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		Dunedin Highland Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	10	24.4%	15	36.6%	14	34.1%	1	2.4%	0	0.0%	1	2.4%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	10	24.4%	20	48.8%	9	22.0%	1	2.4%	0	0.0%	1	2.4%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	3	7.3%	16	39.0%	10	24.4%	9	22.0%	1	2.4%	2	4.9%
Q51	Our school uses data to monitor student readiness and success at the next level.	8	19.5%	25	61.0%	5	12.2%	1	2.4%	1	2.4%	1	2.4%
Q52	Our school leaders monitor data related to student achievement.	13	31.7%	25	61.0%	3	7.3%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	12	29.3%	26	63.4%	2	4.9%	0	0.0%	1	2.4%	0	0.0%

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		East Lake Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	17	89.5%	1	5.3%	1	5.3%	0	0.0%	0.0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	12	63.2%	6	31.6%	1	5.3%	0	0.0%	0.0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	15	78.9%	3	15.8%	1	5.3%	0	0.0%	0.0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	14	73.7%	4	21.1%	1	5.3%	0	0.0%	0.0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	10	52.6%	7	36.8%	2	10.5%	0	0.0%	0.0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	10	52.6%	7	36.8%	2	10.5%	0	0.0%	0.0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	10	52.6%	7	36.8%	1	5.3%	1	5.3%	0.0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	13	68.4%	4	21.1%	1	5.3%	1	5.3%	0.0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	13	68.4%	5	26.3%	0	0.0%	1	5.3%	0.0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	10	52.6%	6	31.6%	2	10.5%	1	5.3%	0.0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	14	73.7%	3	15.8%	1	5.3%	1	5.3%	0.0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	11	57.9%	4	21.1%	2	10.5%	1	5.3%	0.0	0.0%	1	5.3%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	11	57.9%	5	26.3%	3	15.8%	0	0.0%	0.0	0.0%	0	0.0%

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		East Lake Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	11	57.9%	5	26.3%	3	15.8%	0	0.0%	0.0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	13	68.4%	4	21.1%	2	10.5%	0	0.0%	0.0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	8	44.4%	6	33.3%	4	22.2%	0	0.0%	0.0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	9	50.0%	8	44.4%	1	5.6%	0	0.0%	0.0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	9	50.0%	9	50.0%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	9	50.0%	8	44.4%	1	5.6%	0	0.0%	0.0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	11	61.1%	6	33.3%	1	5.6%	0	0.0%	0.0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	10	55.6%	6	33.3%	2	11.1%	0	0.0%	0.0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	9	50.0%	8	44.4%	1	5.6%	0	0.0%	0.0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	7	38.9%	7	38.9%	4	22.2%	0	0.0%	0.0	0.0%	0	0.0%

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		East Lake Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	10	55.6%	6	33.3%	2	11.1%	0	0.0%	0.0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	8	44.4%	5	27.8%	3	16.7%	1	5.6%	0.0	0.0%	1	5.6%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	9	50.0%	8	44.4%	1	5.6%	0	0.0%	0.0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	8	44.4%	9	50.0%	0	0.0%	1	5.6%	0.0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	9	50.0%	7	38.9%	2	11.1%	0	0.0%	0.0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	8	44.4%	8	44.4%	2	11.1%	0	0.0%	0.0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	6	33.3%	7	38.9%	4	22.2%	1	5.6%	0.0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	5	27.8%	8	44.4%	3	16.7%	1	5.6%	0.0	0.0%	1	5.6%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	8	44.4%	7	38.9%	2	11.1%	1	5.6%	0.0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	8	44.4%	8	44.4%	0	0.0%	1	5.6%	0.0	0.0%	1	5.6%

**Pinellas County Schools
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		East Lake Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	8	44.4%	9	50.0%	1	5.6%	0	0.0%	0.0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	8	44.4%	8	44.4%	1	5.6%	1	5.6%	0.0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	11	61.1%	7	38.9%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	8	44.4%	9	50.0%	0	0.0%	1	5.6%	0.0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	7	38.9%	8	44.4%	0	0.0%	3	16.7%	0.0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	9	50.0%	6	33.3%	2	11.1%	1	5.6%	0.0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	12	66.7%	6	33.3%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	11	61.1%	4	22.2%	2	11.1%	1	5.6%	0.0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	10	55.6%	3	16.7%	3	16.7%	2	11.1%	0.0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	8	44.4%	8	44.4%	2	11.1%	0	0.0%	0.0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	12	66.7%	6	33.3%	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	7	38.9%	7	38.9%	3	16.7%	1	5.6%	0.0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	8	44.4%	5	27.8%	4	22.2%	1	5.6%	0.0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	9	50.0%	8	44.4%	0	0.0%	1	5.6%	0.0	0.0%	0	0.0%

**Pinellas County Schools
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		East Lake Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	8	44.4%	8	44.4%	2	11.1%	0	0.0%	0.0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	8	44.4%	8	44.4%	2	11.1%	0	0.0%	0.0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	7	38.9%	8	44.4%	2	11.1%	1	5.6%	0.0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	9	50.0%	8	44.4%	1	5.6%	0	0.0%	0.0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	9	50.0%	8	44.4%	1	5.6%	0	0.0%	0.0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	9	50.0%	8	44.4%	1	5.6%	0	0.0%	0.0	0.0%	0	0.0%

**Pinellas County Schools
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		John Hopkins Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	44	46.3%	44	46.3%	7	7.4%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	28	29.5%	40	42.1%	18	18.9%	5	5.3%	3	3.2%	1	1.1%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	29	30.5%	45	47.4%	16	16.8%	3	3.2%	1	1.1%	1	1.1%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	31	32.6%	48	50.5%	12	12.6%	3	3.2%	1	1.1%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	41	43.2%	38	40.0%	10	10.5%	5	5.3%	1	1.1%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	22	24.7%	44	49.4%	14	15.7%	5	5.6%	3	3.4%	1	1.1%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	16	18.0%	39	43.8%	26	29.2%	7	7.9%	1	1.1%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	27	30.3%	38	42.7%	14	15.7%	8	9.0%	2	2.2%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	37	41.6%	41	46.1%	7	7.9%	3	3.4%	1	1.1%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	23	25.8%	39	43.8%	15	16.9%	8	9.0%	4	4.5%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	33	37.1%	39	43.8%	9	10.1%	6	6.7%	2	2.2%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	21	23.6%	46	51.7%	11	12.4%	10	11.2%	1	1.1%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	19	21.3%	39	43.8%	18	20.2%	12	13.5%	1	1.1%	0	0.0%

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		John Hopkins Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	17	19.1%	42	47.2%	18	20.2%	10	11.2%	2	2.2%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	20	22.5%	49	55.1%	17	19.1%	2	2.2%	1	1.1%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	13	17.1%	34	44.7%	15	19.7%	10	13.2%	4	5.3%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	15	19.7%	27	35.5%	17	22.4%	11	14.5%	4	5.3%	2	2.6%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	17	22.4%	30	39.5%	15	19.7%	8	10.5%	4	5.3%	2	2.6%
Q19	All teachers in our school use a variety of technologies as instructional resources.	9	11.8%	29	38.2%	22	28.9%	11	14.5%	5	6.6%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	17	22.4%	35	46.1%	15	19.7%	6	7.9%	3	3.9%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	13	17.1%	30	39.5%	21	27.6%	9	11.8%	3	3.9%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	11	14.5%	30	39.5%	23	30.3%	7	9.2%	4	5.3%	1	1.3%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	12	15.8%	32	42.1%	16	21.1%	12	15.8%	3	3.9%	1	1.3%

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		John Hopkins Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	26	34.2%	33	43.4%	8	10.5%	8	10.5%	1	1.3%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	13	17.1%	43	56.6%	12	15.8%	7	9.2%	1	1.3%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	14	18.4%	40	52.6%	10	13.2%	12	15.8%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	16	21.1%	38	50.0%	13	17.1%	6	7.9%	3	3.9%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	11	14.5%	24	31.6%	19	25.0%	19	25.0%	3	3.9%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	11	14.5%	36	47.4%	16	21.1%	10	13.2%	3	3.9%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	18	23.7%	37	48.7%	12	15.8%	7	9.2%	2	2.6%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	22	28.9%	38	50.0%	8	10.5%	4	5.3%	3	3.9%	1	1.3%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	20	26.3%	42	55.3%	7	9.2%	5	6.6%	1	1.3%	1	1.3%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	21	27.6%	35	46.1%	12	15.8%	6	7.9%	1	1.3%	1	1.3%

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		John Hopkins Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	9	11.8%	28	36.8%	20	26.3%	15	19.7%	2	2.6%	2	2.6%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	16	21.1%	39	51.3%	15	19.7%	4	5.3%	2	2.6%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	21	28.4%	42	56.8%	7	9.5%	2	2.7%	2	2.7%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	20	27.0%	38	51.4%	9	12.2%	4	5.4%	3	4.1%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	9	12.2%	33	44.6%	7	9.5%	19	25.7%	6	8.1%	0	0.0%
Q39	Our school provides protected instructional time.	14	18.9%	39	52.7%	10	13.5%	8	10.8%	3	4.1%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	17	23.0%	39	52.7%	13	17.6%	4	5.4%	1	1.4%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	9	12.2%	34	45.9%	8	10.8%	16	21.6%	7	9.5%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	6	8.1%	33	44.6%	15	20.3%	15	20.3%	5	6.8%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	10	13.5%	40	54.1%	13	17.6%	8	10.8%	3	4.1%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	16	21.6%	40	54.1%	14	18.9%	3	4.1%	1	1.4%	0	0.0%
Q45	Our school maintains facilities that support student learning.	21	28.4%	43	58.1%	3	4.1%	4	5.4%	3	4.1%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	20	27.0%	39	52.7%	9	12.2%	4	5.4%	2	2.7%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	23	31.9%	40	55.6%	5	6.9%	2	2.8%	2	2.8%	0	0.0%

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		John Hopkins Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	16	22.2%	33	45.8%	15	20.8%	6	8.3%	2	2.8%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	17	23.6%	34	47.2%	13	18.1%	5	6.9%	2	2.8%	1	1.4%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	16	22.2%	33	45.8%	13	18.1%	7	9.7%	3	4.2%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	16	22.2%	42	58.3%	8	11.1%	4	5.6%	2	2.8%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	26	36.1%	39	54.2%	4	5.6%	1	1.4%	2	2.8%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	25	34.7%	38	52.8%	8	11.1%	0	0.0%	1	1.4%	0	0.0%

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		Largo Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	29	50.0%	25	43.1%	1	1.7%	3	5.2%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	14	24.1%	27	46.6%	11	19.0%	6	10.3%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	19	32.8%	24	41.4%	9	15.5%	6	10.3%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	21	36.2%	30	51.7%	6	10.3%	1	1.7%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	20	34.5%	32	55.2%	5	8.6%	1	1.7%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	17	29.8%	31	54.4%	7	12.3%	2	3.5%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	10	17.5%	29	50.9%	14	24.6%	2	3.5%	2	3.5%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	16	28.1%	27	47.4%	9	15.8%	5	8.8%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	24	42.1%	30	52.6%	2	3.5%	1	1.8%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	12	21.1%	27	47.4%	9	15.8%	7	12.3%	2	3.5%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	30	52.6%	25	43.9%	0	0.0%	2	3.5%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	17	29.8%	31	54.4%	7	12.3%	2	3.5%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	15	26.3%	26	45.6%	13	22.8%	3	5.3%	0	0.0%	0	0.0%

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		Largo Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	16	28.1%	20	35.1%	17	29.8%	3	5.3%	1	1.8%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	14	24.6%	25	43.9%	15	26.3%	2	3.5%	1	1.8%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	15	27.3%	32	58.2%	7	12.7%	0	0.0%	0	0.0%	1	1.8%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	11	20.0%	25	45.5%	12	21.8%	1	1.8%	5	9.1%	1	1.8%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	10	18.2%	31	56.4%	9	16.4%	2	3.6%	1	1.8%	2	3.6%
Q19	All teachers in our school use a variety of technologies as instructional resources.	11	20.0%	32	58.2%	6	10.9%	3	5.5%	1	1.8%	2	3.6%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	12	21.8%	32	58.2%	9	16.4%	1	1.8%	0	0.0%	1	1.8%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	7	12.7%	30	54.5%	10	18.2%	7	12.7%	0	0.0%	1	1.8%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	11	20.0%	32	58.2%	9	16.4%	2	3.6%	0	0.0%	1	1.8%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	8	14.5%	35	63.6%	9	16.4%	2	3.6%	0	0.0%	1	1.8%

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		Largo Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	21	38.2%	26	47.3%	7	12.7%	0	0.0%	0	0.0%	1	1.8%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	9	16.4%	28	50.9%	13	23.6%	4	7.3%	0	0.0%	1	1.8%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	7	12.7%	30	54.5%	13	23.6%	3	5.5%	1	1.8%	1	1.8%
Q27	In our school, related learning support services are provided for all students based on their needs.	12	21.8%	27	49.1%	8	14.5%	6	10.9%	1	1.8%	1	1.8%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	9	16.4%	20	36.4%	19	34.5%	6	10.9%	0	0.0%	1	1.8%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	9	16.4%	35	63.6%	9	16.4%	2	3.6%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	10	18.2%	34	61.8%	8	14.5%	2	3.6%	0	0.0%	1	1.8%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	8	14.5%	23	41.8%	13	23.6%	10	18.2%	1	1.8%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	15	27.3%	36	65.5%	4	7.3%	0	0.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	7	12.7%	36	65.5%	10	18.2%	1	1.8%	1	1.8%	0	0.0%

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		Largo Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	4	7.3%	24	43.6%	21	38.2%	4	7.3%	2	3.6%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	7	12.7%	28	50.9%	12	21.8%	5	9.1%	2	3.6%	1	1.8%
Q36	Our school provides qualified staff members to support student learning.	16	29.1%	35	63.6%	3	5.5%	1	1.8%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	11	20.0%	27	49.1%	9	16.4%	6	10.9%	1	1.8%	1	1.8%
Q38	Our school provides sufficient material resources to meet student needs.	10	18.2%	25	45.5%	11	20.0%	7	12.7%	1	1.8%	1	1.8%
Q39	Our school provides protected instructional time.	12	21.8%	25	45.5%	12	21.8%	5	9.1%	0	0.0%	1	1.8%
Q40	Our school provides a variety of information resources to support student learning.	8	14.5%	31	56.4%	12	21.8%	3	5.5%	0	0.0%	1	1.8%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	10	18.2%	25	45.5%	15	27.3%	3	5.5%	1	1.8%	1	1.8%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	10	18.2%	24	43.6%	15	27.3%	4	7.3%	1	1.8%	1	1.8%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	10	18.2%	27	49.1%	12	21.8%	3	5.5%	3	5.5%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	8	14.5%	29	52.7%	17	30.9%	1	1.8%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	10	18.2%	36	65.5%	8	14.5%	1	1.8%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	14	25.5%	32	58.2%	8	14.5%	1	1.8%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	13	23.6%	33	60.0%	6	10.9%	2	3.6%	0	0.0%	1	1.8%

**Pinellas County Schools
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		Largo Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	11	20.0%	35	63.6%	8	14.5%	0	0.0%	0	0.0%	1	1.8%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	9	16.4%	32	58.2%	10	18.2%	3	5.5%	0	0.0%	1	1.8%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	8	14.5%	26	47.3%	16	29.1%	4	7.3%	0	0.0%	1	1.8%
Q51	Our school uses data to monitor student readiness and success at the next level.	12	21.8%	33	60.0%	7	12.7%	2	3.6%	0	0.0%	1	1.8%
Q52	Our school leaders monitor data related to student achievement.	15	27.3%	29	52.7%	10	18.2%	0	0.0%	0	0.0%	1	1.8%
Q53	Our school leaders monitor data related to school continuous improvement goals.	15	27.3%	29	52.7%	10	18.2%	0	0.0%	0	0.0%	1	1.8%

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		Lealman Intermediate											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	38	60.3%	24	38.1%	1	1.6%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	31	49.2%	25	39.7%	5	7.9%	1	1.6%	0	0.0%	1	1.6%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	28	44.4%	31	49.2%	3	4.8%	0	0.0%	0	0.0%	1	1.6%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	30	47.6%	28	44.4%	3	4.8%	1	1.6%	0	0.0%	1	1.6%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	27	42.9%	32	50.8%	3	4.8%	1	1.6%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	33	52.4%	24	38.1%	5	7.9%	1	1.6%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	20	31.7%	34	54.0%	7	11.1%	2	3.2%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	31	49.2%	26	41.3%	3	4.8%	1	1.6%	1	1.6%	1	1.6%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	30	47.6%	24	38.1%	6	9.5%	2	3.2%	1	1.6%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	20	31.7%	27	42.9%	11	17.5%	5	7.9%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	25	39.7%	29	46.0%	8	12.7%	1	1.6%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	21	33.3%	27	42.9%	12	19.0%	2	3.2%	1	1.6%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	20	31.7%	29	46.0%	10	15.9%	4	6.3%	0	0.0%	0	0.0%

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		Lealman Intermediate											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	21	33.3%	32	50.8%	3	4.8%	4	6.3%	2	3.2%	1	1.6%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	27	42.9%	31	49.2%	3	4.8%	2	3.2%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	8	12.7%	30	47.6%	15	23.8%	10	15.9%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	9	14.3%	28	44.4%	13	20.6%	12	19.0%	1	1.6%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	9	14.3%	29	46.0%	15	23.8%	10	15.9%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	15	23.8%	30	47.6%	11	17.5%	7	11.1%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	11	17.5%	38	60.3%	11	17.5%	3	4.8%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	7	11.1%	31	49.2%	16	25.4%	9	14.3%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	10	15.9%	31	49.2%	14	22.2%	7	11.1%	1	1.6%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	11	17.5%	25	39.7%	15	23.8%	10	15.9%	1	1.6%	1	1.6%

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		Lealman Intermediate											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	27	42.9%	28	44.4%	4	6.3%	3	4.8%	0	0.0%	1	1.6%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	15	23.8%	33	52.4%	13	20.6%	1	1.6%	0	0.0%	1	1.6%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	11	17.5%	33	52.4%	15	23.8%	3	4.8%	1	1.6%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	17	27.0%	26	41.3%	15	23.8%	5	7.9%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	19	30.2%	29	46.0%	11	17.5%	4	6.3%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	11	17.5%	29	46.0%	13	20.6%	9	14.3%	0	0.0%	1	1.6%
Q30	In our school, staff members provide peer coaching to teachers.	9	14.3%	35	55.6%	15	23.8%	3	4.8%	0	0.0%	1	1.6%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	17	27.0%	33	52.4%	9	14.3%	3	4.8%	1	1.6%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	22	34.9%	33	52.4%	7	11.1%	1	1.6%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	17	27.0%	35	55.6%	8	12.7%	2	3.2%	0	0.0%	1	1.6%

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		Lealman Intermediate											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	12	19.0%	31	49.2%	11	17.5%	7	11.1%	1	1.6%	1	1.6%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	18	28.6%	34	54.0%	6	9.5%	4	6.3%	0	0.0%	1	1.6%
Q36	Our school provides qualified staff members to support student learning.	25	39.7%	34	54.0%	4	6.3%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	22	34.9%	32	50.8%	6	9.5%	2	3.2%	1	1.6%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	15	23.8%	34	54.0%	11	17.5%	1	1.6%	2	3.2%	0	0.0%
Q39	Our school provides protected instructional time.	18	28.6%	29	46.0%	14	22.2%	1	1.6%	0	0.0%	1	1.6%
Q40	Our school provides a variety of information resources to support student learning.	22	34.9%	35	55.6%	5	7.9%	1	1.6%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	19	30.2%	31	49.2%	12	19.0%	0	0.0%	1	1.6%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	14	22.2%	33	52.4%	14	22.2%	1	1.6%	0	0.0%	1	1.6%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	19	30.2%	31	49.2%	10	15.9%	2	3.2%	0	0.0%	1	1.6%
Q44	Our school provides opportunities for students to participate in activities that interest them.	20	31.7%	30	47.6%	9	14.3%	4	6.3%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	21	33.3%	37	58.7%	5	7.9%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	27	42.9%	34	54.0%	2	3.2%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	20	31.7%	36	57.1%	6	9.5%	0	0.0%	0	0.0%	1	1.6%

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		Lealman Intermediate											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	18	28.6%	29	46.0%	10	15.9%	5	7.9%	0	0.0%	1	1.6%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	19	30.2%	34	54.0%	8	12.7%	1	1.6%	0	0.0%	1	1.6%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	17	27.0%	32	50.8%	10	15.9%	3	4.8%	0	0.0%	1	1.6%
Q51	Our school uses data to monitor student readiness and success at the next level.	17	27.0%	32	50.8%	9	14.3%	3	4.8%	1	1.6%	1	1.6%
Q52	Our school leaders monitor data related to student achievement.	21	33.3%	33	52.4%	7	11.1%	1	1.6%	0	0.0%	1	1.6%
Q53	Our school leaders monitor data related to school continuous improvement goals.	21	33.3%	31	49.2%	9	14.3%	1	1.6%	0	0.0%	1	1.6%

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		Meadowlawn Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	25	33.8%	40	54.1%	8	10.8%	0	0.0%	1	1.4%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	17	23.0%	30	40.5%	21	28.4%	5	6.8%	0	0.0%	1	1.4%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	16	21.6%	31	41.9%	23	31.1%	4	5.4%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	15	20.3%	38	51.4%	16	21.6%	4	5.4%	0	0.0%	1	1.4%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	14	18.9%	38	51.4%	16	21.6%	5	6.8%	1	1.4%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	15	22.1%	32	47.1%	14	20.6%	6	8.8%	0	0.0%	1	1.5%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	7	10.3%	27	39.7%	23	33.8%	10	14.7%	0	0.0%	1	1.5%
Q8	Our school's leaders support an innovative and collaborative culture.	12	17.6%	34	50.0%	12	17.6%	8	11.8%	2	2.9%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	20	29.4%	38	55.9%	8	11.8%	2	2.9%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	9	13.2%	32	47.1%	14	20.6%	9	13.2%	4	5.9%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	15	22.1%	38	55.9%	12	17.6%	2	2.9%	1	1.5%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	10	14.7%	34	50.0%	13	19.1%	8	11.8%	1	1.5%	2	2.9%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	8	11.8%	30	44.1%	18	26.5%	10	14.7%	0	0.0%	2	2.9%

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		Meadowlawn Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	6	8.8%	28	41.2%	16	23.5%	15	22.1%	2	2.9%	1	1.5%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	9	13.2%	41	60.3%	11	16.2%	5	7.4%	1	1.5%	1	1.5%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	7	10.9%	21	32.8%	22	34.4%	12	18.8%	0	0.0%	2	3.1%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	5	7.8%	20	31.3%	24	37.5%	12	18.8%	1	1.6%	2	3.1%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	5	7.8%	24	37.5%	25	39.1%	8	12.5%	0	0.0%	2	3.1%
Q19	All teachers in our school use a variety of technologies as instructional resources.	4	6.3%	22	34.4%	22	34.4%	14	21.9%	0	0.0%	2	3.1%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	2	3.1%	31	48.4%	25	39.1%	4	6.3%	0	0.0%	2	3.1%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	3	4.7%	23	35.9%	24	37.5%	12	18.8%	0	0.0%	2	3.1%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	3	4.7%	26	40.6%	25	39.1%	7	10.9%	1	1.6%	2	3.1%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	3	4.7%	24	37.5%	16	25.0%	17	26.6%	2	3.1%	2	3.1%

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		Meadowlawn Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	13	20.3%	32	50.0%	14	21.9%	3	4.7%	0	0.0%	2	3.1%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	4	6.3%	28	43.8%	20	31.3%	8	12.5%	2	3.1%	2	3.1%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	6	9.4%	32	50.0%	20	31.3%	5	7.8%	0	0.0%	1	1.6%
Q27	In our school, related learning support services are provided for all students based on their needs.	7	10.9%	32	50.0%	15	23.4%	7	10.9%	3	4.7%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	4	6.3%	18	28.1%	27	42.2%	11	17.2%	4	6.3%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	3	4.7%	18	28.1%	30	46.9%	11	17.2%	1	1.6%	1	1.6%
Q30	In our school, staff members provide peer coaching to teachers.	4	6.3%	43	67.2%	12	18.8%	3	4.7%	0	0.0%	2	3.1%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	6	9.4%	33	51.6%	15	23.4%	7	10.9%	1	1.6%	2	3.1%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	7	10.9%	42	65.6%	13	20.3%	1	1.6%	0	0.0%	1	1.6%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	4	6.3%	31	48.4%	20	31.3%	8	12.5%	0	0.0%	1	1.6%

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		Meadowlawn Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	3	4.7%	21	32.8%	24	37.5%	14	21.9%	1	1.6%	1	1.6%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	5	7.8%	31	48.4%	19	29.7%	7	10.9%	0	0.0%	2	3.1%
Q36	Our school provides qualified staff members to support student learning.	9	14.3%	41	65.1%	10	15.9%	1	1.6%	1	1.6%	1	1.6%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	7	11.1%	29	46.0%	10	15.9%	12	19.0%	3	4.8%	2	3.2%
Q38	Our school provides sufficient material resources to meet student needs.	5	7.9%	32	50.8%	13	20.6%	11	17.5%	1	1.6%	1	1.6%
Q39	Our school provides protected instructional time.	4	6.3%	27	42.9%	13	20.6%	13	20.6%	5	7.9%	1	1.6%
Q40	Our school provides a variety of information resources to support student learning.	3	4.8%	43	68.3%	13	20.6%	3	4.8%	0	0.0%	1	1.6%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	3	4.8%	30	47.6%	14	22.2%	12	19.0%	2	3.2%	2	3.2%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	2	3.2%	29	46.0%	23	36.5%	4	6.3%	3	4.8%	2	3.2%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	5	7.9%	34	54.0%	13	20.6%	10	15.9%	0	0.0%	1	1.6%
Q44	Our school provides opportunities for students to participate in activities that interest them.	12	19.0%	39	61.9%	10	15.9%	1	1.6%	0	0.0%	1	1.6%
Q45	Our school maintains facilities that support student learning.	9	14.3%	43	68.3%	9	14.3%	1	1.6%	0	0.0%	1	1.6%
Q46	Our school maintains facilities that contribute to a safe environment.	9	14.3%	43	68.3%	10	15.9%	1	1.6%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	7	11.3%	39	62.9%	10	16.1%	4	6.5%	0	0.0%	2	3.2%

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		Meadowlawn Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	5	8.1%	31	50.0%	14	22.6%	9	14.5%	1	1.6%	2	3.2%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	5	8.1%	25	40.3%	21	33.9%	8	12.9%	1	1.6%	2	3.2%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	6	9.7%	18	29.0%	23	37.1%	12	19.4%	1	1.6%	2	3.2%
Q51	Our school uses data to monitor student readiness and success at the next level.	6	9.7%	31	50.0%	17	27.4%	5	8.1%	1	1.6%	2	3.2%
Q52	Our school leaders monitor data related to student achievement.	10	16.1%	38	61.3%	9	14.5%	2	3.2%	1	1.6%	2	3.2%
Q53	Our school leaders monitor data related to school continuous improvement goals.	6	9.7%	38	61.3%	13	21.0%	3	4.8%	0	0.0%	2	3.2%

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		Morgan Fitzgerald Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	22	28.6%	47	61.0%	7	9.1%	1	1.3%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	11	14.3%	44	57.1%	18	23.4%	3	3.9%	0	0.0%	1	1.3%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	15	19.5%	42	54.5%	17	22.1%	3	3.9%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	13	16.9%	45	58.4%	14	18.2%	5	6.5%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	16	20.8%	42	54.5%	14	18.2%	4	5.2%	1	1.3%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	14	18.7%	45	60.0%	11	14.7%	5	6.7%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	11	14.7%	41	54.7%	17	22.7%	4	5.3%	2	2.7%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	14	18.7%	33	44.0%	18	24.0%	7	9.3%	3	4.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	18	24.0%	44	58.7%	7	9.3%	6	8.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	12	16.0%	29	38.7%	25	33.3%	6	8.0%	3	4.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	18	24.0%	46	61.3%	9	12.0%	2	2.7%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	12	16.0%	46	61.3%	13	17.3%	3	4.0%	1	1.3%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	7	9.3%	43	57.3%	16	21.3%	8	10.7%	0	0.0%	1	1.3%

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		Morgan Fitzgerald Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	9	12.0%	37	49.3%	21	28.0%	6	8.0%	2	2.7%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	13	17.3%	45	60.0%	13	17.3%	3	4.0%	1	1.3%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	16	21.9%	38	52.1%	18	24.7%	1	1.4%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	14	19.2%	44	60.3%	12	16.4%	3	4.1%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	13	17.8%	43	58.9%	16	21.9%	1	1.4%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	17	23.3%	42	57.5%	12	16.4%	1	1.4%	1	1.4%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	13	17.8%	42	57.5%	17	23.3%	1	1.4%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	11	15.1%	42	57.5%	19	26.0%	1	1.4%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	17	23.3%	32	43.8%	24	32.9%	0	0.0%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	12	16.4%	38	52.1%	18	24.7%	4	5.5%	1	1.4%	0	0.0%

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		Morgan Fitzgerald Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	18	24.7%	42	57.5%	11	15.1%	2	2.7%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	16	21.9%	33	45.2%	19	26.0%	5	6.8%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	14	19.2%	38	52.1%	17	23.3%	4	5.5%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	11	15.1%	37	50.7%	18	24.7%	6	8.2%	1	1.4%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	7	9.6%	42	57.5%	16	21.9%	7	9.6%	1	1.4%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	9	12.3%	42	57.5%	19	26.0%	3	4.1%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	7	9.6%	39	53.4%	19	26.0%	7	9.6%	1	1.4%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	13	17.8%	42	57.5%	12	16.4%	5	6.8%	1	1.4%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	14	19.2%	48	65.8%	9	12.3%	2	2.7%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	9	12.3%	41	56.2%	19	26.0%	4	5.5%	0	0.0%	0	0.0%

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		Morgan Fitzgerald Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	6	8.2%	37	50.7%	25	34.2%	5	6.8%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	7	9.6%	48	65.8%	13	17.8%	4	5.5%	0	0.0%	1	1.4%
Q36	Our school provides qualified staff members to support student learning.	20	28.2%	44	62.0%	6	8.5%	1	1.4%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	11	15.5%	43	60.6%	10	14.1%	7	9.9%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	8	11.3%	36	50.7%	10	14.1%	14	19.7%	3	4.2%	0	0.0%
Q39	Our school provides protected instructional time.	13	18.3%	38	53.5%	13	18.3%	6	8.5%	0	0.0%	1	1.4%
Q40	Our school provides a variety of information resources to support student learning.	9	12.7%	45	63.4%	13	18.3%	4	5.6%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	12	16.9%	39	54.9%	11	15.5%	6	8.5%	3	4.2%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	9	12.7%	35	49.3%	15	21.1%	10	14.1%	2	2.8%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	13	18.3%	40	56.3%	12	16.9%	4	5.6%	2	2.8%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	13	18.3%	37	52.1%	12	16.9%	7	9.9%	2	2.8%	0	0.0%
Q45	Our school maintains facilities that support student learning.	14	19.7%	45	63.4%	10	14.1%	1	1.4%	1	1.4%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	15	21.1%	41	57.7%	10	14.1%	4	5.6%	1	1.4%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	15	21.4%	43	61.4%	10	14.3%	2	2.9%	0	0.0%	0	0.0%

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		Morgan Fitzgerald Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	9	12.9%	43	61.4%	12	17.1%	5	7.1%	1	1.4%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	8	11.4%	41	58.6%	16	22.9%	5	7.1%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	7	10.0%	35	50.0%	14	20.0%	13	18.6%	0	0.0%	1	1.4%
Q51	Our school uses data to monitor student readiness and success at the next level.	8	11.4%	44	62.9%	12	17.1%	6	8.6%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	10	14.3%	39	55.7%	17	24.3%	3	4.3%	1	1.4%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	11	15.7%	40	57.1%	15	21.4%	3	4.3%	1	1.4%	0	0.0%

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		Oak Grove Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	42	55.3%	30	39.5%	2	2.6%	2	2.6%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	19	25.0%	34	44.7%	19	25.0%	4	5.3%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	23	30.3%	43	56.6%	7	9.2%	3	3.9%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	26	34.2%	40	52.6%	8	10.5%	2	2.6%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	28	36.8%	43	56.6%	4	5.3%	1	1.3%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	22	31.0%	36	50.7%	10	14.1%	2	2.8%	1	1.4%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	14	19.7%	32	45.1%	16	22.5%	4	5.6%	2	2.8%	3	4.2%
Q8	Our school's leaders support an innovative and collaborative culture.	31	43.7%	36	50.7%	3	4.2%	1	1.4%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	39	54.9%	31	43.7%	0	0.0%	1	1.4%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	30	42.3%	30	42.3%	8	11.3%	3	4.2%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	30	42.3%	31	43.7%	5	7.0%	5	7.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	24	33.8%	41	57.7%	3	4.2%	2	2.8%	1	1.4%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	21	29.6%	36	50.7%	8	11.3%	6	8.5%	0	0.0%	0	0.0%

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		Oak Grove Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	22	31.0%	33	46.5%	14	19.7%	1	1.4%	1	1.4%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	23	32.4%	40	56.3%	8	11.3%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	11	16.4%	33	49.3%	11	16.4%	11	16.4%	1	1.5%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	10	14.9%	30	44.8%	15	22.4%	12	17.9%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	16	23.9%	27	40.3%	11	16.4%	13	19.4%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	15	22.4%	33	49.3%	11	16.4%	8	11.9%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	15	22.4%	34	50.7%	9	13.4%	9	13.4%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	12	17.9%	30	44.8%	11	16.4%	14	20.9%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	14	20.9%	25	37.3%	20	29.9%	8	11.9%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	11	16.4%	36	53.7%	10	14.9%	10	14.9%	0	0.0%	0	0.0%

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		Oak Grove Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	18	26.9%	37	55.2%	6	9.0%	6	9.0%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	10	14.9%	34	50.7%	11	16.4%	11	16.4%	1	1.5%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	11	16.4%	38	56.7%	12	17.9%	5	7.5%	1	1.5%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	11	16.4%	36	53.7%	14	20.9%	4	6.0%	2	3.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	17	25.4%	26	38.8%	17	25.4%	6	9.0%	1	1.5%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	14	20.9%	34	50.7%	9	13.4%	9	13.4%	1	1.5%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	14	20.9%	38	56.7%	9	13.4%	6	9.0%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	16	23.9%	41	61.2%	7	10.4%	2	3.0%	1	1.5%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	24	35.8%	33	49.3%	6	9.0%	4	6.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	18	26.9%	40	59.7%	8	11.9%	1	1.5%	0	0.0%	0	0.0%

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		Oak Grove Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	11	16.4%	28	41.8%	17	25.4%	11	16.4%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	19	28.4%	34	50.7%	12	17.9%	2	3.0%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	20	30.3%	39	59.1%	6	9.1%	0	0.0%	1	1.5%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	17	25.8%	34	51.5%	10	15.2%	4	6.1%	1	1.5%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	14	21.2%	25	37.9%	19	28.8%	7	10.6%	1	1.5%	0	0.0%
Q39	Our school provides protected instructional time.	16	24.2%	35	53.0%	11	16.7%	4	6.1%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	16	24.2%	44	66.7%	5	7.6%	1	1.5%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	14	21.2%	40	60.6%	6	9.1%	5	7.6%	1	1.5%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	13	19.7%	40	60.6%	9	13.6%	3	4.5%	1	1.5%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	18	27.3%	39	59.1%	6	9.1%	3	4.5%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	13	19.7%	46	69.7%	6	9.1%	1	1.5%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	23	34.8%	40	60.6%	3	4.5%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	29	43.9%	33	50.0%	3	4.5%	1	1.5%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	20	30.3%	39	59.1%	4	6.1%	3	4.5%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Oak Grove Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	19	28.8%	33	50.0%	10	15.2%	4	6.1%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	12	18.2%	39	59.1%	9	13.6%	6	9.1%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	11	16.7%	30	45.5%	16	24.2%	9	13.6%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	15	22.7%	38	57.6%	10	15.2%	3	4.5%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	23	34.8%	40	60.6%	3	4.5%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	23	34.8%	41	62.1%	2	3.0%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Osceola Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	26	48.1%	22	40.7%	4	7.4%	1	1.9%	1	1.9%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	10	18.5%	24	44.4%	10	18.5%	7	13.0%	2	3.7%	1	1.9%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	8	14.8%	26	48.1%	9	16.7%	9	16.7%	2	3.7%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	12	22.2%	31	57.4%	9	16.7%	0	0.0%	0	0.0%	2	3.7%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	16	29.6%	30	55.6%	5	9.3%	2	3.7%	1	1.9%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	13	26.5%	26	53.1%	6	12.2%	1	2.0%	3	6.1%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	9	18.4%	24	49.0%	10	20.4%	4	8.2%	2	4.1%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	13	26.5%	21	42.9%	6	12.2%	5	10.2%	4	8.2%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	21	42.9%	23	46.9%	1	2.0%	1	2.0%	3	6.1%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	15	30.6%	18	36.7%	6	12.2%	6	12.2%	4	8.2%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	14	28.6%	28	57.1%	4	8.2%	2	4.1%	1	2.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	15	30.6%	21	42.9%	8	16.3%	5	10.2%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	10	20.4%	23	46.9%	13	26.5%	3	6.1%	0	0.0%	0	0.0%

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		Osceola Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	9	18.4%	18	36.7%	11	22.4%	8	16.3%	1	2.0%	2	4.1%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	9	18.4%	25	51.0%	8	16.3%	3	6.1%	2	4.1%	2	4.1%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	9	20.5%	22	50.0%	7	15.9%	5	11.4%	1	2.3%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	7	15.9%	22	50.0%	11	25.0%	2	4.5%	2	4.5%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	9	20.5%	22	50.0%	7	15.9%	5	11.4%	1	2.3%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	11	25.0%	25	56.8%	5	11.4%	2	4.5%	1	2.3%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	10	22.7%	26	59.1%	7	15.9%	0	0.0%	1	2.3%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	9	20.5%	24	54.5%	8	18.2%	2	4.5%	1	2.3%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	11	25.0%	22	50.0%	9	20.5%	1	2.3%	1	2.3%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	9	20.5%	23	52.3%	6	13.6%	3	6.8%	3	6.8%	0	0.0%

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		Osceola Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	10	22.7%	23	52.3%	5	11.4%	3	6.8%	3	6.8%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	9	20.5%	20	45.5%	6	13.6%	5	11.4%	4	9.1%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	8	18.2%	24	54.5%	6	13.6%	6	13.6%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	13	29.5%	19	43.2%	5	11.4%	6	13.6%	1	2.3%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	12	27.3%	16	36.4%	8	18.2%	6	13.6%	2	4.5%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	10	22.7%	18	40.9%	12	27.3%	3	6.8%	1	2.3%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	9	20.5%	18	40.9%	10	22.7%	3	6.8%	4	9.1%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	8	18.2%	13	29.5%	11	25.0%	6	13.6%	6	13.6%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	12	27.3%	22	50.0%	4	9.1%	5	11.4%	1	2.3%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	8	18.2%	21	47.7%	9	20.5%	3	6.8%	3	6.8%	0	0.0%

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		Osceola Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	6	13.6%	26	59.1%	10	22.7%	2	4.5%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	9	20.5%	25	56.8%	3	6.8%	5	11.4%	1	2.3%	1	2.3%
Q36	Our school provides qualified staff members to support student learning.	11	26.8%	24	58.5%	3	7.3%	1	2.4%	2	4.9%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	8	19.5%	22	53.7%	5	12.2%	3	7.3%	3	7.3%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	9	22.0%	16	39.0%	7	17.1%	6	14.6%	3	7.3%	0	0.0%
Q39	Our school provides protected instructional time.	9	22.0%	23	56.1%	5	12.2%	1	2.4%	3	7.3%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	8	19.5%	28	68.3%	4	9.8%	1	2.4%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	12	29.3%	18	43.9%	3	7.3%	6	14.6%	2	4.9%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	12	29.3%	13	31.7%	8	19.5%	6	14.6%	2	4.9%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	12	29.3%	19	46.3%	5	12.2%	2	4.9%	3	7.3%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	13	31.7%	21	51.2%	3	7.3%	2	4.9%	2	4.9%	0	0.0%
Q45	Our school maintains facilities that support student learning.	20	48.8%	20	48.8%	0	0.0%	1	2.4%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	21	51.2%	20	48.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	8	20.5%	28	71.8%	1	2.6%	2	5.1%	0	0.0%	0	0.0%

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		Osceola Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	8	20.5%	17	43.6%	7	17.9%	6	15.4%	1	2.6%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	8	20.5%	17	43.6%	10	25.6%	4	10.3%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	7	17.9%	17	43.6%	9	23.1%	5	12.8%	1	2.6%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	8	20.5%	19	48.7%	5	12.8%	7	17.9%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	12	30.8%	26	66.7%	1	2.6%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	10	25.6%	27	69.2%	1	2.6%	1	2.6%	0	0.0%	0	0.0%

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		Palm Harbor Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	59	62.8%	33	35.1%	1	1.1%	1	1.1%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	42	44.7%	41	43.6%	8	8.5%	2	2.1%	0	0.0%	1	1.1%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	42	44.7%	45	47.9%	4	4.3%	2	2.1%	0	0.0%	1	1.1%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	45	47.9%	41	43.6%	6	6.4%	1	1.1%	0	0.0%	1	1.1%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	52	55.3%	40	42.6%	1	1.1%	1	1.1%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	40	44.4%	32	35.6%	11	12.2%	7	7.8%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	32	35.6%	34	37.8%	15	16.7%	7	7.8%	0	0.0%	2	2.2%
Q8	Our school's leaders support an innovative and collaborative culture.	44	48.9%	37	41.1%	4	4.4%	4	4.4%	0	0.0%	1	1.1%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	53	58.9%	34	37.8%	2	2.2%	1	1.1%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	41	45.6%	36	40.0%	11	12.2%	1	1.1%	1	1.1%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	47	52.2%	37	41.1%	4	4.4%	2	2.2%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	32	35.6%	47	52.2%	5	5.6%	5	5.6%	0	0.0%	1	1.1%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	25	27.8%	53	58.9%	7	7.8%	3	3.3%	1	1.1%	1	1.1%

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		Palm Harbor Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	30	33.3%	46	51.1%	12	13.3%	0	0.0%	1	1.1%	1	1.1%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	37	41.1%	38	42.2%	12	13.3%	2	2.2%	0	0.0%	1	1.1%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	17	21.0%	35	43.2%	20	24.7%	4	4.9%	0	0.0%	5	6.2%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	18	22.2%	35	43.2%	16	19.8%	6	7.4%	1	1.2%	5	6.2%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	21	25.9%	36	44.4%	15	18.5%	3	3.7%	1	1.2%	5	6.2%
Q19	All teachers in our school use a variety of technologies as instructional resources.	16	19.8%	44	54.3%	14	17.3%	4	4.9%	0	0.0%	3	3.7%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	23	28.4%	42	51.9%	10	12.3%	2	2.5%	0	0.0%	4	4.9%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	20	24.7%	37	45.7%	14	17.3%	5	6.2%	0	0.0%	5	6.2%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	15	18.5%	43	53.1%	12	14.8%	6	7.4%	0	0.0%	5	6.2%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	17	21.0%	31	38.3%	21	25.9%	6	7.4%	0	0.0%	6	7.4%

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		Palm Harbor Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	24	29.6%	36	44.4%	10	12.3%	5	6.2%	2	2.5%	4	4.9%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	23	28.4%	36	44.4%	11	13.6%	6	7.4%	0	0.0%	5	6.2%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	26	32.1%	36	44.4%	10	12.3%	4	4.9%	2	2.5%	3	3.7%
Q27	In our school, related learning support services are provided for all students based on their needs.	21	25.9%	38	46.9%	10	12.3%	6	7.4%	4	4.9%	2	2.5%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	15	18.5%	31	38.3%	15	18.5%	14	17.3%	3	3.7%	3	3.7%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	15	18.5%	45	55.6%	16	19.8%	1	1.2%	1	1.2%	3	3.7%
Q30	In our school, staff members provide peer coaching to teachers.	20	24.7%	34	42.0%	18	22.2%	7	8.6%	0	0.0%	2	2.5%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	26	32.1%	33	40.7%	11	13.6%	6	7.4%	2	2.5%	3	3.7%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	32	39.5%	41	50.6%	6	7.4%	1	1.2%	0	0.0%	1	1.2%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	27	33.3%	39	48.1%	10	12.3%	2	2.5%	2	2.5%	1	1.2%

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		Palm Harbor Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	13	16.0%	38	46.9%	19	23.5%	5	6.2%	3	3.7%	3	3.7%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	26	32.1%	39	48.1%	10	12.3%	3	3.7%	1	1.2%	2	2.5%
Q36	Our school provides qualified staff members to support student learning.	30	39.5%	42	55.3%	2	2.6%	1	1.3%	1	1.3%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	23	30.3%	37	48.7%	8	10.5%	6	7.9%	2	2.6%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	21	27.6%	27	35.5%	12	15.8%	9	11.8%	7	9.2%	0	0.0%
Q39	Our school provides protected instructional time.	19	25.0%	41	53.9%	7	9.2%	8	10.5%	1	1.3%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	26	34.2%	44	57.9%	5	6.6%	1	1.3%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	21	27.6%	33	43.4%	13	17.1%	8	10.5%	1	1.3%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	17	22.4%	35	46.1%	14	18.4%	7	9.2%	2	2.6%	1	1.3%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	25	32.9%	42	55.3%	4	5.3%	3	3.9%	2	2.6%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	38	50.0%	34	44.7%	2	2.6%	2	2.6%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	30	39.5%	41	53.9%	2	2.6%	2	2.6%	1	1.3%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	35	46.1%	38	50.0%	2	2.6%	1	1.3%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	24	31.6%	45	59.2%	5	6.6%	1	1.3%	0	0.0%	1	1.3%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Palm Harbor Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	19	25.0%	44	57.9%	7	9.2%	5	6.6%	0	0.0%	1	1.3%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	23	30.3%	40	52.6%	9	11.8%	2	2.6%	0	0.0%	2	2.6%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	20	26.3%	38	50.0%	9	11.8%	7	9.2%	1	1.3%	1	1.3%
Q51	Our school uses data to monitor student readiness and success at the next level.	25	32.9%	38	50.0%	9	11.8%	2	2.6%	0	0.0%	2	2.6%
Q52	Our school leaders monitor data related to student achievement.	31	40.8%	38	50.0%	4	5.3%	1	1.3%	0	0.0%	2	2.6%
Q53	Our school leaders monitor data related to school continuous improvement goals.	32	42.1%	38	50.0%	4	5.3%	1	1.3%	0	0.0%	1	1.3%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Pinellas Park Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	40	51.3%	33	42.3%	5	6.4%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	28	35.9%	31	39.7%	11	14.1%	4	5.1%	1	1.3%	3	3.8%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	30	38.5%	33	42.3%	10	12.8%	2	2.6%	2	2.6%	1	1.3%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	25	32.1%	42	53.8%	7	9.0%	2	2.6%	1	1.3%	1	1.3%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	35	44.9%	35	44.9%	6	7.7%	0	0.0%	1	1.3%	1	1.3%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	27	37.5%	37	51.4%	6	8.3%	0	0.0%	2	2.8%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	23	31.9%	36	50.0%	10	13.9%	1	1.4%	2	2.8%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	40	55.6%	28	38.9%	3	4.2%	0	0.0%	1	1.4%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	40	55.6%	29	40.3%	2	2.8%	0	0.0%	1	1.4%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	36	50.0%	25	34.7%	7	9.7%	3	4.2%	1	1.4%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	39	54.2%	29	40.3%	2	2.8%	1	1.4%	1	1.4%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	28	38.9%	36	50.0%	6	8.3%	2	2.8%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	25	34.7%	33	45.8%	11	15.3%	2	2.8%	0	0.0%	1	1.4%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Pinellas Park Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	27	37.5%	29	40.3%	9	12.5%	4	5.6%	1	1.4%	2	2.8%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	29	40.3%	35	48.6%	4	5.6%	2	2.8%	0	0.0%	2	2.8%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	10	14.7%	39	57.4%	9	13.2%	10	14.7%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	8	11.8%	41	60.3%	9	13.2%	10	14.7%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	14	20.6%	38	55.9%	7	10.3%	9	13.2%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	10	14.7%	36	52.9%	13	19.1%	9	13.2%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	16	23.5%	40	58.8%	6	8.8%	6	8.8%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	8	11.8%	43	63.2%	9	13.2%	8	11.8%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	11	16.2%	36	52.9%	11	16.2%	8	11.8%	1	1.5%	1	1.5%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	12	17.6%	31	45.6%	15	22.1%	8	11.8%	1	1.5%	1	1.5%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Pinellas Park Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	24	35.3%	33	48.5%	6	8.8%	4	5.9%	0	0.0%	1	1.5%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	12	17.6%	39	57.4%	10	14.7%	6	8.8%	1	1.5%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	13	19.1%	36	52.9%	11	16.2%	8	11.8%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	16	23.5%	40	58.8%	4	5.9%	8	11.8%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	13	19.1%	36	52.9%	15	22.1%	4	5.9%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	10	14.7%	40	58.8%	13	19.1%	5	7.4%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	18	26.5%	43	63.2%	5	7.4%	2	2.9%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	26	38.2%	37	54.4%	4	5.9%	1	1.5%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	27	39.7%	36	52.9%	3	4.4%	2	2.9%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	22	32.4%	39	57.4%	7	10.3%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
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		Pinellas Park Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	5	7.4%	31	45.6%	17	25.0%	13	19.1%	2	2.9%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	14	20.6%	35	51.5%	11	16.2%	4	5.9%	1	1.5%	3	4.4%
Q36	Our school provides qualified staff members to support student learning.	25	37.3%	37	55.2%	4	6.0%	1	1.5%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	24	35.8%	34	50.7%	4	6.0%	3	4.5%	2	3.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	9	13.4%	33	49.3%	10	14.9%	14	20.9%	1	1.5%	0	0.0%
Q39	Our school provides protected instructional time.	17	25.4%	44	65.7%	4	6.0%	2	3.0%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	12	17.9%	38	56.7%	14	20.9%	3	4.5%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	10	14.9%	28	41.8%	20	29.9%	8	11.9%	1	1.5%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	10	14.9%	23	34.3%	25	37.3%	8	11.9%	1	1.5%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	23	34.3%	36	53.7%	7	10.4%	0	0.0%	1	1.5%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	13	19.4%	49	73.1%	4	6.0%	1	1.5%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	7	10.4%	37	55.2%	16	23.9%	5	7.5%	2	3.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	9	13.4%	35	52.2%	15	22.4%	6	9.0%	2	3.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	16	24.2%	40	60.6%	9	13.6%	1	1.5%	0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Pinellas Park Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	13	19.7%	34	51.5%	14	21.2%	5	7.6%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	13	19.7%	37	56.1%	10	15.2%	5	7.6%	0	0.0%	1	1.5%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	11	16.7%	30	45.5%	13	19.7%	10	15.2%	2	3.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	11	16.7%	42	63.6%	10	15.2%	2	3.0%	1	1.5%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	22	33.3%	40	60.6%	4	6.1%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	23	34.8%	39	59.1%	4	6.1%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Safety Harbor Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	32	42.7%	37	49.3%	4	5.3%	1	1.3%	0	0.0%	1	1.3%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	17	22.7%	33	44.0%	14	18.7%	8	10.7%	2	2.7%	1	1.3%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	18	24.0%	32	42.7%	16	21.3%	6	8.0%	2	2.7%	1	1.3%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	20	26.7%	33	44.0%	21	28.0%	0	0.0%	0	0.0%	1	1.3%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	21	28.0%	36	48.0%	13	17.3%	5	6.7%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	21	28.8%	30	41.1%	16	21.9%	4	5.5%	2	2.7%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	18	24.7%	30	41.1%	19	26.0%	3	4.1%	3	4.1%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	20	27.4%	33	45.2%	8	11.0%	8	11.0%	4	5.5%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	28	38.4%	34	46.6%	6	8.2%	2	2.7%	3	4.1%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	19	26.0%	25	34.2%	11	15.1%	12	16.4%	6	8.2%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	27	37.0%	35	47.9%	5	6.8%	6	8.2%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	17	23.3%	34	46.6%	14	19.2%	7	9.6%	1	1.4%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	16	21.9%	30	41.1%	18	24.7%	7	9.6%	1	1.4%	1	1.4%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Safety Harbor Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	15	20.5%	22	30.1%	22	30.1%	10	13.7%	4	5.5%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	19	26.0%	31	42.5%	19	26.0%	2	2.7%	2	2.7%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	14	23.0%	34	55.7%	7	11.5%	5	8.2%	0	0.0%	1	1.6%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	20	32.8%	29	47.5%	9	14.8%	2	3.3%	0	0.0%	1	1.6%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	19	31.1%	31	50.8%	7	11.5%	2	3.3%	0	0.0%	2	3.3%
Q19	All teachers in our school use a variety of technologies as instructional resources.	16	26.2%	37	60.7%	5	8.2%	1	1.6%	0	0.0%	2	3.3%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	16	26.2%	35	57.4%	7	11.5%	2	3.3%	0	0.0%	1	1.6%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	13	21.3%	33	54.1%	8	13.1%	5	8.2%	0	0.0%	2	3.3%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	12	19.7%	37	60.7%	8	13.1%	2	3.3%	0	0.0%	2	3.3%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	11	18.0%	28	45.9%	14	23.0%	4	6.6%	2	3.3%	2	3.3%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Safety Harbor Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	21	34.4%	29	47.5%	8	13.1%	2	3.3%	0	0.0%	1	1.6%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	12	19.7%	30	49.2%	14	23.0%	4	6.6%	0	0.0%	1	1.6%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	14	23.0%	34	55.7%	10	16.4%	3	4.9%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	9	14.8%	31	50.8%	11	18.0%	7	11.5%	3	4.9%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	14	23.0%	29	47.5%	14	23.0%	4	6.6%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	10	16.4%	37	60.7%	10	16.4%	2	3.3%	0	0.0%	2	3.3%
Q30	In our school, staff members provide peer coaching to teachers.	20	32.8%	29	47.5%	9	14.8%	2	3.3%	1	1.6%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	21	34.4%	29	47.5%	6	9.8%	2	3.3%	3	4.9%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	22	36.1%	32	52.5%	5	8.2%	2	3.3%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	15	24.6%	26	42.6%	11	18.0%	8	13.1%	0	0.0%	1	1.6%

**Pinellas County Schools
 AdvancED Staff Survey Report
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		Safety Harbor Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	12	19.7%	29	47.5%	17	27.9%	3	4.9%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	9	14.8%	31	50.8%	14	23.0%	5	8.2%	2	3.3%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	20	32.8%	29	47.5%	8	13.1%	2	3.3%	2	3.3%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	12	19.7%	31	50.8%	11	18.0%	5	8.2%	2	3.3%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	12	19.7%	24	39.3%	9	14.8%	9	14.8%	7	11.5%	0	0.0%
Q39	Our school provides protected instructional time.	13	21.3%	21	34.4%	11	18.0%	12	19.7%	4	6.6%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	14	23.0%	34	55.7%	8	13.1%	5	8.2%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	11	18.0%	29	47.5%	16	26.2%	5	8.2%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	9	14.8%	25	41.0%	24	39.3%	2	3.3%	0	0.0%	1	1.6%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	10	16.4%	32	52.5%	12	19.7%	2	3.3%	5	8.2%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	30	49.2%	23	37.7%	7	11.5%	1	1.6%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	31	50.8%	26	42.6%	4	6.6%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	34	55.7%	20	32.8%	6	9.8%	1	1.6%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	18	29.5%	32	52.5%	9	14.8%	2	3.3%	0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Safety Harbor Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	11	18.0%	34	55.7%	10	16.4%	5	8.2%	0	0.0%	1	1.6%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	10	16.4%	29	47.5%	15	24.6%	5	8.2%	1	1.6%	1	1.6%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	10	16.4%	26	42.6%	13	21.3%	11	18.0%	1	1.6%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	13	21.3%	26	42.6%	11	18.0%	7	11.5%	3	4.9%	1	1.6%
Q52	Our school leaders monitor data related to student achievement.	17	27.9%	30	49.2%	8	13.1%	5	8.2%	1	1.6%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	15	24.6%	31	50.8%	9	14.8%	6	9.8%	0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Seminole Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	39	59.1%	25	37.9%	1	1.5%	0	0.0%	0	0.0%	1	1.5%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	23	34.8%	30	45.5%	6	9.1%	6	9.1%	0	0.0%	1	1.5%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	22	33.3%	34	51.5%	7	10.6%	2	3.0%	0	0.0%	1	1.5%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	29	43.9%	29	43.9%	6	9.1%	1	1.5%	0	0.0%	1	1.5%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	31	47.0%	29	43.9%	5	7.6%	1	1.5%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	29	45.3%	29	45.3%	6	9.4%	0	0.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	20	31.3%	29	45.3%	13	20.3%	2	3.1%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	26	40.6%	32	50.0%	4	6.3%	2	3.1%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	36	56.3%	24	37.5%	4	6.3%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	27	42.2%	24	37.5%	9	14.1%	3	4.7%	0	0.0%	1	1.6%
Q11	Our school's leaders hold all staff members accountable for student learning.	34	53.1%	26	40.6%	4	6.3%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	29	45.3%	28	43.8%	6	9.4%	1	1.6%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	23	35.9%	32	50.0%	8	12.5%	1	1.6%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Seminole Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	23	35.9%	30	46.9%	8	12.5%	3	4.7%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	27	42.2%	31	48.4%	3	4.7%	3	4.7%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	11	18.3%	32	53.3%	11	18.3%	6	10.0%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	11	18.3%	31	51.7%	12	20.0%	6	10.0%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	10	16.7%	33	55.0%	10	16.7%	7	11.7%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	10	16.7%	37	61.7%	10	16.7%	3	5.0%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	17	28.3%	34	56.7%	9	15.0%	0	0.0%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	12	20.0%	32	53.3%	13	21.7%	3	5.0%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	9	15.0%	35	58.3%	13	21.7%	3	5.0%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	8	13.3%	34	56.7%	13	21.7%	5	8.3%	0	0.0%	0	0.0%

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		Seminole Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	13	21.7%	41	68.3%	3	5.0%	1	1.7%	2	3.3%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	9	15.0%	31	51.7%	12	20.0%	8	13.3%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	12	20.0%	32	53.3%	10	16.7%	6	10.0%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	13	21.7%	28	46.7%	13	21.7%	6	10.0%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	10	16.7%	28	46.7%	16	26.7%	6	10.0%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	10	16.7%	36	60.0%	10	16.7%	4	6.7%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	12	20.0%	35	58.3%	8	13.3%	4	6.7%	1	1.7%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	19	31.7%	34	56.7%	6	10.0%	1	1.7%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	16	26.7%	36	60.0%	6	10.0%	2	3.3%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	16	26.7%	39	65.0%	5	8.3%	0	0.0%	0	0.0%	0	0.0%

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		Seminole Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	9	15.0%	29	48.3%	14	23.3%	7	11.7%	1	1.7%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	16	26.7%	39	65.0%	5	8.3%	0	0.0%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	18	30.5%	39	66.1%	2	3.4%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	12	20.3%	35	59.3%	7	11.9%	5	8.5%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	8	13.6%	29	49.2%	10	16.9%	12	20.3%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	10	16.9%	32	54.2%	11	18.6%	6	10.2%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	7	11.9%	44	74.6%	4	6.8%	4	6.8%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	11	18.6%	29	49.2%	10	16.9%	9	15.3%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	11	18.6%	31	52.5%	9	15.3%	8	13.6%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	12	20.3%	34	57.6%	11	18.6%	2	3.4%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	22	37.3%	31	52.5%	4	6.8%	1	1.7%	1	1.7%	0	0.0%
Q45	Our school maintains facilities that support student learning.	21	35.6%	36	61.0%	2	3.4%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	19	32.2%	37	62.7%	3	5.1%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	16	29.1%	35	63.6%	4	7.3%	0	0.0%	0	0.0%	0	0.0%

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		Seminole Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	10	18.2%	31	56.4%	9	16.4%	5	9.1%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	12	21.8%	33	60.0%	9	16.4%	1	1.8%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	8	14.5%	33	60.0%	9	16.4%	5	9.1%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	11	20.0%	37	67.3%	5	9.1%	2	3.6%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	19	34.5%	33	60.0%	3	5.5%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	18	32.7%	35	63.6%	2	3.6%	0	0.0%	0	0.0%	0	0.0%

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		Tarpon Springs Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	32	49.2%	29	44.6%	3	4.6%	0	0.0%	1	1.5%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	16	24.6%	40	61.5%	6	9.2%	1	1.5%	2	3.1%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	15	23.1%	38	58.5%	9	13.8%	2	3.1%	1	1.5%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	23	35.4%	32	49.2%	10	15.4%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	23	35.4%	34	52.3%	5	7.7%	3	4.6%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	20	32.8%	26	42.6%	12	19.7%	3	4.9%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	13	21.3%	25	41.0%	17	27.9%	6	9.8%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	20	32.8%	23	37.7%	11	18.0%	6	9.8%	1	1.6%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	23	37.7%	28	45.9%	7	11.5%	1	1.6%	2	3.3%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	17	27.9%	26	42.6%	11	18.0%	5	8.2%	2	3.3%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	25	41.0%	28	45.9%	6	9.8%	1	1.6%	1	1.6%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	23	37.7%	22	36.1%	10	16.4%	3	4.9%	2	3.3%	1	1.6%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	19	31.1%	27	44.3%	11	18.0%	2	3.3%	1	1.6%	1	1.6%

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		Tarpon Springs Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	18	29.5%	27	44.3%	15	24.6%	1	1.6%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	20	32.8%	33	54.1%	7	11.5%	1	1.6%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	16	27.6%	25	43.1%	10	17.2%	4	6.9%	1	1.7%	2	3.4%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	16	27.6%	20	34.5%	15	25.9%	4	6.9%	1	1.7%	2	3.4%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	15	25.9%	23	39.7%	14	24.1%	3	5.2%	1	1.7%	2	3.4%
Q19	All teachers in our school use a variety of technologies as instructional resources.	12	20.7%	30	51.7%	12	20.7%	2	3.4%	0	0.0%	2	3.4%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	17	29.3%	28	48.3%	7	12.1%	4	6.9%	0	0.0%	2	3.4%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	15	25.9%	25	43.1%	12	20.7%	4	6.9%	0	0.0%	2	3.4%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	11	19.0%	31	53.4%	11	19.0%	2	3.4%	1	1.7%	2	3.4%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	9	15.5%	24	41.4%	14	24.1%	7	12.1%	2	3.4%	2	3.4%

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		Tarpon Springs Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	17	29.3%	24	41.4%	13	22.4%	2	3.4%	0	0.0%	2	3.4%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	12	20.7%	19	32.8%	19	32.8%	6	10.3%	0	0.0%	2	3.4%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	12	20.7%	29	50.0%	12	20.7%	2	3.4%	1	1.7%	2	3.4%
Q27	In our school, related learning support services are provided for all students based on their needs.	12	20.7%	23	39.7%	14	24.1%	4	6.9%	3	5.2%	2	3.4%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	7	12.1%	23	39.7%	16	27.6%	8	13.8%	2	3.4%	2	3.4%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	12	20.7%	23	39.7%	13	22.4%	8	13.8%	0	0.0%	2	3.4%
Q30	In our school, staff members provide peer coaching to teachers.	9	15.5%	26	44.8%	16	27.6%	6	10.3%	0	0.0%	1	1.7%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	9	15.5%	24	41.4%	17	29.3%	6	10.3%	1	1.7%	1	1.7%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	19	32.8%	30	51.7%	6	10.3%	1	1.7%	1	1.7%	1	1.7%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	14	24.1%	27	46.6%	14	24.1%	2	3.4%	0	0.0%	1	1.7%

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		Tarpon Springs Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	10	17.2%	24	41.4%	16	27.6%	6	10.3%	1	1.7%	1	1.7%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	13	22.4%	33	56.9%	10	17.2%	1	1.7%	0	0.0%	1	1.7%
Q36	Our school provides qualified staff members to support student learning.	23	41.1%	28	50.0%	2	3.6%	3	5.4%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	17	30.4%	24	42.9%	8	14.3%	6	10.7%	1	1.8%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	9	16.1%	24	42.9%	9	16.1%	11	19.6%	2	3.6%	1	1.8%
Q39	Our school provides protected instructional time.	12	21.4%	27	48.2%	13	23.2%	3	5.4%	0	0.0%	1	1.8%
Q40	Our school provides a variety of information resources to support student learning.	12	21.4%	34	60.7%	6	10.7%	3	5.4%	0	0.0%	1	1.8%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	10	17.9%	28	50.0%	10	17.9%	7	12.5%	0	0.0%	1	1.8%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	10	17.9%	33	58.9%	8	14.3%	4	7.1%	0	0.0%	1	1.8%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	12	21.4%	25	44.6%	12	21.4%	6	10.7%	0	0.0%	1	1.8%
Q44	Our school provides opportunities for students to participate in activities that interest them.	17	30.4%	30	53.6%	7	12.5%	2	3.6%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	18	32.1%	33	58.9%	3	5.4%	2	3.6%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	20	35.7%	32	57.1%	3	5.4%	1	1.8%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	20	35.7%	28	50.0%	6	10.7%	0	0.0%	1	1.8%	1	1.8%

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		Tarpon Springs Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	12	21.4%	29	51.8%	10	17.9%	2	3.6%	1	1.8%	2	3.6%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	13	23.2%	32	57.1%	8	14.3%	3	5.4%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	11	19.6%	28	50.0%	11	19.6%	5	8.9%	0	0.0%	1	1.8%
Q51	Our school uses data to monitor student readiness and success at the next level.	19	33.9%	27	48.2%	8	14.3%	2	3.6%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	24	42.9%	29	51.8%	3	5.4%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	23	41.1%	29	51.8%	3	5.4%	1	1.8%	0	0.0%	0	0.0%

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		Thurgood Marshall Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	37	68.5%	15	27.8%	2	3.7%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	27	50.0%	22	40.7%	4	7.4%	0	0.0%	0	0.0%	1	1.9%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	28	51.9%	19	35.2%	6	11.1%	0	0.0%	0	0.0%	1	1.9%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	25	46.3%	25	46.3%	3	5.6%	1	1.9%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	32	59.3%	20	37.0%	2	3.7%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	25	51.0%	17	34.7%	3	6.1%	3	6.1%	1	2.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	18	36.7%	21	42.9%	7	14.3%	2	4.1%	1	2.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	27	55.1%	16	32.7%	5	10.2%	1	2.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	33	67.3%	14	28.6%	2	4.1%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	30	61.2%	15	30.6%	4	8.2%	0	0.0%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	30	61.2%	18	36.7%	1	2.0%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	23	46.9%	18	36.7%	7	14.3%	1	2.0%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	18	36.7%	25	51.0%	6	12.2%	0	0.0%	0	0.0%	0	0.0%

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		Thurgood Marshall Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	21	42.9%	18	36.7%	7	14.3%	2	4.1%	0	0.0%	1	2.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	22	44.9%	22	44.9%	4	8.2%	0	0.0%	0	0.0%	1	2.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	13	27.7%	23	48.9%	10	21.3%	1	2.1%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	13	27.7%	22	46.8%	11	23.4%	1	2.1%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	13	27.7%	26	55.3%	8	17.0%	0	0.0%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	11	23.4%	27	57.4%	9	19.1%	0	0.0%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	15	31.9%	25	53.2%	7	14.9%	0	0.0%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	13	27.7%	19	40.4%	13	27.7%	2	4.3%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	9	19.1%	28	59.6%	9	19.1%	1	2.1%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	12	25.5%	24	51.1%	10	21.3%	1	2.1%	0	0.0%	0	0.0%

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		Thurgood Marshall Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	11	23.4%	26	55.3%	7	14.9%	3	6.4%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	13	27.7%	22	46.8%	9	19.1%	3	6.4%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	15	31.9%	25	53.2%	7	14.9%	0	0.0%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	18	38.3%	22	46.8%	5	10.6%	2	4.3%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	13	27.7%	18	38.3%	11	23.4%	5	10.6%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	14	29.8%	20	42.6%	12	25.5%	1	2.1%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	12	25.5%	26	55.3%	7	14.9%	2	4.3%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	14	29.8%	19	40.4%	10	21.3%	4	8.5%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	20	42.6%	21	44.7%	6	12.8%	0	0.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	16	34.0%	22	46.8%	9	19.1%	0	0.0%	0	0.0%	0	0.0%

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		Thurgood Marshall Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	13	27.7%	26	55.3%	6	12.8%	2	4.3%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	18	38.3%	23	48.9%	5	10.6%	0	0.0%	0	0.0%	1	2.1%
Q36	Our school provides qualified staff members to support student learning.	22	47.8%	22	47.8%	2	4.3%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	15	32.6%	26	56.5%	3	6.5%	2	4.3%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	16	34.8%	21	45.7%	4	8.7%	5	10.9%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	16	34.8%	23	50.0%	4	8.7%	3	6.5%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	17	37.0%	24	52.2%	5	10.9%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	12	26.1%	25	54.3%	6	13.0%	3	6.5%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	13	28.3%	22	47.8%	8	17.4%	2	4.3%	0	0.0%	1	2.2%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	24	52.2%	19	41.3%	3	6.5%	0	0.0%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	28	60.9%	14	30.4%	4	8.7%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	28	60.9%	17	37.0%	1	2.2%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	33	71.7%	11	23.9%	2	4.3%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	21	45.7%	21	45.7%	4	8.7%	0	0.0%	0	0.0%	0	0.0%

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		Thurgood Marshall Fundamental											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	13	28.3%	29	63.0%	4	8.7%	0	0.0%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	20	43.5%	21	45.7%	5	10.9%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	11	23.9%	23	50.0%	10	21.7%	2	4.3%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	19	41.3%	24	52.2%	3	6.5%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	22	47.8%	21	45.7%	3	6.5%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	22	47.8%	20	43.5%	4	8.7%	0	0.0%	0	0.0%	0	0.0%

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		Tyrone Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	62	53.4%	48	41.4%	2	1.7%	2	1.7%	2	1.7%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	38	32.8%	50	43.1%	18	15.5%	6	5.2%	3	2.6%	1	.9%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	36	31.0%	50	43.1%	23	19.8%	5	4.3%	2	1.7%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	41	35.3%	49	42.2%	21	18.1%	4	3.4%	1	.9%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	50	43.1%	47	40.5%	14	12.1%	3	2.6%	2	1.7%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	37	34.3%	40	37.0%	22	20.4%	7	6.5%	0	0.0%	2	1.9%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	32	29.6%	36	33.3%	26	24.1%	10	9.3%	2	1.9%	2	1.9%
Q8	Our school's leaders support an innovative and collaborative culture.	34	31.5%	36	33.3%	20	18.5%	16	14.8%	2	1.9%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	46	42.6%	51	47.2%	8	7.4%	3	2.8%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	32	29.6%	37	34.3%	21	19.4%	13	12.0%	5	4.6%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	59	54.6%	32	29.6%	10	9.3%	5	4.6%	2	1.9%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	45	41.7%	40	37.0%	13	12.0%	8	7.4%	2	1.9%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	33	30.6%	39	36.1%	23	21.3%	12	11.1%	1	.9%	0	0.0%

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		Tyrone Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	30	27.8%	37	34.3%	25	23.1%	11	10.2%	4	3.7%	1	.9%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	29	26.9%	47	43.5%	25	23.1%	6	5.6%	0	0.0%	1	.9%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	25	24.8%	40	39.6%	18	17.8%	13	12.9%	0	0.0%	5	5.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	22	21.8%	35	34.7%	28	27.7%	11	10.9%	1	1.0%	4	4.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	27	26.7%	31	30.7%	27	26.7%	12	11.9%	0	0.0%	4	4.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	21	20.8%	39	38.6%	26	25.7%	10	9.9%	1	1.0%	4	4.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	29	28.7%	41	40.6%	19	18.8%	8	7.9%	0	0.0%	4	4.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	17	16.8%	37	36.6%	33	32.7%	10	9.9%	0	0.0%	4	4.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	22	21.8%	40	39.6%	28	27.7%	6	5.9%	1	1.0%	4	4.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	19	18.8%	36	35.6%	30	29.7%	9	8.9%	1	1.0%	6	5.9%

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		Tyrone Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	43	42.6%	40	39.6%	10	9.9%	4	4.0%	0	0.0%	4	4.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	25	24.8%	44	43.6%	20	19.8%	8	7.9%	0	0.0%	4	4.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	25	24.8%	50	49.5%	15	14.9%	7	6.9%	3	3.0%	1	1.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	23	22.8%	38	37.6%	20	19.8%	14	13.9%	5	5.0%	1	1.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	19	18.8%	40	39.6%	23	22.8%	15	14.9%	3	3.0%	1	1.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	20	19.8%	43	42.6%	30	29.7%	7	6.9%	1	1.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	18	17.8%	44	43.6%	23	22.8%	10	9.9%	4	4.0%	2	2.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	18	17.8%	33	32.7%	18	17.8%	22	21.8%	9	8.9%	1	1.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	32	31.7%	54	53.5%	11	10.9%	4	4.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	29	28.7%	44	43.6%	22	21.8%	4	4.0%	1	1.0%	1	1.0%

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		Tyrone Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	17	16.8%	26	25.7%	39	38.6%	12	11.9%	6	5.9%	1	1.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	23	22.8%	44	43.6%	28	27.7%	6	5.9%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	33	34.0%	47	48.5%	14	14.4%	2	2.1%	1	1.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	27	27.8%	39	40.2%	16	16.5%	10	10.3%	3	3.1%	2	2.1%
Q38	Our school provides sufficient material resources to meet student needs.	15	15.5%	33	34.0%	22	22.7%	19	19.6%	6	6.2%	2	2.1%
Q39	Our school provides protected instructional time.	21	21.6%	45	46.4%	12	12.4%	11	11.3%	6	6.2%	2	2.1%
Q40	Our school provides a variety of information resources to support student learning.	22	22.7%	46	47.4%	18	18.6%	7	7.2%	2	2.1%	2	2.1%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	17	17.5%	42	43.3%	21	21.6%	14	14.4%	1	1.0%	2	2.1%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	17	17.5%	43	44.3%	24	24.7%	11	11.3%	1	1.0%	1	1.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	21	21.6%	34	35.1%	26	26.8%	10	10.3%	5	5.2%	1	1.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	33	34.0%	48	49.5%	11	11.3%	4	4.1%	1	1.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	25	25.8%	47	48.5%	15	15.5%	8	8.2%	1	1.0%	1	1.0%
Q46	Our school maintains facilities that contribute to a safe environment.	25	25.8%	47	48.5%	15	15.5%	7	7.2%	3	3.1%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	28	29.2%	55	57.3%	8	8.3%	0	0.0%	3	3.1%	2	2.1%

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		Tyrone Middle											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	22	22.9%	54	56.3%	14	14.6%	3	3.1%	1	1.0%	2	2.1%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	21	21.9%	62	64.6%	10	10.4%	1	1.0%	0	0.0%	2	2.1%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	21	21.9%	45	46.9%	21	21.9%	8	8.3%	0	0.0%	1	1.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	23	24.0%	60	62.5%	9	9.4%	1	1.0%	1	1.0%	2	2.1%
Q52	Our school leaders monitor data related to student achievement.	34	35.4%	53	55.2%	7	7.3%	0	0.0%	1	1.0%	1	1.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	36	37.5%	51	53.1%	9	9.4%	0	0.0%	0	0.0%	0	0.0%

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		Bayside High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	32	58.2%	21	38.2%	2	3.6%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	26	47.3%	22	40.0%	6	10.9%	1	1.8%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	24	43.6%	22	40.0%	9	16.4%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	23	41.8%	25	45.5%	7	12.7%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	27	49.1%	17	30.9%	9	16.4%	2	3.6%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	16	29.6%	32	59.3%	5	9.3%	0	0.0%	0	0.0%	1	1.9%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	9	16.7%	27	50.0%	14	25.9%	1	1.9%	0	0.0%	3	5.6%
Q8	Our school's leaders support an innovative and collaborative culture.	20	37.0%	22	40.7%	9	16.7%	1	1.9%	0	0.0%	2	3.7%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	21	38.9%	27	50.0%	5	9.3%	0	0.0%	0	0.0%	1	1.9%
Q10	Our school's leaders hold themselves accountable for student learning.	21	38.9%	22	40.7%	7	13.0%	1	1.9%	1	1.9%	2	3.7%
Q11	Our school's leaders hold all staff members accountable for student learning.	20	37.0%	21	38.9%	8	14.8%	3	5.6%	0	0.0%	2	3.7%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	21	38.9%	22	40.7%	6	11.1%	2	3.7%	0	0.0%	3	5.6%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	16	29.6%	23	42.6%	8	14.8%	3	5.6%	0	0.0%	4	7.4%

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		Bayside High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	16	29.6%	25	46.3%	8	14.8%	4	7.4%	0	0.0%	1	1.9%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	21	38.9%	22	40.7%	8	14.8%	2	3.7%	0	0.0%	1	1.9%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	9	17.3%	17	32.7%	19	36.5%	2	3.8%	0	0.0%	5	9.6%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	8	15.4%	24	46.2%	10	19.2%	5	9.6%	0	0.0%	5	9.6%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	10	19.2%	17	32.7%	15	28.8%	6	11.5%	0	0.0%	4	7.7%
Q19	All teachers in our school use a variety of technologies as instructional resources.	11	21.2%	27	51.9%	10	19.2%	1	1.9%	0	0.0%	3	5.8%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	9	17.3%	26	50.0%	9	17.3%	1	1.9%	0	0.0%	7	13.5%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	7	13.5%	19	36.5%	14	26.9%	3	5.8%	2	3.8%	7	13.5%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	6	11.5%	18	34.6%	16	30.8%	3	5.8%	0	0.0%	9	17.3%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	8	15.4%	20	38.5%	17	32.7%	1	1.9%	0	0.0%	6	11.5%

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		Bayside High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	13	25.0%	22	42.3%	10	19.2%	1	1.9%	0	0.0%	6	11.5%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	9	17.3%	21	40.4%	10	19.2%	6	11.5%	0	0.0%	6	11.5%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	8	15.4%	26	50.0%	9	17.3%	4	7.7%	0	0.0%	5	9.6%
Q27	In our school, related learning support services are provided for all students based on their needs.	13	25.0%	21	40.4%	7	13.5%	9	17.3%	1	1.9%	1	1.9%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	20	38.5%	14	26.9%	11	21.2%	3	5.8%	0	0.0%	4	7.7%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	5	9.6%	19	36.5%	14	26.9%	9	17.3%	0	0.0%	5	9.6%
Q30	In our school, staff members provide peer coaching to teachers.	13	25.0%	21	40.4%	10	19.2%	4	7.7%	0	0.0%	4	7.7%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	14	26.9%	21	40.4%	9	17.3%	4	7.7%	0	0.0%	4	7.7%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	20	38.5%	18	34.6%	8	15.4%	3	5.8%	1	1.9%	2	3.8%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	14	26.9%	19	36.5%	11	21.2%	2	3.8%	1	1.9%	5	9.6%

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		Bayside High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	6	11.5%	11	21.2%	17	32.7%	10	19.2%	2	3.8%	6	11.5%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	11	21.2%	23	44.2%	11	21.2%	3	5.8%	0	0.0%	4	7.7%
Q36	Our school provides qualified staff members to support student learning.	21	40.4%	24	46.2%	5	9.6%	0	0.0%	0	0.0%	2	3.8%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	11	21.2%	29	55.8%	6	11.5%	2	3.8%	0	0.0%	4	7.7%
Q38	Our school provides sufficient material resources to meet student needs.	12	23.1%	24	46.2%	10	19.2%	2	3.8%	2	3.8%	2	3.8%
Q39	Our school provides protected instructional time.	16	30.8%	24	46.2%	8	15.4%	1	1.9%	0	0.0%	3	5.8%
Q40	Our school provides a variety of information resources to support student learning.	12	23.1%	32	61.5%	4	7.7%	0	0.0%	0	0.0%	4	7.7%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	18	34.6%	18	34.6%	9	17.3%	3	5.8%	1	1.9%	3	5.8%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	12	23.1%	20	38.5%	11	21.2%	3	5.8%	1	1.9%	5	9.6%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	16	30.8%	24	46.2%	6	11.5%	4	7.7%	1	1.9%	1	1.9%
Q44	Our school provides opportunities for students to participate in activities that interest them.	6	11.5%	11	21.2%	14	26.9%	17	32.7%	2	3.8%	2	3.8%
Q45	Our school maintains facilities that support student learning.	21	40.4%	24	46.2%	7	13.5%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	26	50.0%	22	42.3%	3	5.8%	1	1.9%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	14	26.9%	22	42.3%	9	17.3%	0	0.0%	0	0.0%	7	13.5%

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		Bayside High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	9	17.3%	20	38.5%	13	25.0%	2	3.8%	0	0.0%	8	15.4%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	19	36.5%	23	44.2%	4	7.7%	1	1.9%	0	0.0%	5	9.6%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	11	21.2%	17	32.7%	13	25.0%	3	5.8%	2	3.8%	6	11.5%
Q51	Our school uses data to monitor student readiness and success at the next level.	15	28.8%	23	44.2%	7	13.5%	1	1.9%	0	0.0%	6	11.5%
Q52	Our school leaders monitor data related to student achievement.	19	36.5%	23	44.2%	8	15.4%	0	0.0%	0	0.0%	2	3.8%
Q53	Our school leaders monitor data related to school continuous improvement goals.	18	34.6%	25	48.1%	7	13.5%	0	0.0%	0	0.0%	2	3.8%

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		Boca Ciega High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	87	69.0%	29	23.0%	8	6.3%	0	0.0%	2	1.6%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	70	55.6%	42	33.3%	12	9.5%	1	.8%	1	.8%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	59	46.8%	52	41.3%	12	9.5%	2	1.6%	1	.8%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	59	46.8%	49	38.9%	14	11.1%	1	.8%	3	2.4%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	76	60.3%	39	31.0%	9	7.1%	1	.8%	1	.8%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	45	36.3%	54	43.5%	17	13.7%	6	4.8%	2	1.6%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	36	29.0%	62	50.0%	19	15.3%	4	3.2%	3	2.4%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	52	41.9%	47	37.9%	17	13.7%	7	5.6%	1	.8%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	63	50.8%	47	37.9%	8	6.5%	6	4.8%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	49	39.5%	50	40.3%	19	15.3%	4	3.2%	2	1.6%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	52	41.9%	48	38.7%	19	15.3%	5	4.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	54	43.5%	51	41.1%	14	11.3%	4	3.2%	1	.8%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	39	31.5%	66	53.2%	17	13.7%	1	.8%	1	.8%	0	0.0%

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		Boca Ciega High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	42	33.9%	56	45.2%	21	16.9%	4	3.2%	1	.8%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	49	39.5%	56	45.2%	15	12.1%	2	1.6%	2	1.6%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	24	19.7%	59	48.4%	27	22.1%	6	4.9%	1	.8%	5	4.1%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	23	18.9%	59	48.4%	27	22.1%	7	5.7%	1	.8%	5	4.1%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	21	17.2%	65	53.3%	23	18.9%	7	5.7%	1	.8%	5	4.1%
Q19	All teachers in our school use a variety of technologies as instructional resources.	29	23.8%	64	52.5%	23	18.9%	1	.8%	0	0.0%	5	4.1%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	26	21.3%	64	52.5%	24	19.7%	3	2.5%	0	0.0%	5	4.1%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	21	17.2%	54	44.3%	31	25.4%	10	8.2%	1	.8%	5	4.1%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	20	16.4%	64	52.5%	26	21.3%	6	4.9%	0	0.0%	6	4.9%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	23	18.9%	57	46.7%	24	19.7%	11	9.0%	3	2.5%	4	3.3%

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		Boca Ciega High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	52	42.6%	49	40.2%	16	13.1%	1	.8%	1	.8%	3	2.5%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	34	27.9%	58	47.5%	23	18.9%	4	3.3%	0	0.0%	3	2.5%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	26	21.3%	70	57.4%	18	14.8%	2	1.6%	3	2.5%	3	2.5%
Q27	In our school, related learning support services are provided for all students based on their needs.	32	26.2%	68	55.7%	11	9.0%	7	5.7%	2	1.6%	2	1.6%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	30	24.6%	70	57.4%	18	14.8%	1	.8%	0	0.0%	3	2.5%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	25	20.5%	70	57.4%	17	13.9%	8	6.6%	0	0.0%	2	1.6%
Q30	In our school, staff members provide peer coaching to teachers.	21	17.2%	67	54.9%	25	20.5%	4	3.3%	1	.8%	4	3.3%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	24	19.7%	70	57.4%	20	16.4%	6	4.9%	1	.8%	1	.8%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	37	30.3%	68	55.7%	14	11.5%	2	1.6%	0	0.0%	1	.8%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	33	27.0%	61	50.0%	21	17.2%	4	3.3%	2	1.6%	1	.8%

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		Boca Ciega High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	20	16.4%	50	41.0%	43	35.2%	6	4.9%	1	.8%	2	1.6%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	38	31.1%	60	49.2%	21	17.2%	1	.8%	1	.8%	1	.8%
Q36	Our school provides qualified staff members to support student learning.	42	35.6%	61	51.7%	13	11.0%	2	1.7%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	35	29.7%	64	54.2%	8	6.8%	6	5.1%	4	3.4%	1	.8%
Q38	Our school provides sufficient material resources to meet student needs.	37	31.4%	53	44.9%	16	13.6%	9	7.6%	2	1.7%	1	.8%
Q39	Our school provides protected instructional time.	32	27.1%	60	50.8%	12	10.2%	10	8.5%	3	2.5%	1	.8%
Q40	Our school provides a variety of information resources to support student learning.	35	29.7%	70	59.3%	11	9.3%	1	.8%	0	0.0%	1	.8%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	31	26.3%	66	55.9%	14	11.9%	5	4.2%	1	.8%	1	.8%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	25	21.2%	70	59.3%	17	14.4%	3	2.5%	2	1.7%	1	.8%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	41	34.7%	58	49.2%	14	11.9%	4	3.4%	1	.8%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	57	48.3%	49	41.5%	9	7.6%	1	.8%	2	1.7%	0	0.0%
Q45	Our school maintains facilities that support student learning.	52	44.1%	58	49.2%	6	5.1%	1	.8%	1	.8%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	52	44.1%	55	46.6%	9	7.6%	0	0.0%	2	1.7%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	41	35.7%	62	53.9%	7	6.1%	1	.9%	1	.9%	3	2.6%

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		Boca Ciega High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	30	26.1%	55	47.8%	18	15.7%	8	7.0%	2	1.7%	2	1.7%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	51	44.3%	47	40.9%	14	12.2%	2	1.7%	0	0.0%	1	.9%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	27	23.5%	62	53.9%	19	16.5%	6	5.2%	0	0.0%	1	.9%
Q51	Our school uses data to monitor student readiness and success at the next level.	42	36.5%	58	50.4%	11	9.6%	1	.9%	1	.9%	2	1.7%
Q52	Our school leaders monitor data related to student achievement.	55	47.8%	50	43.5%	7	6.1%	1	.9%	0	0.0%	2	1.7%
Q53	Our school leaders monitor data related to school continuous improvement goals.	54	47.0%	52	45.2%	7	6.1%	1	.9%	0	0.0%	1	.9%

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		Clearwater High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	54	85.7%	6	9.5%	2	3.2%	1	1.6%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	48	76.2%	14	22.2%	1	1.6%	0	0.0%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	48	76.2%	15	23.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	51	81.0%	12	19.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	49	77.8%	13	20.6%	1	1.6%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	45	71.4%	17	27.0%	1	1.6%	0	0.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	43	68.3%	18	28.6%	2	3.2%	0	0.0%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	50	79.4%	10	15.9%	2	3.2%	1	1.6%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	47	74.6%	10	15.9%	3	4.8%	3	4.8%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	42	66.7%	18	28.6%	1	1.6%	2	3.2%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	45	71.4%	12	19.0%	6	9.5%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	45	71.4%	16	25.4%	1	1.6%	1	1.6%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	41	65.1%	19	30.2%	2	3.2%	1	1.6%	0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Clearwater High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	42	66.7%	18	28.6%	2	3.2%	0	0.0%	1	1.6%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	47	74.6%	14	22.2%	1	1.6%	1	1.6%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	30	47.6%	26	41.3%	5	7.9%	2	3.2%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	31	49.2%	22	34.9%	7	11.1%	3	4.8%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	34	54.0%	24	38.1%	3	4.8%	2	3.2%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	38	60.3%	19	30.2%	4	6.3%	2	3.2%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	39	61.9%	18	28.6%	4	6.3%	2	3.2%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	32	50.8%	22	34.9%	8	12.7%	1	1.6%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	35	55.6%	24	38.1%	2	3.2%	2	3.2%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	41	65.1%	19	30.2%	3	4.8%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Clearwater High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	41	65.1%	20	31.7%	2	3.2%	0	0.0%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	40	63.5%	20	31.7%	3	4.8%	0	0.0%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	40	63.5%	19	30.2%	2	3.2%	2	3.2%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	41	65.1%	19	30.2%	3	4.8%	0	0.0%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	41	65.1%	13	20.6%	8	12.7%	1	1.6%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	39	61.9%	15	23.8%	8	12.7%	1	1.6%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	39	61.9%	19	30.2%	5	7.9%	0	0.0%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	40	63.5%	19	30.2%	4	6.3%	0	0.0%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	45	71.4%	17	27.0%	1	1.6%	0	0.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	42	66.7%	19	30.2%	2	3.2%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Clearwater High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	38	60.3%	15	23.8%	9	14.3%	1	1.6%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	42	66.7%	19	30.2%	2	3.2%	0	0.0%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	46	73.0%	16	25.4%	0	0.0%	1	1.6%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	41	65.1%	19	30.2%	3	4.8%	0	0.0%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	38	60.3%	21	33.3%	4	6.3%	0	0.0%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	43	68.3%	16	25.4%	3	4.8%	1	1.6%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	42	66.7%	19	30.2%	2	3.2%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	46	73.0%	17	27.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	45	71.4%	18	28.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	44	69.8%	15	23.8%	3	4.8%	1	1.6%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	52	82.5%	11	17.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	49	77.8%	11	17.5%	2	3.2%	1	1.6%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	48	76.2%	13	20.6%	2	3.2%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	45	72.6%	15	24.2%	1	1.6%	1	1.6%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Clearwater High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	42	67.7%	19	30.6%	1	1.6%	0	0.0%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	42	67.7%	16	25.8%	3	4.8%	1	1.6%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	42	67.7%	12	19.4%	6	9.7%	2	3.2%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	45	72.6%	14	22.6%	2	3.2%	1	1.6%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	48	77.4%	14	22.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	47	75.8%	15	24.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
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*As a result of technical error at this school, seventeen survey items were excluded from analyses; those items display blank fields.		Countryside High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.												
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.												
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.												
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.												
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	56	54.9%	27	26.5%	12	11.8%	4	3.9%	1	1.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.												
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.												
Q8	Our school's leaders support an innovative and collaborative culture.	38	37.3%	41	40.2%	7	6.9%	9	8.8%	5	4.9%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	54	52.9%	38	37.3%	4	3.9%	4	3.9%	1	1.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	36	35.3%	36	35.3%	4	3.9%	4	3.9%	1	1.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.												
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.												
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	40	39.2%	39	38.2%	8	7.8%	10	9.8%	2	2.0%	0	0.0%

**Pinellas County Schools
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*As a result of technical error at this school, seventeen survey items were excluded from analyses; those items display blank fields.		Countryside High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	41	40.2%	35	34.3%	13	12.7%	6	5.9%	5	4.9%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	43	42.2%	37	36.3%	11	10.8%	5	4.9%	4	3.9%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	30	29.4%	37	36.3%	22	21.6%	7	6.9%	4	3.9%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	30	29.4%	39	38.2%	19	18.6%	9	8.8%	3	2.9%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	33	32.4%	40	39.2%	20	19.6%	5	4.9%	2	2.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	38	37.3%	36	35.3%	17	16.7%	6	5.9%	2	2.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	39	38.2%	37	36.3%	21	20.6%	2	2.0%	1	1.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	36	35.3%	31	30.4%	24	23.5%	8	7.8%	1	1.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	35	34.3%	35	34.3%	22	21.6%	3	2.9%	3	2.9%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	29	28.4%	40	39.2%	21	20.6%	7	6.9%	2	2.0%	0	0.0%

**Pinellas County Schools
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*As a result of technical error at this school, seventeen survey items were excluded from analyses; those items display blank fields.		Countryside High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	34	33.3%	45	44.1%	15	14.7%	4	3.9%	1	1.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).												
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.												
Q27	In our school, related learning support services are provided for all students based on their needs.	38	37.3%	40	39.2%	15	14.7%	2	2.0%	4	3.9%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.												
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	30	29.4%	40	39.2%	21	20.6%	5	4.9%	3	2.9%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	31	30.4%	42	41.2%	17	16.7%	6	5.9%	3	2.9%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	44	43.1%	45	44.1%	7	6.9%	0	0.0%	2	2.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	42	41.2%	41	40.2%	13	12.7%	2	2.0%	1	1.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	31	30.4%	45	44.1%	14	13.7%	5	4.9%	3	2.9%	0	0.0%

**Pinellas County Schools
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*As a result of technical error at this school, seventeen survey items were excluded from analyses; those items display blank fields.		Countryside High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	31	30.4%	32	31.4%	23	22.5%	9	8.8%	1	1.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	44	43.1%	35	34.3%	14	13.7%	3	2.9%	1	1.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	41	40.2%	44	43.1%	7	6.9%	6	5.9%	3	2.9%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	32	31.4%	47	46.1%	6	5.9%	12	11.8%	4	3.9%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	26	25.5%	40	39.2%	14	13.7%	16	15.7%	5	4.9%	0	0.0%
Q39	Our school provides protected instructional time.	34	33.3%	42	41.2%	18	17.6%	3	2.9%	4	3.9%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	33	32.4%	48	47.1%	13	12.7%	3	2.9%	1	1.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	33	32.4%	36	35.3%	19	18.6%	9	8.8%	2	2.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.												
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).												
Q44	Our school provides opportunities for students to participate in activities that interest them.	51	50.0%	36	35.3%	7	6.9%	2	2.0%	2	2.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.												
Q46	Our school maintains facilities that contribute to a safe environment.												
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	43	42.2%	44	43.1%	9	8.8%	1	1.0%	1	1.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
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*As a result of technical error at this school, seventeen survey items were excluded from analyses; those items display blank fields.		Countryside High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	38	37.3%	37	36.3%	16	15.7%	3	2.9%	2	2.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	37	36.3%	39	38.2%	16	15.7%	3	2.9%	2	2.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	32	31.4%	39	38.2%	16	15.7%	6	5.9%	5	4.9%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.												
Q52	Our school leaders monitor data related to student achievement.	48	47.1%	36	35.3%	11	10.8%	2	2.0%	1	1.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	49	48.0%	34	33.3%	10	9.8%	0	0.0%	2	2.0%	0	0.0%

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		Dixie Hollins High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	55	50.0%	49	44.5%	6	5.5%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	31	28.2%	47	42.7%	28	25.5%	3	2.7%	0	0.0%	1	.9%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	40	36.4%	56	50.9%	13	11.8%	1	.9%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	37	33.6%	59	53.6%	14	12.7%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	54	49.1%	52	47.3%	4	3.6%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	30	27.8%	48	44.4%	27	25.0%	2	1.9%	1	.9%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	26	24.1%	53	49.1%	26	24.1%	2	1.9%	1	.9%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	61	56.5%	34	31.5%	12	11.1%	0	0.0%	0	0.0%	1	.9%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	54	50.0%	39	36.1%	11	10.2%	3	2.8%	1	.9%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	43	39.8%	47	43.5%	13	12.0%	3	2.8%	2	1.9%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	40	37.0%	50	46.3%	9	8.3%	6	5.6%	3	2.8%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	43	39.8%	42	38.9%	14	13.0%	7	6.5%	2	1.9%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	35	32.4%	53	49.1%	13	12.0%	7	6.5%	0	0.0%	0	0.0%

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		Dixie Hollins High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	34	31.5%	49	45.4%	23	21.3%	1	.9%	0	0.0%	1	.9%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	38	35.2%	46	42.6%	20	18.5%	3	2.8%	0	0.0%	1	.9%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	22	22.7%	39	40.2%	19	19.6%	12	12.4%	4	4.1%	1	1.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	20	20.6%	43	44.3%	17	17.5%	13	13.4%	3	3.1%	1	1.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	24	24.7%	39	40.2%	19	19.6%	12	12.4%	2	2.1%	1	1.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	26	26.8%	47	48.5%	14	14.4%	7	7.2%	2	2.1%	1	1.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	27	27.8%	44	45.4%	18	18.6%	5	5.2%	2	2.1%	1	1.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	19	19.6%	42	43.3%	25	25.8%	8	8.2%	2	2.1%	1	1.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	24	24.7%	41	42.3%	23	23.7%	7	7.2%	1	1.0%	1	1.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	25	25.8%	38	39.2%	23	23.7%	6	6.2%	3	3.1%	2	2.1%

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		Dixie Hollins High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	36	37.1%	38	39.2%	18	18.6%	4	4.1%	0	0.0%	1	1.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	28	28.9%	44	45.4%	20	20.6%	3	3.1%	1	1.0%	1	1.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	26	26.8%	55	56.7%	11	11.3%	3	3.1%	1	1.0%	1	1.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	21	21.6%	55	56.7%	15	15.5%	4	4.1%	1	1.0%	1	1.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	25	25.8%	42	43.3%	23	23.7%	2	2.1%	3	3.1%	2	2.1%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	21	21.6%	45	46.4%	20	20.6%	8	8.2%	2	2.1%	1	1.0%
Q30	In our school, staff members provide peer coaching to teachers.	23	23.7%	50	51.5%	18	18.6%	4	4.1%	0	0.0%	2	2.1%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	32	33.0%	47	48.5%	15	15.5%	2	2.1%	0	0.0%	1	1.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	34	35.1%	46	47.4%	13	13.4%	3	3.1%	0	0.0%	1	1.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	26	26.8%	51	52.6%	17	17.5%	0	0.0%	2	2.1%	1	1.0%

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		Dixie Hollins High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	13	13.4%	43	44.3%	24	24.7%	13	13.4%	3	3.1%	1	1.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	30	30.9%	46	47.4%	16	16.5%	2	2.1%	0	0.0%	3	3.1%
Q36	Our school provides qualified staff members to support student learning.	37	38.9%	49	51.6%	7	7.4%	1	1.1%	0	0.0%	1	1.1%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	32	33.7%	53	55.8%	5	5.3%	2	2.1%	2	2.1%	1	1.1%
Q38	Our school provides sufficient material resources to meet student needs.	20	21.1%	44	46.3%	16	16.8%	10	10.5%	4	4.2%	1	1.1%
Q39	Our school provides protected instructional time.	28	29.5%	49	51.6%	12	12.6%	2	2.1%	3	3.2%	1	1.1%
Q40	Our school provides a variety of information resources to support student learning.	24	25.3%	55	57.9%	11	11.6%	4	4.2%	0	0.0%	1	1.1%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	27	28.4%	51	53.7%	11	11.6%	4	4.2%	1	1.1%	1	1.1%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	23	24.2%	52	54.7%	17	17.9%	1	1.1%	1	1.1%	1	1.1%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	30	31.6%	44	46.3%	14	14.7%	4	4.2%	2	2.1%	1	1.1%
Q44	Our school provides opportunities for students to participate in activities that interest them.	52	54.7%	39	41.1%	3	3.2%	0	0.0%	0	0.0%	1	1.1%
Q45	Our school maintains facilities that support student learning.	35	36.8%	50	52.6%	6	6.3%	2	2.1%	1	1.1%	1	1.1%
Q46	Our school maintains facilities that contribute to a safe environment.	35	36.8%	47	49.5%	9	9.5%	2	2.1%	1	1.1%	1	1.1%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	34	35.8%	53	55.8%	6	6.3%	1	1.1%	0	0.0%	1	1.1%

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		Dixie Hollins High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	25	26.3%	50	52.6%	15	15.8%	3	3.2%	1	1.1%	1	1.1%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	27	28.4%	51	53.7%	13	13.7%	3	3.2%	0	0.0%	1	1.1%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	28	29.5%	44	46.3%	14	14.7%	7	7.4%	1	1.1%	1	1.1%
Q51	Our school uses data to monitor student readiness and success at the next level.	30	31.6%	51	53.7%	9	9.5%	3	3.2%	1	1.1%	1	1.1%
Q52	Our school leaders monitor data related to student achievement.	46	48.4%	43	45.3%	3	3.2%	1	1.1%	1	1.1%	1	1.1%
Q53	Our school leaders monitor data related to school continuous improvement goals.	44	46.3%	43	45.3%	6	6.3%	1	1.1%	0	0.0%	1	1.1%

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		Dunedin High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	37	44.0%	40	47.6%	6	7.1%	1	1.2%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	19	22.6%	40	47.6%	13	15.5%	6	7.1%	3	3.6%	3	3.6%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	21	25.0%	41	48.8%	10	11.9%	8	9.5%	3	3.6%	1	1.2%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	19	22.6%	43	51.2%	13	15.5%	3	3.6%	5	6.0%	1	1.2%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	26	31.0%	41	48.8%	12	14.3%	3	3.6%	2	2.4%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	17	21.5%	31	39.2%	14	17.7%	9	11.4%	6	7.6%	2	2.5%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	14	17.7%	33	41.8%	15	19.0%	8	10.1%	7	8.9%	2	2.5%
Q8	Our school's leaders support an innovative and collaborative culture.	12	15.2%	39	49.4%	9	11.4%	9	11.4%	9	11.4%	1	1.3%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	30	38.0%	33	41.8%	5	6.3%	7	8.9%	4	5.1%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	14	17.7%	33	41.8%	12	15.2%	12	15.2%	8	10.1%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	20	25.3%	32	40.5%	13	16.5%	8	10.1%	5	6.3%	1	1.3%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	11	13.9%	41	51.9%	15	19.0%	8	10.1%	4	5.1%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	9	11.4%	39	49.4%	19	24.1%	9	11.4%	3	3.8%	0	0.0%

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		Dunedin High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	14	17.7%	31	39.2%	15	19.0%	13	16.5%	6	7.6%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	17	21.5%	37	46.8%	19	24.1%	2	2.5%	3	3.8%	1	1.3%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	10	13.7%	32	43.8%	17	23.3%	11	15.1%	1	1.4%	2	2.7%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	8	11.0%	34	46.6%	19	26.0%	8	11.0%	2	2.7%	2	2.7%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	10	13.7%	32	43.8%	22	30.1%	8	11.0%	0	0.0%	1	1.4%
Q19	All teachers in our school use a variety of technologies as instructional resources.	9	12.3%	33	45.2%	22	30.1%	7	9.6%	1	1.4%	1	1.4%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	12	16.4%	40	54.8%	15	20.5%	5	6.8%	0	0.0%	1	1.4%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	10	13.7%	32	43.8%	24	32.9%	6	8.2%	0	0.0%	1	1.4%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	10	13.7%	30	41.1%	25	34.2%	7	9.6%	0	0.0%	1	1.4%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	12	16.4%	32	43.8%	21	28.8%	6	8.2%	1	1.4%	1	1.4%

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		Dunedin High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	9	12.3%	36	49.3%	21	28.8%	6	8.2%	0	0.0%	1	1.4%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	9	12.3%	40	54.8%	18	24.7%	5	6.8%	0	0.0%	1	1.4%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	11	15.1%	39	53.4%	14	19.2%	7	9.6%	1	1.4%	1	1.4%
Q27	In our school, related learning support services are provided for all students based on their needs.	16	21.9%	35	47.9%	11	15.1%	7	9.6%	3	4.1%	1	1.4%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	12	16.4%	30	41.1%	23	31.5%	5	6.8%	3	4.1%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	10	13.7%	31	42.5%	22	30.1%	8	11.0%	2	2.7%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	12	16.4%	38	52.1%	15	20.5%	5	6.8%	2	2.7%	1	1.4%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	11	15.1%	39	53.4%	13	17.8%	9	12.3%	1	1.4%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	15	20.5%	43	58.9%	7	9.6%	6	8.2%	1	1.4%	1	1.4%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	9	12.3%	38	52.1%	16	21.9%	8	11.0%	1	1.4%	1	1.4%

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		Dunedin High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	8	11.0%	26	35.6%	24	32.9%	13	17.8%	2	2.7%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	13	17.8%	39	53.4%	15	20.5%	3	4.1%	3	4.1%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	13	18.1%	38	52.8%	11	15.3%	8	11.1%	2	2.8%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	12	16.7%	32	44.4%	13	18.1%	10	13.9%	5	6.9%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	9	12.5%	25	34.7%	13	18.1%	18	25.0%	7	9.7%	0	0.0%
Q39	Our school provides protected instructional time.	11	15.3%	28	38.9%	12	16.7%	12	16.7%	9	12.5%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	10	13.9%	37	51.4%	17	23.6%	5	6.9%	3	4.2%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	8	11.1%	23	31.9%	20	27.8%	16	22.2%	5	6.9%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	10	13.9%	22	30.6%	19	26.4%	16	22.2%	4	5.6%	1	1.4%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	19	26.4%	34	47.2%	9	12.5%	5	6.9%	5	6.9%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	25	34.7%	36	50.0%	6	8.3%	3	4.2%	2	2.8%	0	0.0%
Q45	Our school maintains facilities that support student learning.	22	30.6%	40	55.6%	8	11.1%	1	1.4%	1	1.4%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	30	41.7%	34	47.2%	7	9.7%	1	1.4%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	14	19.7%	44	62.0%	11	15.5%	1	1.4%	1	1.4%	0	0.0%

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		Dunedin High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	10	14.1%	34	47.9%	17	23.9%	7	9.9%	2	2.8%	1	1.4%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	11	15.5%	41	57.7%	16	22.5%	1	1.4%	2	2.8%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	14	19.7%	30	42.3%	14	19.7%	10	14.1%	3	4.2%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	21	29.6%	34	47.9%	8	11.3%	7	9.9%	1	1.4%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	27	38.0%	41	57.7%	3	4.2%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	25	35.2%	41	57.7%	4	5.6%	1	1.4%	0	0.0%	0	0.0%

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		East Lake High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	69	68.3%	30	29.7%	2	2.0%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	55	54.5%	36	35.6%	6	5.9%	1	1.0%	0	0.0%	3	3.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	55	54.5%	40	39.6%	4	4.0%	1	1.0%	0	0.0%	1	1.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	48	47.5%	48	47.5%	3	3.0%	2	2.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	56	55.4%	42	41.6%	3	3.0%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	44	46.8%	38	40.4%	6	6.4%	4	4.3%	0	0.0%	2	2.1%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	29	30.9%	43	45.7%	17	18.1%	2	2.1%	1	1.1%	2	2.1%
Q8	Our school's leaders support an innovative and collaborative culture.	39	41.5%	38	40.4%	10	10.6%	7	7.4%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	58	61.7%	34	36.2%	0	0.0%	2	2.1%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	38	40.4%	37	39.4%	8	8.5%	7	7.4%	4	4.3%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	47	50.0%	39	41.5%	6	6.4%	2	2.1%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	38	40.4%	38	40.4%	8	8.5%	7	7.4%	3	3.2%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	32	34.0%	41	43.6%	14	14.9%	6	6.4%	1	1.1%	0	0.0%

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		East Lake High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	32	34.0%	44	46.8%	12	12.8%	5	5.3%	1	1.1%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	39	41.5%	43	45.7%	8	8.5%	3	3.2%	1	1.1%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	18	20.7%	54	62.1%	13	14.9%	1	1.1%	0	0.0%	1	1.1%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	19	21.8%	45	51.7%	17	19.5%	4	4.6%	1	1.1%	1	1.1%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	19	21.8%	47	54.0%	16	18.4%	4	4.6%	0	0.0%	1	1.1%
Q19	All teachers in our school use a variety of technologies as instructional resources.	22	25.3%	48	55.2%	11	12.6%	4	4.6%	1	1.1%	1	1.1%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	24	27.6%	50	57.5%	11	12.6%	1	1.1%	0	0.0%	1	1.1%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	18	20.7%	45	51.7%	16	18.4%	7	8.0%	0	0.0%	1	1.1%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	20	23.0%	44	50.6%	19	21.8%	2	2.3%	0	0.0%	2	2.3%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	21	24.1%	47	54.0%	15	17.2%	2	2.3%	1	1.1%	1	1.1%

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		East Lake High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	26	29.9%	41	47.1%	17	19.5%	2	2.3%	0	0.0%	1	1.1%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	21	24.1%	39	44.8%	18	20.7%	6	6.9%	2	2.3%	1	1.1%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	30	34.5%	43	49.4%	10	11.5%	2	2.3%	1	1.1%	1	1.1%
Q27	In our school, related learning support services are provided for all students based on their needs.	28	32.2%	46	52.9%	10	11.5%	2	2.3%	1	1.1%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	15	17.2%	39	44.8%	26	29.9%	6	6.9%	1	1.1%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	22	25.3%	42	48.3%	19	21.8%	4	4.6%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	25	28.7%	39	44.8%	20	23.0%	0	0.0%	3	3.4%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	29	33.3%	42	48.3%	12	13.8%	2	2.3%	2	2.3%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	29	33.3%	47	54.0%	10	11.5%	0	0.0%	0	0.0%	1	1.1%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	22	25.3%	43	49.4%	20	23.0%	1	1.1%	1	1.1%	0	0.0%

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		East Lake High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	16	18.4%	45	51.7%	21	24.1%	5	5.7%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	32	36.8%	39	44.8%	12	13.8%	3	3.4%	1	1.1%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	42	50.0%	39	46.4%	2	2.4%	1	1.2%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	34	40.5%	37	44.0%	7	8.3%	6	7.1%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	15	17.9%	45	53.6%	11	13.1%	12	14.3%	1	1.2%	0	0.0%
Q39	Our school provides protected instructional time.	27	32.1%	42	50.0%	13	15.5%	1	1.2%	0	0.0%	1	1.2%
Q40	Our school provides a variety of information resources to support student learning.	23	27.4%	51	60.7%	7	8.3%	2	2.4%	0	0.0%	1	1.2%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	24	28.6%	40	47.6%	9	10.7%	7	8.3%	2	2.4%	2	2.4%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	28	33.3%	37	44.0%	8	9.5%	8	9.5%	2	2.4%	1	1.2%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	30	35.7%	36	42.9%	11	13.1%	6	7.1%	1	1.2%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	52	61.9%	30	35.7%	2	2.4%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	41	48.8%	36	42.9%	4	4.8%	1	1.2%	2	2.4%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	42	50.0%	30	35.7%	5	6.0%	3	3.6%	4	4.8%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	36	43.4%	35	42.2%	8	9.6%	3	3.6%	0	0.0%	1	1.2%

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		East Lake High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	27	32.5%	37	44.6%	10	12.0%	8	9.6%	0	0.0%	1	1.2%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	27	32.5%	40	48.2%	15	18.1%	1	1.2%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	20	24.1%	39	47.0%	16	19.3%	4	4.8%	3	3.6%	1	1.2%
Q51	Our school uses data to monitor student readiness and success at the next level.	29	34.9%	38	45.8%	11	13.3%	2	2.4%	2	2.4%	1	1.2%
Q52	Our school leaders monitor data related to student achievement.	37	44.6%	36	43.4%	8	9.6%	1	1.2%	0	0.0%	1	1.2%
Q53	Our school leaders monitor data related to school continuous improvement goals.	39	47.0%	33	39.8%	11	13.3%	0	0.0%	0	0.0%	0	0.0%

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		Gibbs High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	40	37.0%	52	48.1%	9	8.3%	4	3.7%	0	0.0%	3	2.8%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	31	28.7%	38	35.2%	26	24.1%	7	6.5%	2	1.9%	4	3.7%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	30	27.8%	41	38.0%	21	19.4%	11	10.2%	2	1.9%	3	2.8%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	28	25.9%	55	50.9%	18	16.7%	3	2.8%	1	.9%	3	2.8%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	32	29.6%	49	45.4%	17	15.7%	6	5.6%	2	1.9%	2	1.9%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	23	23.0%	49	49.0%	10	10.0%	12	12.0%	3	3.0%	3	3.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	14	14.0%	48	48.0%	22	22.0%	12	12.0%	1	1.0%	3	3.0%
Q8	Our school's leaders support an innovative and collaborative culture.	25	25.0%	36	36.0%	18	18.0%	17	17.0%	2	2.0%	2	2.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	34	34.0%	47	47.0%	11	11.0%	4	4.0%	2	2.0%	2	2.0%
Q10	Our school's leaders hold themselves accountable for student learning.	18	18.0%	39	39.0%	26	26.0%	14	14.0%	1	1.0%	2	2.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	28	28.0%	51	51.0%	13	13.0%	5	5.0%	0	0.0%	3	3.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	25	25.0%	46	46.0%	19	19.0%	5	5.0%	2	2.0%	3	3.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	17	17.0%	48	48.0%	24	24.0%	7	7.0%	1	1.0%	3	3.0%

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		Gibbs High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	13	13.0%	44	44.0%	24	24.0%	12	12.0%	4	4.0%	3	3.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	18	18.0%	47	47.0%	22	22.0%	8	8.0%	1	1.0%	4	4.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	12	14.1%	36	42.4%	21	24.7%	11	12.9%	3	3.5%	2	2.4%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	12	14.1%	34	40.0%	23	27.1%	12	14.1%	3	3.5%	1	1.2%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	12	14.1%	36	42.4%	25	29.4%	9	10.6%	2	2.4%	1	1.2%
Q19	All teachers in our school use a variety of technologies as instructional resources.	14	16.5%	40	47.1%	23	27.1%	6	7.1%	1	1.2%	1	1.2%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	14	16.5%	47	55.3%	20	23.5%	3	3.5%	0	0.0%	1	1.2%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	10	11.8%	35	41.2%	25	29.4%	13	15.3%	1	1.2%	1	1.2%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	10	11.8%	43	50.6%	25	29.4%	6	7.1%	0	0.0%	1	1.2%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	11	12.9%	35	41.2%	27	31.8%	9	10.6%	2	2.4%	1	1.2%

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		Gibbs High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	15	17.6%	39	45.9%	18	21.2%	10	11.8%	2	2.4%	1	1.2%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	12	14.1%	40	47.1%	19	22.4%	11	12.9%	2	2.4%	1	1.2%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	9	10.6%	49	57.6%	14	16.5%	12	14.1%	0	0.0%	1	1.2%
Q27	In our school, related learning support services are provided for all students based on their needs.	15	17.6%	41	48.2%	20	23.5%	6	7.1%	2	2.4%	1	1.2%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	10	11.8%	43	50.6%	20	23.5%	9	10.6%	2	2.4%	1	1.2%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	10	11.8%	40	47.1%	25	29.4%	7	8.2%	2	2.4%	1	1.2%
Q30	In our school, staff members provide peer coaching to teachers.	18	21.2%	38	44.7%	18	21.2%	9	10.6%	0	0.0%	2	2.4%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	18	21.2%	35	41.2%	18	21.2%	11	12.9%	2	2.4%	1	1.2%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	17	20.0%	48	56.5%	16	18.8%	3	3.5%	0	0.0%	1	1.2%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	14	16.5%	34	40.0%	24	28.2%	10	11.8%	2	2.4%	1	1.2%

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		Gibbs High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	7	8.2%	26	30.6%	27	31.8%	18	21.2%	6	7.1%	1	1.2%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	16	18.8%	37	43.5%	25	29.4%	6	7.1%	0	0.0%	1	1.2%
Q36	Our school provides qualified staff members to support student learning.	24	29.3%	37	45.1%	9	11.0%	11	13.4%	0	0.0%	1	1.2%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	15	18.3%	46	56.1%	11	13.4%	8	9.8%	1	1.2%	1	1.2%
Q38	Our school provides sufficient material resources to meet student needs.	11	13.4%	43	52.4%	13	15.9%	13	15.9%	1	1.2%	1	1.2%
Q39	Our school provides protected instructional time.	12	14.6%	39	47.6%	10	12.2%	16	19.5%	4	4.9%	1	1.2%
Q40	Our school provides a variety of information resources to support student learning.	12	14.6%	54	65.9%	10	12.2%	5	6.1%	0	0.0%	1	1.2%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	13	15.9%	39	47.6%	21	25.6%	4	4.9%	4	4.9%	1	1.2%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	12	14.6%	42	51.2%	20	24.4%	3	3.7%	4	4.9%	1	1.2%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	20	24.4%	37	45.1%	17	20.7%	7	8.5%	0	0.0%	1	1.2%
Q44	Our school provides opportunities for students to participate in activities that interest them.	18	22.0%	45	54.9%	13	15.9%	3	3.7%	2	2.4%	1	1.2%
Q45	Our school maintains facilities that support student learning.	23	28.0%	53	64.6%	4	4.9%	1	1.2%	0	0.0%	1	1.2%
Q46	Our school maintains facilities that contribute to a safe environment.	21	25.6%	46	56.1%	9	11.0%	4	4.9%	1	1.2%	1	1.2%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	14	17.7%	53	67.1%	8	10.1%	3	3.8%	0	0.0%	1	1.3%

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		Gibbs High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	11	13.9%	45	57.0%	16	20.3%	6	7.6%	0	0.0%	1	1.3%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	16	20.3%	43	54.4%	15	19.0%	4	5.1%	0	0.0%	1	1.3%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	9	11.4%	37	46.8%	17	21.5%	13	16.5%	2	2.5%	1	1.3%
Q51	Our school uses data to monitor student readiness and success at the next level.	14	17.7%	48	60.8%	13	16.5%	3	3.8%	0	0.0%	1	1.3%
Q52	Our school leaders monitor data related to student achievement.	18	22.8%	50	63.3%	8	10.1%	2	2.5%	0	0.0%	1	1.3%
Q53	Our school leaders monitor data related to school continuous improvement goals.	18	22.8%	50	63.3%	9	11.4%	1	1.3%	0	0.0%	1	1.3%

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		Lakewood High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	26	32.1%	48	59.3%	7	8.6%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	15	18.5%	41	50.6%	19	23.5%	4	4.9%	2	2.5%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	15	18.5%	45	55.6%	12	14.8%	8	9.9%	1	1.2%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	20	24.7%	42	51.9%	12	14.8%	5	6.2%	2	2.5%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	19	23.5%	48	59.3%	11	13.6%	3	3.7%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	15	19.7%	41	53.9%	10	13.2%	7	9.2%	3	3.9%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	14	18.4%	36	47.4%	15	19.7%	7	9.2%	3	3.9%	1	1.3%
Q8	Our school's leaders support an innovative and collaborative culture.	18	23.7%	40	52.6%	11	14.5%	2	2.6%	5	6.6%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	17	22.4%	40	52.6%	8	10.5%	6	7.9%	5	6.6%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	15	19.7%	37	48.7%	9	11.8%	7	9.2%	8	10.5%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	17	22.4%	36	47.4%	7	9.2%	9	11.8%	7	9.2%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	16	21.1%	40	52.6%	8	10.5%	8	10.5%	4	5.3%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	12	15.8%	36	47.4%	19	25.0%	7	9.2%	2	2.6%	0	0.0%

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		Lakewood High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	11	14.5%	42	55.3%	16	21.1%	2	2.6%	5	6.6%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	16	21.1%	48	63.2%	10	13.2%	2	2.6%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	9	13.2%	37	54.4%	13	19.1%	7	10.3%	2	2.9%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	10	14.7%	32	47.1%	19	27.9%	5	7.4%	2	2.9%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	11	16.2%	39	57.4%	13	19.1%	3	4.4%	2	2.9%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	12	17.6%	43	63.2%	9	13.2%	3	4.4%	1	1.5%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	14	20.6%	38	55.9%	13	19.1%	2	2.9%	1	1.5%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	11	16.2%	33	48.5%	12	17.6%	10	14.7%	2	2.9%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	12	17.6%	39	57.4%	11	16.2%	5	7.4%	1	1.5%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	13	19.1%	32	47.1%	13	19.1%	7	10.3%	3	4.4%	0	0.0%

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		Lakewood High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	13	19.1%	38	55.9%	12	17.6%	3	4.4%	2	2.9%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	10	14.7%	42	61.8%	7	10.3%	9	13.2%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	13	19.1%	36	52.9%	11	16.2%	6	8.8%	2	2.9%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	12	17.6%	35	51.5%	11	16.2%	6	8.8%	4	5.9%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	16	23.5%	29	42.6%	16	23.5%	4	5.9%	3	4.4%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	13	19.1%	31	45.6%	16	23.5%	8	11.8%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	15	22.1%	38	55.9%	10	14.7%	3	4.4%	2	2.9%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	20	29.4%	37	54.4%	9	13.2%	1	1.5%	1	1.5%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	15	22.1%	39	57.4%	9	13.2%	3	4.4%	2	2.9%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	13	19.1%	36	52.9%	14	20.6%	2	2.9%	3	4.4%	0	0.0%

**Pinellas County Schools
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		Lakewood High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	9	13.2%	29	42.6%	18	26.5%	11	16.2%	1	1.5%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	12	17.6%	39	57.4%	13	19.1%	3	4.4%	1	1.5%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	12	18.2%	36	54.5%	13	19.7%	4	6.1%	1	1.5%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	15	22.7%	36	54.5%	7	10.6%	8	12.1%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	12	18.2%	30	45.5%	8	12.1%	15	22.7%	1	1.5%	0	0.0%
Q39	Our school provides protected instructional time.	17	25.8%	33	50.0%	7	10.6%	6	9.1%	2	3.0%	1	1.5%
Q40	Our school provides a variety of information resources to support student learning.	16	24.2%	34	51.5%	10	15.2%	5	7.6%	0	0.0%	1	1.5%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	18	27.3%	37	56.1%	3	4.5%	5	7.6%	3	4.5%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	11	16.7%	40	60.6%	6	9.1%	7	10.6%	2	3.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	18	27.3%	31	47.0%	6	9.1%	4	6.1%	7	10.6%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	21	31.8%	41	62.1%	4	6.1%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	15	22.7%	25	37.9%	19	28.8%	4	6.1%	3	4.5%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	14	21.2%	32	48.5%	11	16.7%	6	9.1%	3	4.5%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	15	22.7%	37	56.1%	11	16.7%	2	3.0%	1	1.5%	0	0.0%

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		Lakewood High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	12	18.2%	32	48.5%	15	22.7%	6	9.1%	1	1.5%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	12	18.2%	34	51.5%	12	18.2%	8	12.1%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	14	21.2%	24	36.4%	20	30.3%	6	9.1%	2	3.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	14	21.2%	33	50.0%	11	16.7%	7	10.6%	1	1.5%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	18	27.3%	34	51.5%	9	13.6%	4	6.1%	1	1.5%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	17	25.8%	36	54.5%	9	13.6%	3	4.5%	1	1.5%	0	0.0%

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		Largo High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	20	20.8%	54	56.3%	16	16.7%	3	3.1%	3	3.1%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	10	10.4%	53	55.2%	22	22.9%	7	7.3%	4	4.2%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	8	8.3%	52	54.2%	24	25.0%	6	6.3%	6	6.3%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	9	9.4%	57	59.4%	19	19.8%	7	7.3%	4	4.2%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	9	9.4%	52	54.2%	16	16.7%	15	15.6%	4	4.2%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	10	10.6%	46	48.9%	14	14.9%	14	14.9%	10	10.6%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	6	6.4%	47	50.0%	26	27.7%	12	12.8%	3	3.2%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	8	8.5%	42	44.7%	16	17.0%	15	16.0%	13	13.8%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	15	16.0%	60	63.8%	8	8.5%	9	9.6%	2	2.1%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	8	8.5%	37	39.4%	23	24.5%	13	13.8%	13	13.8%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	13	13.8%	54	57.4%	17	18.1%	5	5.3%	5	5.3%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	7	7.4%	42	44.7%	27	28.7%	10	10.6%	8	8.5%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	7	7.4%	30	31.9%	40	42.6%	12	12.8%	5	5.3%	0	0.0%

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		Largo High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	9	9.6%	39	41.5%	23	24.5%	14	14.9%	9	9.6%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	12	12.8%	48	51.1%	22	23.4%	7	7.4%	5	5.3%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	6	6.7%	46	51.1%	23	25.6%	11	12.2%	3	3.3%	1	1.1%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	6	6.7%	42	46.7%	25	27.8%	14	15.6%	2	2.2%	1	1.1%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	6	6.7%	47	52.2%	20	22.2%	14	15.6%	2	2.2%	1	1.1%
Q19	All teachers in our school use a variety of technologies as instructional resources.	6	6.7%	48	53.3%	16	17.8%	15	16.7%	4	4.4%	1	1.1%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	3	3.3%	53	58.9%	21	23.3%	10	11.1%	2	2.2%	1	1.1%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	5	5.6%	41	45.6%	28	31.1%	13	14.4%	2	2.2%	1	1.1%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	5	5.6%	47	52.2%	32	35.6%	4	4.4%	1	1.1%	1	1.1%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	8	8.9%	46	51.1%	20	22.2%	14	15.6%	1	1.1%	1	1.1%

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		Largo High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	9	10.0%	60	66.7%	17	18.9%	3	3.3%	1	1.1%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	3	3.3%	54	60.0%	21	23.3%	9	10.0%	2	2.2%	1	1.1%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	3	3.3%	49	54.4%	24	26.7%	10	11.1%	3	3.3%	1	1.1%
Q27	In our school, related learning support services are provided for all students based on their needs.	4	4.4%	54	60.0%	14	15.6%	14	15.6%	3	3.3%	1	1.1%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	6	6.7%	37	41.1%	20	22.2%	21	23.3%	5	5.6%	1	1.1%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	2	2.2%	44	48.9%	31	34.4%	11	12.2%	1	1.1%	1	1.1%
Q30	In our school, staff members provide peer coaching to teachers.	2	2.2%	39	43.3%	23	25.6%	17	18.9%	9	10.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	2	2.2%	36	40.0%	22	24.4%	18	20.0%	12	13.3%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	5	5.6%	59	65.6%	17	18.9%	7	7.8%	1	1.1%	1	1.1%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	4	4.4%	44	48.9%	27	30.0%	13	14.4%	1	1.1%	1	1.1%

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		Largo High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	4	4.4%	36	40.0%	29	32.2%	16	17.8%	4	4.4%	1	1.1%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	6	6.7%	56	62.2%	15	16.7%	8	8.9%	4	4.4%	1	1.1%
Q36	Our school provides qualified staff members to support student learning.	4	4.7%	57	66.3%	18	20.9%	5	5.8%	2	2.3%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	3	3.5%	50	58.1%	10	11.6%	14	16.3%	9	10.5%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	3	3.5%	30	34.9%	22	25.6%	18	20.9%	13	15.1%	0	0.0%
Q39	Our school provides protected instructional time.	3	3.5%	35	40.7%	24	27.9%	16	18.6%	8	9.3%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	3	3.5%	47	54.7%	26	30.2%	7	8.1%	3	3.5%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	4	4.7%	39	45.3%	18	20.9%	17	19.8%	8	9.3%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	6	7.0%	36	41.9%	22	25.6%	17	19.8%	5	5.8%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	6	7.0%	44	51.2%	18	20.9%	13	15.1%	5	5.8%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	11	12.8%	61	70.9%	9	10.5%	3	3.5%	2	2.3%	0	0.0%
Q45	Our school maintains facilities that support student learning.	6	7.0%	43	50.0%	19	22.1%	13	15.1%	4	4.7%	1	1.2%
Q46	Our school maintains facilities that contribute to a safe environment.	6	7.0%	41	47.7%	18	20.9%	15	17.4%	5	5.8%	1	1.2%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	6	7.0%	55	64.0%	19	22.1%	4	4.7%	2	2.3%	0	0.0%

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		Largo High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	5	5.8%	44	51.2%	27	31.4%	7	8.1%	3	3.5%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	5	5.8%	46	53.5%	23	26.7%	7	8.1%	5	5.8%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	2	2.3%	41	47.7%	24	27.9%	14	16.3%	5	5.8%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	4	4.7%	54	62.8%	19	22.1%	5	5.8%	4	4.7%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	8	9.3%	54	62.8%	17	19.8%	4	4.7%	3	3.5%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	8	9.3%	51	59.3%	21	24.4%	3	3.5%	3	3.5%	0	0.0%

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		Northeast High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	69	75.0%	22	23.9%	1	1.1%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	61	66.3%	29	31.5%	1	1.1%	1	1.1%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	52	56.5%	38	41.3%	2	2.2%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	54	58.7%	31	33.7%	4	4.3%	3	3.3%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	67	72.8%	25	27.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	38	42.7%	42	47.2%	7	7.9%	1	1.1%	0	0.0%	1	1.1%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	34	38.2%	39	43.8%	11	12.4%	4	4.5%	0	0.0%	1	1.1%
Q8	Our school's leaders support an innovative and collaborative culture.	51	57.3%	34	38.2%	2	2.2%	1	1.1%	1	1.1%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	56	62.9%	31	34.8%	1	1.1%	1	1.1%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	50	56.2%	32	36.0%	7	7.9%	0	0.0%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	53	59.6%	28	31.5%	6	6.7%	2	2.2%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	50	56.2%	33	37.1%	3	3.4%	2	2.2%	1	1.1%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	44	49.4%	36	40.4%	5	5.6%	4	4.5%	0	0.0%	0	0.0%

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		Northeast High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	46	51.7%	36	40.4%	4	4.5%	3	3.4%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	52	58.4%	32	36.0%	3	3.4%	2	2.2%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	18	21.7%	42	50.6%	10	12.0%	9	10.8%	2	2.4%	2	2.4%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	17	20.5%	40	48.2%	14	16.9%	8	9.6%	2	2.4%	2	2.4%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	24	28.9%	40	48.2%	7	8.4%	9	10.8%	1	1.2%	2	2.4%
Q19	All teachers in our school use a variety of technologies as instructional resources.	26	31.3%	43	51.8%	6	7.2%	4	4.8%	2	2.4%	2	2.4%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	24	28.9%	46	55.4%	6	7.2%	4	4.8%	1	1.2%	2	2.4%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	18	21.7%	39	47.0%	13	15.7%	10	12.0%	1	1.2%	2	2.4%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	20	24.1%	42	50.6%	12	14.5%	6	7.2%	1	1.2%	2	2.4%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	21	25.3%	45	54.2%	7	8.4%	6	7.2%	2	2.4%	2	2.4%

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		Northeast High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	36	43.4%	32	38.6%	8	9.6%	4	4.8%	1	1.2%	2	2.4%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	26	31.3%	39	47.0%	9	10.8%	5	6.0%	2	2.4%	2	2.4%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	31	37.3%	41	49.4%	7	8.4%	2	2.4%	0	0.0%	2	2.4%
Q27	In our school, related learning support services are provided for all students based on their needs.	28	33.7%	42	50.6%	8	9.6%	3	3.6%	1	1.2%	1	1.2%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	22	26.5%	38	45.8%	16	19.3%	5	6.0%	0	0.0%	2	2.4%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	25	30.1%	33	39.8%	13	15.7%	8	9.6%	2	2.4%	2	2.4%
Q30	In our school, staff members provide peer coaching to teachers.	27	32.5%	36	43.4%	15	18.1%	2	2.4%	2	2.4%	1	1.2%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	30	36.1%	42	50.6%	5	6.0%	4	4.8%	2	2.4%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	38	45.8%	42	50.6%	3	3.6%	0	0.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	29	34.9%	46	55.4%	7	8.4%	1	1.2%	0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Northeast High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	14	16.9%	39	47.0%	21	25.3%	5	6.0%	2	2.4%	2	2.4%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	31	37.3%	45	54.2%	5	6.0%	0	0.0%	1	1.2%	1	1.2%
Q36	Our school provides qualified staff members to support student learning.	37	45.7%	38	46.9%	3	3.7%	1	1.2%	1	1.2%	1	1.2%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	36	44.4%	33	40.7%	9	11.1%	1	1.2%	1	1.2%	1	1.2%
Q38	Our school provides sufficient material resources to meet student needs.	25	30.9%	38	46.9%	10	12.3%	5	6.2%	1	1.2%	2	2.5%
Q39	Our school provides protected instructional time.	27	33.3%	37	45.7%	12	14.8%	1	1.2%	2	2.5%	2	2.5%
Q40	Our school provides a variety of information resources to support student learning.	30	37.0%	46	56.8%	5	6.2%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	31	38.3%	38	46.9%	7	8.6%	3	3.7%	1	1.2%	1	1.2%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	30	37.0%	38	46.9%	11	13.6%	0	0.0%	1	1.2%	1	1.2%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	33	40.7%	39	48.1%	4	4.9%	5	6.2%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	47	58.0%	31	38.3%	2	2.5%	1	1.2%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	40	49.4%	40	49.4%	1	1.2%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	41	50.6%	36	44.4%	1	1.2%	0	0.0%	3	3.7%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	34	42.5%	39	48.8%	3	3.8%	2	2.5%	0	0.0%	2	2.5%

**Pinellas County Schools
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		Northeast High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	28	35.0%	39	48.8%	9	11.3%	2	2.5%	0	0.0%	2	2.5%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	33	41.3%	40	50.0%	4	5.0%	0	0.0%	1	1.3%	2	2.5%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	29	36.3%	39	48.8%	7	8.8%	3	3.8%	1	1.3%	1	1.3%
Q51	Our school uses data to monitor student readiness and success at the next level.	28	35.0%	40	50.0%	9	11.3%	1	1.3%	0	0.0%	2	2.5%
Q52	Our school leaders monitor data related to student achievement.	46	57.5%	30	37.5%	2	2.5%	1	1.3%	0	0.0%	1	1.3%
Q53	Our school leaders monitor data related to school continuous improvement goals.	51	63.8%	27	33.8%	1	1.3%	0	0.0%	0	0.0%	1	1.3%

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		Osceola High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	46	45.1%	47	46.1%	7	6.9%	2	2.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	25	24.5%	50	49.0%	22	21.6%	3	2.9%	2	2.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	24	23.5%	58	56.9%	15	14.7%	4	3.9%	1	1.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	28	27.5%	49	48.0%	24	23.5%	0	0.0%	0	0.0%	1	1.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	41	40.2%	47	46.1%	10	9.8%	3	2.9%	1	1.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	35	35.7%	45	45.9%	14	14.3%	3	3.1%	0	0.0%	1	1.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	21	21.4%	44	44.9%	27	27.6%	4	4.1%	2	2.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	24	24.5%	37	37.8%	23	23.5%	10	10.2%	4	4.1%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	45	45.9%	43	43.9%	7	7.1%	3	3.1%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	26	26.5%	40	40.8%	19	19.4%	10	10.2%	3	3.1%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	33	33.7%	42	42.9%	12	12.2%	9	9.2%	2	2.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	21	21.4%	44	44.9%	22	22.4%	8	8.2%	3	3.1%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	16	16.3%	46	46.9%	26	26.5%	8	8.2%	2	2.0%	0	0.0%

**Pinellas County Schools
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		Osceola High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	19	19.4%	47	48.0%	21	21.4%	10	10.2%	1	1.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	31	31.6%	50	51.0%	14	14.3%	3	3.1%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	20	22.5%	43	48.3%	12	13.5%	12	13.5%	0	0.0%	2	2.2%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	20	22.5%	36	40.4%	19	21.3%	11	12.4%	0	0.0%	3	3.4%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	17	19.1%	39	43.8%	22	24.7%	7	7.9%	1	1.1%	3	3.4%
Q19	All teachers in our school use a variety of technologies as instructional resources.	20	22.5%	41	46.1%	16	18.0%	9	10.1%	1	1.1%	2	2.2%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	21	23.6%	45	50.6%	16	18.0%	4	4.5%	0	0.0%	3	3.4%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	11	12.4%	45	50.6%	20	22.5%	10	11.2%	0	0.0%	3	3.4%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	13	14.6%	46	51.7%	21	23.6%	6	6.7%	0	0.0%	3	3.4%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	17	19.1%	41	46.1%	19	21.3%	9	10.1%	0	0.0%	3	3.4%

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		Osceola High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	29	32.6%	40	44.9%	13	14.6%	3	3.4%	1	1.1%	3	3.4%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	18	20.2%	42	47.2%	18	20.2%	8	9.0%	0	0.0%	3	3.4%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	24	27.0%	45	50.6%	13	14.6%	4	4.5%	1	1.1%	2	2.2%
Q27	In our school, related learning support services are provided for all students based on their needs.	24	27.0%	45	50.6%	13	14.6%	4	4.5%	1	1.1%	2	2.2%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	20	22.5%	37	41.6%	22	24.7%	8	9.0%	0	0.0%	2	2.2%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	20	22.5%	37	41.6%	20	22.5%	9	10.1%	1	1.1%	2	2.2%
Q30	In our school, staff members provide peer coaching to teachers.	15	16.9%	48	53.9%	19	21.3%	3	3.4%	0	0.0%	4	4.5%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	22	24.7%	43	48.3%	18	20.2%	3	3.4%	2	2.2%	1	1.1%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	24	27.0%	44	49.4%	17	19.1%	3	3.4%	0	0.0%	1	1.1%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	17	19.1%	43	48.3%	20	22.5%	8	9.0%	1	1.1%	0	0.0%

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		Osceola High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	24	27.0%	40	44.9%	14	15.7%	10	11.2%	0	0.0%	1	1.1%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	28	31.5%	46	51.7%	12	13.5%	3	3.4%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	34	40.5%	45	53.6%	5	6.0%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	19	22.6%	40	47.6%	16	19.0%	6	7.1%	3	3.6%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	11	13.1%	39	46.4%	15	17.9%	15	17.9%	3	3.6%	1	1.2%
Q39	Our school provides protected instructional time.	13	15.5%	44	52.4%	9	10.7%	13	15.5%	4	4.8%	1	1.2%
Q40	Our school provides a variety of information resources to support student learning.	15	17.9%	54	64.3%	11	13.1%	4	4.8%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	14	16.7%	41	48.8%	14	16.7%	11	13.1%	2	2.4%	2	2.4%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	10	11.9%	44	52.4%	18	21.4%	9	10.7%	2	2.4%	1	1.2%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	25	29.8%	43	51.2%	12	14.3%	4	4.8%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	46	54.8%	37	44.0%	1	1.2%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	31	36.9%	45	53.6%	6	7.1%	2	2.4%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	37	44.0%	37	44.0%	6	7.1%	3	3.6%	1	1.2%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	23	27.7%	44	53.0%	11	13.3%	3	3.6%	1	1.2%	1	1.2%

**Pinellas County Schools
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		Osceola High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	16	19.3%	40	48.2%	20	24.1%	5	6.0%	1	1.2%	1	1.2%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	18	21.7%	42	50.6%	17	20.5%	5	6.0%	0	0.0%	1	1.2%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	20	24.1%	36	43.4%	14	16.9%	12	14.5%	1	1.2%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	15	18.1%	51	61.4%	10	12.0%	5	6.0%	1	1.2%	1	1.2%
Q52	Our school leaders monitor data related to student achievement.	25	30.1%	47	56.6%	11	13.3%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	27	32.5%	47	56.6%	8	9.6%	0	0.0%	0	0.0%	1	1.2%

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		Palm Harbor University High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	64	57.7%	41	36.9%	4	3.6%	1	.9%	1	.9%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	35	31.5%	48	43.2%	21	18.9%	6	5.4%	1	.9%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	46	41.4%	47	42.3%	13	11.7%	4	3.6%	1	.9%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	45	40.5%	51	45.9%	8	7.2%	6	5.4%	1	.9%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	47	42.3%	51	45.9%	11	9.9%	1	.9%	1	.9%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	36	34.6%	52	50.0%	9	8.7%	6	5.8%	0	0.0%	1	1.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	28	26.9%	51	49.0%	14	13.5%	10	9.6%	0	0.0%	1	1.0%
Q8	Our school's leaders support an innovative and collaborative culture.	35	33.7%	43	41.3%	16	15.4%	6	5.8%	3	2.9%	1	1.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	47	45.2%	41	39.4%	10	9.6%	4	3.8%	0	0.0%	2	1.9%
Q10	Our school's leaders hold themselves accountable for student learning.	34	32.7%	51	49.0%	10	9.6%	7	6.7%	1	1.0%	1	1.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	43	41.3%	41	39.4%	10	9.6%	8	7.7%	0	0.0%	2	1.9%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	36	34.6%	45	43.3%	12	11.5%	7	6.7%	1	1.0%	3	2.9%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	31	29.8%	43	41.3%	22	21.2%	7	6.7%	0	0.0%	1	1.0%

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		Palm Harbor University High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	30	28.8%	44	42.3%	18	17.3%	8	7.7%	2	1.9%	2	1.9%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	34	32.7%	46	44.2%	17	16.3%	3	2.9%	3	2.9%	1	1.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	20	21.1%	33	34.7%	19	20.0%	12	12.6%	2	2.1%	9	9.5%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	20	21.1%	34	35.8%	17	17.9%	12	12.6%	3	3.2%	9	9.5%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	20	21.1%	37	38.9%	14	14.7%	12	12.6%	3	3.2%	9	9.5%
Q19	All teachers in our school use a variety of technologies as instructional resources.	25	26.3%	41	43.2%	8	8.4%	10	10.5%	3	3.2%	8	8.4%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	24	25.3%	40	42.1%	11	11.6%	10	10.5%	1	1.1%	9	9.5%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	18	18.9%	37	38.9%	16	16.8%	12	12.6%	2	2.1%	10	10.5%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	22	23.2%	40	42.1%	13	13.7%	9	9.5%	2	2.1%	9	9.5%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	22	23.2%	37	38.9%	17	17.9%	7	7.4%	3	3.2%	9	9.5%

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		Palm Harbor University High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	32	33.7%	36	37.9%	9	9.5%	8	8.4%	2	2.1%	8	8.4%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	20	21.1%	45	47.4%	14	14.7%	6	6.3%	2	2.1%	8	8.4%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	26	27.4%	52	54.7%	7	7.4%	3	3.2%	0	0.0%	7	7.4%
Q27	In our school, related learning support services are provided for all students based on their needs.	25	26.3%	51	53.7%	12	12.6%	0	0.0%	0	0.0%	7	7.4%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	22	23.2%	40	42.1%	16	16.8%	11	11.6%	1	1.1%	5	5.3%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	21	22.1%	41	43.2%	16	16.8%	8	8.4%	3	3.2%	6	6.3%
Q30	In our school, staff members provide peer coaching to teachers.	24	25.3%	39	41.1%	22	23.2%	3	3.2%	2	2.1%	5	5.3%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	27	28.4%	43	45.3%	15	15.8%	6	6.3%	0	0.0%	4	4.2%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	31	32.6%	41	43.2%	12	12.6%	6	6.3%	2	2.1%	3	3.2%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	27	28.4%	43	45.3%	17	17.9%	3	3.2%	3	3.2%	2	2.1%

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		Palm Harbor University High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	15	15.8%	39	41.1%	23	24.2%	8	8.4%	3	3.2%	7	7.4%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	27	28.4%	54	56.8%	6	6.3%	3	3.2%	1	1.1%	4	4.2%
Q36	Our school provides qualified staff members to support student learning.	29	30.9%	49	52.1%	6	6.4%	7	7.4%	0	0.0%	3	3.2%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	26	27.7%	45	47.9%	10	10.6%	6	6.4%	3	3.2%	4	4.3%
Q38	Our school provides sufficient material resources to meet student needs.	27	28.7%	38	40.4%	12	12.8%	11	11.7%	2	2.1%	4	4.3%
Q39	Our school provides protected instructional time.	25	26.6%	44	46.8%	12	12.8%	6	6.4%	3	3.2%	4	4.3%
Q40	Our school provides a variety of information resources to support student learning.	27	28.7%	52	55.3%	8	8.5%	3	3.2%	0	0.0%	4	4.3%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	21	22.3%	51	54.3%	13	13.8%	4	4.3%	2	2.1%	3	3.2%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	21	22.3%	48	51.1%	15	16.0%	3	3.2%	4	4.3%	3	3.2%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	31	33.0%	42	44.7%	12	12.8%	4	4.3%	3	3.2%	2	2.1%
Q44	Our school provides opportunities for students to participate in activities that interest them.	41	43.6%	46	48.9%	4	4.3%	1	1.1%	0	0.0%	2	2.1%
Q45	Our school maintains facilities that support student learning.	38	40.4%	52	55.3%	1	1.1%	3	3.2%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	31	33.0%	54	57.4%	4	4.3%	4	4.3%	1	1.1%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	25	27.5%	50	54.9%	8	8.8%	3	3.3%	1	1.1%	4	4.4%

**Pinellas County Schools
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		Palm Harbor University High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	16	17.6%	44	48.4%	17	18.7%	7	7.7%	2	2.2%	5	5.5%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	17	18.7%	48	52.7%	16	17.6%	3	3.3%	2	2.2%	5	5.5%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	18	19.8%	38	41.8%	21	23.1%	7	7.7%	2	2.2%	5	5.5%
Q51	Our school uses data to monitor student readiness and success at the next level.	24	26.4%	45	49.5%	10	11.0%	5	5.5%	2	2.2%	5	5.5%
Q52	Our school leaders monitor data related to student achievement.	29	31.9%	47	51.6%	12	13.2%	0	0.0%	0	0.0%	3	3.3%
Q53	Our school leaders monitor data related to school continuous improvement goals.	30	33.0%	46	50.5%	12	13.2%	0	0.0%	0	0.0%	3	3.3%

**Pinellas County Schools
 AdvancED Staff Survey Report
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		Pinellas Park High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	59	43.4%	68	50.0%	6	4.4%	3	2.2%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	40	29.4%	75	55.1%	20	14.7%	1	.7%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	43	31.6%	76	55.9%	15	11.0%	1	.7%	1	.7%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	45	33.1%	71	52.2%	17	12.5%	3	2.2%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	51	37.5%	74	54.4%	11	8.1%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	44	32.6%	61	45.2%	17	12.6%	12	8.9%	1	.7%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	33	24.4%	66	48.9%	26	19.3%	8	5.9%	2	1.5%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	48	35.6%	64	47.4%	15	11.1%	6	4.4%	2	1.5%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	52	38.5%	60	44.4%	12	8.9%	10	7.4%	1	.7%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	47	34.8%	60	44.4%	17	12.6%	10	7.4%	1	.7%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	43	31.9%	63	46.7%	16	11.9%	13	9.6%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	42	31.1%	65	48.1%	22	16.3%	3	2.2%	3	2.2%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	35	25.9%	63	46.7%	28	20.7%	7	5.2%	1	.7%	1	.7%

**Pinellas County Schools
 AdvancED Staff Survey Report
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		Pinellas Park High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	31	23.0%	75	55.6%	21	15.6%	7	5.2%	0	0.0%	1	.7%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	45	33.3%	69	51.1%	15	11.1%	5	3.7%	0	0.0%	1	.7%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	22	16.7%	64	48.5%	20	15.2%	16	12.1%	3	2.3%	7	5.3%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	21	15.9%	59	44.7%	27	20.5%	15	11.4%	4	3.0%	6	4.5%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	20	15.2%	62	47.0%	30	22.7%	11	8.3%	2	1.5%	7	5.3%
Q19	All teachers in our school use a variety of technologies as instructional resources.	30	22.7%	62	47.0%	21	15.9%	10	7.6%	2	1.5%	7	5.3%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	28	21.2%	67	50.8%	21	15.9%	7	5.3%	2	1.5%	7	5.3%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	19	14.4%	65	49.2%	26	19.7%	13	9.8%	2	1.5%	7	5.3%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	18	13.6%	61	46.2%	30	22.7%	14	10.6%	2	1.5%	7	5.3%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	24	18.2%	62	47.0%	25	18.9%	10	7.6%	2	1.5%	9	6.8%

**Pinellas County Schools
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		Pinellas Park High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	32	24.2%	70	53.0%	15	11.4%	6	4.5%	1	.8%	8	6.1%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	23	17.4%	66	50.0%	27	20.5%	7	5.3%	1	.8%	8	6.1%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	28	21.2%	68	51.5%	20	15.2%	8	6.1%	2	1.5%	6	4.5%
Q27	In our school, related learning support services are provided for all students based on their needs.	32	24.2%	73	55.3%	20	15.2%	2	1.5%	3	2.3%	2	1.5%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	28	21.2%	52	39.4%	33	25.0%	10	7.6%	3	2.3%	6	4.5%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	22	16.7%	57	43.2%	30	22.7%	13	9.8%	5	3.8%	5	3.8%
Q30	In our school, staff members provide peer coaching to teachers.	24	18.2%	73	55.3%	23	17.4%	7	5.3%	1	.8%	4	3.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	31	23.5%	69	52.3%	20	15.2%	6	4.5%	2	1.5%	4	3.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	36	27.3%	71	53.8%	13	9.8%	8	6.1%	2	1.5%	2	1.5%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	33	25.0%	67	50.8%	25	18.9%	2	1.5%	3	2.3%	2	1.5%

**Pinellas County Schools
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		Pinellas Park High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	14	10.6%	56	42.4%	43	32.6%	12	9.1%	3	2.3%	4	3.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	31	23.5%	69	52.3%	21	15.9%	6	4.5%	1	.8%	4	3.0%
Q36	Our school provides qualified staff members to support student learning.	41	31.1%	76	57.6%	14	10.6%	1	.8%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	36	27.3%	63	47.7%	19	14.4%	11	8.3%	3	2.3%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	20	15.2%	68	51.5%	22	16.7%	20	15.2%	1	.8%	1	.8%
Q39	Our school provides protected instructional time.	23	17.4%	55	41.7%	30	22.7%	17	12.9%	5	3.8%	2	1.5%
Q40	Our school provides a variety of information resources to support student learning.	30	22.7%	79	59.8%	17	12.9%	5	3.8%	0	0.0%	1	.8%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	31	23.5%	70	53.0%	21	15.9%	7	5.3%	2	1.5%	1	.8%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	31	23.5%	66	50.0%	21	15.9%	9	6.8%	3	2.3%	2	1.5%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	40	30.3%	67	50.8%	20	15.2%	5	3.8%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	53	40.2%	70	53.0%	6	4.5%	1	.8%	2	1.5%	0	0.0%
Q45	Our school maintains facilities that support student learning.	53	40.2%	67	50.8%	7	5.3%	5	3.8%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	57	43.2%	62	47.0%	7	5.3%	5	3.8%	1	.8%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	35	26.5%	70	53.0%	15	11.4%	5	3.8%	1	.8%	6	4.5%

**Pinellas County Schools
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		Pinellas Park High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	28	21.2%	67	50.8%	19	14.4%	11	8.3%	1	.8%	6	4.5%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	33	25.0%	66	50.0%	25	18.9%	1	.8%	2	1.5%	5	3.8%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	21	15.9%	63	47.7%	31	23.5%	11	8.3%	3	2.3%	3	2.3%
Q51	Our school uses data to monitor student readiness and success at the next level.	24	18.2%	74	56.1%	23	17.4%	9	6.8%	0	0.0%	2	1.5%
Q52	Our school leaders monitor data related to student achievement.	31	23.5%	76	57.6%	18	13.6%	3	2.3%	1	.8%	3	2.3%
Q53	Our school leaders monitor data related to school continuous improvement goals.	34	25.8%	77	58.3%	15	11.4%	3	2.3%	0	0.0%	3	2.3%

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		Pinellas Secondary High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	25	62.5%	15	37.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	13	32.5%	19	47.5%	4	10.0%	3	7.5%	0	0.0%	1	2.5%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	14	35.0%	18	45.0%	6	15.0%	2	5.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	15	37.5%	20	50.0%	3	7.5%	2	5.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	13	32.5%	23	57.5%	2	5.0%	2	5.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	14	36.8%	15	39.5%	8	21.1%	1	2.6%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	9	23.7%	18	47.4%	7	18.4%	3	7.9%	1	2.6%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	11	28.9%	19	50.0%	5	13.2%	2	5.3%	1	2.6%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	15	39.5%	22	57.9%	1	2.6%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	12	31.6%	19	50.0%	4	10.5%	3	7.9%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	17	44.7%	18	47.4%	2	5.3%	0	0.0%	1	2.6%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	16	42.1%	19	50.0%	1	2.6%	2	5.3%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	12	31.6%	19	50.0%	5	13.2%	1	2.6%	0	0.0%	1	2.6%

**Pinellas County Schools
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		Pinellas Secondary High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	9	23.7%	18	47.4%	9	23.7%	1	2.6%	1	2.6%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	8	21.1%	21	55.3%	8	21.1%	1	2.6%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	5	13.5%	21	56.8%	5	13.5%	5	13.5%	1	2.7%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	8	21.6%	18	48.6%	3	8.1%	6	16.2%	1	2.7%	1	2.7%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	5	13.5%	20	54.1%	5	13.5%	6	16.2%	1	2.7%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	6	16.2%	25	67.6%	2	5.4%	3	8.1%	1	2.7%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	7	18.9%	21	56.8%	6	16.2%	2	5.4%	1	2.7%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	4	10.8%	21	56.8%	8	21.6%	3	8.1%	1	2.7%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	8	21.6%	19	51.4%	7	18.9%	2	5.4%	1	2.7%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	7	18.9%	16	43.2%	9	24.3%	4	10.8%	1	2.7%	0	0.0%

**Pinellas County Schools
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		Pinellas Secondary High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	10	27.0%	20	54.1%	2	5.4%	3	8.1%	2	5.4%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	8	21.6%	18	48.6%	8	21.6%	2	5.4%	1	2.7%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	5	13.5%	23	62.2%	5	13.5%	3	8.1%	1	2.7%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	12	32.4%	20	54.1%	4	10.8%	1	2.7%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	19	51.4%	16	43.2%	1	2.7%	1	2.7%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	7	18.9%	20	54.1%	6	16.2%	2	5.4%	1	2.7%	1	2.7%
Q30	In our school, staff members provide peer coaching to teachers.	8	21.6%	21	56.8%	7	18.9%	1	2.7%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	16	43.2%	16	43.2%	5	13.5%	0	0.0%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	11	29.7%	22	59.5%	3	8.1%	1	2.7%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	10	27.0%	19	51.4%	7	18.9%	1	2.7%	0	0.0%	0	0.0%

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		Pinellas Secondary High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	3	8.1%	15	40.5%	10	27.0%	5	13.5%	4	10.8%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	8	21.6%	24	64.9%	5	13.5%	0	0.0%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	14	38.9%	18	50.0%	2	5.6%	2	5.6%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	12	33.3%	21	58.3%	1	2.8%	1	2.8%	1	2.8%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	10	27.8%	22	61.1%	3	8.3%	1	2.8%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	11	30.6%	21	58.3%	1	2.8%	1	2.8%	1	2.8%	1	2.8%
Q40	Our school provides a variety of information resources to support student learning.	10	27.8%	23	63.9%	3	8.3%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	11	30.6%	23	63.9%	2	5.6%	0	0.0%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	9	25.0%	22	61.1%	5	13.9%	0	0.0%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	14	38.9%	17	47.2%	3	8.3%	1	2.8%	1	2.8%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	5	13.9%	10	27.8%	8	22.2%	8	22.2%	1	2.8%	4	11.1%
Q45	Our school maintains facilities that support student learning.	13	36.1%	20	55.6%	3	8.3%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	18	50.0%	16	44.4%	1	2.8%	1	2.8%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	9	25.0%	22	61.1%	3	8.3%	2	5.6%	0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Pinellas Secondary High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	6	16.7%	23	63.9%	4	11.1%	3	8.3%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	4	11.1%	21	58.3%	8	22.2%	3	8.3%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	5	13.9%	15	41.7%	8	22.2%	6	16.7%	2	5.6%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	6	16.7%	22	61.1%	4	11.1%	4	11.1%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	8	22.2%	23	63.9%	4	11.1%	1	2.8%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	8	22.2%	23	63.9%	5	13.9%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Seminole High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	63	48.8%	54	41.9%	9	7.0%	0	0.0%	2	1.6%	1	.8%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	45	34.9%	49	38.0%	22	17.1%	6	4.7%	3	2.3%	4	3.1%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	43	33.3%	55	42.6%	22	17.1%	4	3.1%	4	3.1%	1	.8%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	40	31.0%	68	52.7%	12	9.3%	4	3.1%	3	2.3%	2	1.6%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	49	38.0%	58	45.0%	10	7.8%	8	6.2%	3	2.3%	1	.8%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	39	30.7%	56	44.1%	15	11.8%	11	8.7%	6	4.7%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	36	28.3%	56	44.1%	18	14.2%	13	10.2%	4	3.1%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	40	31.5%	54	42.5%	19	15.0%	10	7.9%	4	3.1%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	44	34.6%	62	48.8%	8	6.3%	12	9.4%	1	.8%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	32	25.2%	51	40.2%	21	16.5%	17	13.4%	6	4.7%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	45	35.4%	57	44.9%	15	11.8%	8	6.3%	2	1.6%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	30	23.6%	63	49.6%	11	8.7%	16	12.6%	7	5.5%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	29	22.8%	55	43.3%	23	18.1%	15	11.8%	4	3.1%	1	.8%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Seminole High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	32	25.2%	57	44.9%	24	18.9%	8	6.3%	5	3.9%	1	.8%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	38	29.9%	60	47.2%	16	12.6%	9	7.1%	3	2.4%	1	.8%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	24	19.5%	56	45.5%	25	20.3%	10	8.1%	5	4.1%	3	2.4%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	22	17.9%	59	48.0%	28	22.8%	7	5.7%	3	2.4%	4	3.3%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	20	16.3%	64	52.0%	23	18.7%	10	8.1%	2	1.6%	4	3.3%
Q19	All teachers in our school use a variety of technologies as instructional resources.	27	22.0%	57	46.3%	25	20.3%	9	7.3%	1	.8%	4	3.3%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	25	20.3%	65	52.8%	24	19.5%	3	2.4%	2	1.6%	4	3.3%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	20	16.3%	62	50.4%	28	22.8%	4	3.3%	5	4.1%	4	3.3%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	25	20.3%	62	50.4%	24	19.5%	7	5.7%	2	1.6%	3	2.4%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	27	22.0%	50	40.7%	30	24.4%	10	8.1%	2	1.6%	4	3.3%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Seminole High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	34	27.6%	62	50.4%	19	15.4%	4	3.3%	1	.8%	3	2.4%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	25	20.3%	58	47.2%	24	19.5%	12	9.8%	0	0.0%	4	3.3%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	21	17.1%	74	60.2%	16	13.0%	6	4.9%	3	2.4%	3	2.4%
Q27	In our school, related learning support services are provided for all students based on their needs.	25	20.3%	69	56.1%	20	16.3%	1	.8%	4	3.3%	4	3.3%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	25	20.3%	62	50.4%	19	15.4%	10	8.1%	4	3.3%	3	2.4%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	21	17.1%	60	48.8%	28	22.8%	10	8.1%	1	.8%	3	2.4%
Q30	In our school, staff members provide peer coaching to teachers.	22	17.9%	55	44.7%	28	22.8%	10	8.1%	4	3.3%	4	3.3%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	24	19.5%	51	41.5%	25	20.3%	11	8.9%	8	6.5%	4	3.3%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	28	22.8%	66	53.7%	19	15.4%	7	5.7%	1	.8%	2	1.6%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	23	18.7%	65	52.8%	21	17.1%	9	7.3%	2	1.6%	3	2.4%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Seminole High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	18	14.6%	60	48.8%	27	22.0%	12	9.8%	4	3.3%	2	1.6%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	32	26.0%	65	52.8%	13	10.6%	8	6.5%	3	2.4%	2	1.6%
Q36	Our school provides qualified staff members to support student learning.	36	30.3%	67	56.3%	12	10.1%	3	2.5%	1	.8%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	22	18.5%	66	55.5%	19	16.0%	9	7.6%	3	2.5%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	19	16.0%	54	45.4%	17	14.3%	18	15.1%	10	8.4%	1	.8%
Q39	Our school provides protected instructional time.	25	21.0%	67	56.3%	15	12.6%	9	7.6%	2	1.7%	1	.8%
Q40	Our school provides a variety of information resources to support student learning.	29	24.4%	60	50.4%	18	15.1%	11	9.2%	0	0.0%	1	.8%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	27	22.7%	57	47.9%	18	15.1%	11	9.2%	5	4.2%	1	.8%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	23	19.3%	56	47.1%	25	21.0%	9	7.6%	5	4.2%	1	.8%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	28	23.5%	50	42.0%	17	14.3%	17	14.3%	7	5.9%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	51	42.9%	57	47.9%	11	9.2%	0	0.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	28	23.5%	59	49.6%	13	10.9%	12	10.1%	7	5.9%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	27	22.7%	58	48.7%	19	16.0%	10	8.4%	5	4.2%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	28	23.9%	72	61.5%	12	10.3%	3	2.6%	1	.9%	1	.9%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Seminole High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	25	21.4%	63	53.8%	16	13.7%	10	8.5%	2	1.7%	1	.9%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	22	18.8%	68	58.1%	17	14.5%	7	6.0%	2	1.7%	1	.9%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	19	16.2%	57	48.7%	18	15.4%	22	18.8%	1	.9%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	25	21.4%	66	56.4%	17	14.5%	6	5.1%	1	.9%	2	1.7%
Q52	Our school leaders monitor data related to student achievement.	33	28.2%	57	48.7%	21	17.9%	3	2.6%	1	.9%	2	1.7%
Q53	Our school leaders monitor data related to school continuous improvement goals.	30	25.6%	65	55.6%	16	13.7%	4	3.4%	0	0.0%	2	1.7%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		St. Petersburg High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	60	42.6%	71	50.4%	7	5.0%	1	.7%	2	1.4%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	34	24.1%	76	53.9%	21	14.9%	7	5.0%	2	1.4%	1	.7%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	38	27.0%	77	54.6%	16	11.3%	8	5.7%	2	1.4%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	38	27.0%	70	49.6%	28	19.9%	2	1.4%	2	1.4%	1	.7%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	40	28.4%	77	54.6%	16	11.3%	7	5.0%	1	.7%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	25	18.2%	70	51.1%	28	20.4%	10	7.3%	4	2.9%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	18	13.1%	65	47.4%	32	23.4%	19	13.9%	2	1.5%	1	.7%
Q8	Our school's leaders support an innovative and collaborative culture.	26	19.0%	70	51.1%	23	16.8%	10	7.3%	8	5.8%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	31	22.6%	76	55.5%	22	16.1%	5	3.6%	3	2.2%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	23	16.8%	62	45.3%	22	16.1%	21	15.3%	9	6.6%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	29	21.2%	69	50.4%	17	12.4%	14	10.2%	8	5.8%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	31	22.6%	65	47.4%	23	16.8%	12	8.8%	5	3.6%	1	.7%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	23	16.8%	65	47.4%	26	19.0%	16	11.7%	6	4.4%	1	.7%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		St. Petersburg High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	26	19.0%	60	43.8%	31	22.6%	13	9.5%	7	5.1%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	30	21.9%	79	57.7%	21	15.3%	3	2.2%	3	2.2%	1	.7%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	13	10.7%	48	39.3%	33	27.0%	21	17.2%	5	4.1%	2	1.6%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	11	9.0%	47	38.5%	35	28.7%	21	17.2%	5	4.1%	3	2.5%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	13	10.7%	46	37.7%	36	29.5%	17	13.9%	7	5.7%	3	2.5%
Q19	All teachers in our school use a variety of technologies as instructional resources.	16	13.1%	48	39.3%	32	26.2%	20	16.4%	3	2.5%	3	2.5%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	16	13.1%	53	43.4%	31	25.4%	16	13.1%	3	2.5%	3	2.5%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	11	9.0%	40	32.8%	42	34.4%	19	15.6%	7	5.7%	3	2.5%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	13	10.7%	45	36.9%	41	33.6%	15	12.3%	5	4.1%	3	2.5%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	17	13.9%	45	36.9%	34	27.9%	20	16.4%	3	2.5%	3	2.5%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		St. Petersburg High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	19	15.6%	54	44.3%	32	26.2%	11	9.0%	3	2.5%	3	2.5%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	15	12.3%	57	46.7%	27	22.1%	17	13.9%	3	2.5%	3	2.5%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	18	14.8%	55	45.1%	22	18.0%	19	15.6%	5	4.1%	3	2.5%
Q27	In our school, related learning support services are provided for all students based on their needs.	19	15.6%	59	48.4%	24	19.7%	13	10.7%	5	4.1%	2	1.6%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	20	16.4%	50	41.0%	34	27.9%	9	7.4%	5	4.1%	4	3.3%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	15	12.3%	48	39.3%	38	31.1%	14	11.5%	5	4.1%	2	1.6%
Q30	In our school, staff members provide peer coaching to teachers.	15	12.3%	54	44.3%	34	27.9%	14	11.5%	3	2.5%	2	1.6%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	17	13.9%	56	45.9%	26	21.3%	12	9.8%	8	6.6%	3	2.5%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	16	13.1%	77	63.1%	17	13.9%	8	6.6%	2	1.6%	2	1.6%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	14	11.5%	67	54.9%	26	21.3%	11	9.0%	3	2.5%	1	.8%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		St. Petersburg High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	7	5.7%	54	44.3%	34	27.9%	19	15.6%	5	4.1%	3	2.5%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	21	17.2%	70	57.4%	21	17.2%	8	6.6%	1	.8%	1	.8%
Q36	Our school provides qualified staff members to support student learning.	19	16.2%	64	54.7%	16	13.7%	16	13.7%	2	1.7%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	17	14.5%	59	50.4%	18	15.4%	13	11.1%	10	8.5%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	11	9.4%	56	47.9%	20	17.1%	16	13.7%	13	11.1%	1	.9%
Q39	Our school provides protected instructional time.	11	9.4%	56	47.9%	32	27.4%	13	11.1%	3	2.6%	2	1.7%
Q40	Our school provides a variety of information resources to support student learning.	17	14.5%	66	56.4%	22	18.8%	10	8.5%	0	0.0%	2	1.7%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	13	11.1%	63	53.8%	27	23.1%	9	7.7%	3	2.6%	2	1.7%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	12	10.3%	66	56.4%	25	21.4%	10	8.5%	3	2.6%	1	.9%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	17	14.5%	53	45.3%	23	19.7%	18	15.4%	6	5.1%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	53	45.3%	54	46.2%	6	5.1%	2	1.7%	2	1.7%	0	0.0%
Q45	Our school maintains facilities that support student learning.	19	16.2%	60	51.3%	21	17.9%	13	11.1%	4	3.4%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	15	12.8%	58	49.6%	19	16.2%	18	15.4%	7	6.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	16	13.7%	79	67.5%	16	13.7%	3	2.6%	1	.9%	2	1.7%

**Pinellas County Schools
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		St. Petersburg High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	15	12.8%	59	50.4%	27	23.1%	11	9.4%	3	2.6%	2	1.7%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	12	10.3%	74	63.2%	21	17.9%	7	6.0%	1	.9%	2	1.7%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	8	6.8%	62	53.0%	30	25.6%	12	10.3%	3	2.6%	2	1.7%
Q51	Our school uses data to monitor student readiness and success at the next level.	12	10.3%	71	60.7%	20	17.1%	10	8.5%	2	1.7%	2	1.7%
Q52	Our school leaders monitor data related to student achievement.	25	21.4%	73	62.4%	12	10.3%	3	2.6%	2	1.7%	2	1.7%
Q53	Our school leaders monitor data related to school continuous improvement goals.	26	22.2%	68	58.1%	14	12.0%	5	4.3%	3	2.6%	1	.9%

**Pinellas County Schools
 AdvancED Staff Survey Report
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		Tarpon Springs High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	19	24.4%	45	57.7%	11	14.1%	2	2.6%	1	1.3%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	15	19.2%	31	39.7%	22	28.2%	10	12.8%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	15	19.2%	36	46.2%	17	21.8%	9	11.5%	1	1.3%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	17	21.8%	42	53.8%	13	16.7%	4	5.1%	2	2.6%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	19	24.4%	40	51.3%	10	12.8%	8	10.3%	1	1.3%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	13	17.1%	35	46.1%	19	25.0%	8	10.5%	1	1.3%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	10	13.2%	33	43.4%	19	25.0%	11	14.5%	3	3.9%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	12	15.8%	23	30.3%	17	22.4%	17	22.4%	7	9.2%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	16	21.1%	38	50.0%	12	15.8%	8	10.5%	2	2.6%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	11	14.5%	19	25.0%	20	26.3%	17	22.4%	9	11.8%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	18	23.7%	32	42.1%	13	17.1%	9	11.8%	4	5.3%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	12	15.8%	34	44.7%	18	23.7%	5	6.6%	7	9.2%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	9	11.8%	32	42.1%	20	26.3%	10	13.2%	5	6.6%	0	0.0%

**Pinellas County Schools
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		Tarpon Springs High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	9	11.8%	20	26.3%	26	34.2%	18	23.7%	3	3.9%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	10	13.2%	25	32.9%	27	35.5%	10	13.2%	3	3.9%	1	1.3%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	5	6.7%	33	44.0%	18	24.0%	14	18.7%	4	5.3%	1	1.3%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	6	8.0%	31	41.3%	23	30.7%	9	12.0%	5	6.7%	1	1.3%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	4	5.3%	37	49.3%	20	26.7%	9	12.0%	4	5.3%	1	1.3%
Q19	All teachers in our school use a variety of technologies as instructional resources.	6	8.0%	36	48.0%	23	30.7%	8	10.7%	1	1.3%	1	1.3%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	9	12.0%	41	54.7%	16	21.3%	7	9.3%	1	1.3%	1	1.3%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	8	10.7%	31	41.3%	22	29.3%	12	16.0%	1	1.3%	1	1.3%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	5	6.7%	38	50.7%	19	25.3%	10	13.3%	2	2.7%	1	1.3%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	8	10.7%	34	45.3%	19	25.3%	10	13.3%	3	4.0%	1	1.3%

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		Tarpon Springs High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	6	8.0%	32	42.7%	18	24.0%	11	14.7%	7	9.3%	1	1.3%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	6	8.0%	32	42.7%	25	33.3%	9	12.0%	2	2.7%	1	1.3%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	10	13.3%	33	44.0%	16	21.3%	10	13.3%	5	6.7%	1	1.3%
Q27	In our school, related learning support services are provided for all students based on their needs.	9	12.0%	35	46.7%	18	24.0%	12	16.0%	1	1.3%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	8	10.7%	27	36.0%	21	28.0%	15	20.0%	4	5.3%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	8	10.7%	29	38.7%	23	30.7%	11	14.7%	4	5.3%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	3	4.0%	23	30.7%	23	30.7%	19	25.3%	4	5.3%	3	4.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	5	6.7%	25	33.3%	24	32.0%	16	21.3%	4	5.3%	1	1.3%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	9	12.0%	35	46.7%	18	24.0%	10	13.3%	3	4.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	5	6.7%	28	37.3%	26	34.7%	11	14.7%	4	5.3%	1	1.3%

**Pinellas County Schools
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		Tarpon Springs High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	6	8.0%	25	33.3%	25	33.3%	14	18.7%	4	5.3%	1	1.3%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	6	8.0%	40	53.3%	19	25.3%	8	10.7%	2	2.7%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	10	13.9%	40	55.6%	14	19.4%	6	8.3%	2	2.8%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	7	9.7%	39	54.2%	15	20.8%	8	11.1%	3	4.2%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	5	6.9%	29	40.3%	18	25.0%	13	18.1%	7	9.7%	0	0.0%
Q39	Our school provides protected instructional time.	10	13.9%	33	45.8%	19	26.4%	5	6.9%	5	6.9%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	8	11.1%	40	55.6%	17	23.6%	6	8.3%	1	1.4%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	5	6.9%	38	52.8%	17	23.6%	11	15.3%	1	1.4%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	6	8.3%	32	44.4%	21	29.2%	11	15.3%	1	1.4%	1	1.4%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	12	16.7%	33	45.8%	11	15.3%	13	18.1%	3	4.2%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	22	30.6%	35	48.6%	9	12.5%	5	6.9%	1	1.4%	0	0.0%
Q45	Our school maintains facilities that support student learning.	11	15.3%	32	44.4%	9	12.5%	12	16.7%	8	11.1%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	10	13.9%	28	38.9%	10	13.9%	16	22.2%	8	11.1%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	12	16.7%	41	56.9%	17	23.6%	0	0.0%	1	1.4%	1	1.4%

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		Tarpon Springs High School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	5	6.9%	36	50.0%	18	25.0%	10	13.9%	2	2.8%	1	1.4%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	7	9.7%	34	47.2%	25	34.7%	6	8.3%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	4	5.6%	28	38.9%	23	31.9%	12	16.7%	5	6.9%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	5	6.9%	39	54.2%	21	29.2%	7	9.7%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	7	9.7%	42	58.3%	15	20.8%	7	9.7%	0	0.0%	1	1.4%
Q53	Our school leaders monitor data related to school continuous improvement goals.	7	9.7%	38	52.8%	20	27.8%	6	8.3%	0	0.0%	1	1.4%

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		Calvin Hunsinger Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	30	55.6%	19	35.2%	2	3.7%	0	0.0%	3	5.6%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	15	28.3%	18	34.0%	16	30.2%	1	1.9%	3	5.7%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	16	29.6%	31	57.4%	3	5.6%	1	1.9%	3	5.6%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	20	37.0%	20	37.0%	10	18.5%	2	3.7%	2	3.7%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	17	31.5%	26	48.1%	8	14.8%	0	0.0%	3	5.6%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	20	37.0%	24	44.4%	7	13.0%	0	0.0%	3	5.6%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	13	25.0%	21	40.4%	9	17.3%	4	7.7%	5	9.6%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	16	30.8%	22	42.3%	10	19.2%	1	1.9%	3	5.8%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	15	28.8%	30	57.7%	2	3.8%	3	5.8%	2	3.8%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	18	35.3%	20	39.2%	6	11.8%	3	5.9%	4	7.8%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	15	29.4%	26	51.0%	6	11.8%	3	5.9%	1	2.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	17	32.7%	23	44.2%	5	9.6%	3	5.8%	4	7.7%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	15	28.8%	24	46.2%	5	9.6%	5	9.6%	3	5.8%	0	0.0%

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		Calvin Hunsinger Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	12	23.1%	19	36.5%	16	30.8%	2	3.8%	3	5.8%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	21	41.2%	20	39.2%	7	13.7%	0	0.0%	3	5.9%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	20	39.2%	20	39.2%	5	9.8%	3	5.9%	3	5.9%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	21	42.0%	20	40.0%	6	12.0%	2	4.0%	1	2.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	22	44.0%	19	38.0%	6	12.0%	3	6.0%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	22	44.0%	23	46.0%	3	6.0%	2	4.0%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	23	45.1%	21	41.2%	5	9.8%	2	3.9%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	18	35.3%	26	51.0%	5	9.8%	2	3.9%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	17	33.3%	30	58.8%	4	7.8%	0	0.0%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	17	33.3%	24	47.1%	9	17.6%	1	2.0%	0	0.0%	0	0.0%

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		Calvin Hunsinger Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	20	39.2%	23	45.1%	5	9.8%	1	2.0%	2	3.9%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	17	33.3%	25	49.0%	9	17.6%	0	0.0%	0	0.0%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	18	35.3%	27	52.9%	4	7.8%	2	3.9%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	26	51.0%	20	39.2%	4	7.8%	1	2.0%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	31	59.6%	17	32.7%	2	3.8%	1	1.9%	1	1.9%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	21	40.4%	25	48.1%	2	3.8%	2	3.8%	2	3.8%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	17	33.3%	26	51.0%	5	9.8%	3	5.9%	0	0.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	18	34.6%	17	32.7%	12	23.1%	5	9.6%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	23	44.2%	23	44.2%	5	9.6%	1	1.9%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	18	37.5%	18	37.5%	6	12.5%	4	8.3%	2	4.2%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
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		Calvin Hunsinger Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	16	33.3%	19	39.6%	7	14.6%	5	10.4%	1	2.1%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	16	34.0%	22	46.8%	9	19.1%	0	0.0%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	28	57.1%	17	34.7%	1	2.0%	2	4.1%	1	2.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	18	38.3%	22	46.8%	2	4.3%	3	6.4%	2	4.3%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	16	33.3%	18	37.5%	4	8.3%	7	14.6%	3	6.3%	0	0.0%
Q39	Our school provides protected instructional time.	20	41.7%	21	43.8%	3	6.3%	2	4.2%	2	4.2%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	20	41.7%	25	52.1%	1	2.1%	0	0.0%	2	4.2%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	20	41.7%	22	45.8%	2	4.2%	4	8.3%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	17	37.0%	21	45.7%	6	13.0%	2	4.3%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	26	54.2%	19	39.6%	2	4.2%	0	0.0%	1	2.1%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	16	32.0%	20	40.0%	10	20.0%	1	2.0%	3	6.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	22	44.9%	23	46.9%	3	6.1%	0	0.0%	1	2.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	20	40.0%	26	52.0%	3	6.0%	0	0.0%	1	2.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	21	45.7%	21	45.7%	2	4.3%	0	0.0%	2	4.3%	0	0.0%

**Pinellas County Schools
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		Calvin Hunsinger Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	18	38.3%	23	48.9%	1	2.1%	3	6.4%	2	4.3%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	21	43.8%	21	43.8%	2	4.2%	3	6.3%	1	2.1%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	16	33.3%	18	37.5%	7	14.6%	6	12.5%	1	2.1%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	18	37.5%	22	45.8%	5	10.4%	0	0.0%	3	6.3%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	21	43.8%	23	47.9%	1	2.1%	0	0.0%	3	6.3%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	21	44.7%	19	40.4%	3	6.4%	1	2.1%	3	6.4%	0	0.0%

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		Dropout Prevention Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	33	50.8%	24	36.9%	7	10.8%	1	1.5%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	18	27.7%	35	53.8%	10	15.4%	2	3.1%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	22	33.8%	32	49.2%	9	13.8%	2	3.1%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	20	30.8%	35	53.8%	8	12.3%	1	1.5%	1	1.5%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	22	33.8%	33	50.8%	7	10.8%	2	3.1%	1	1.5%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	21	32.8%	31	48.4%	8	12.5%	2	3.1%	1	1.6%	1	1.6%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	16	25.0%	28	43.8%	12	18.8%	6	9.4%	1	1.6%	1	1.6%
Q8	Our school's leaders support an innovative and collaborative culture.	23	35.9%	32	50.0%	5	7.8%	2	3.1%	2	3.1%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	24	37.5%	30	46.9%	8	12.5%	2	3.1%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	18	28.1%	32	50.0%	10	15.6%	4	6.3%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	20	31.3%	27	42.2%	15	23.4%	1	1.6%	1	1.6%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	15	23.4%	30	46.9%	17	26.6%	0	0.0%	2	3.1%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	12	18.8%	37	57.8%	11	17.2%	2	3.1%	2	3.1%	0	0.0%

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		Dropout Prevention Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	11	17.2%	36	56.3%	13	20.3%	2	3.1%	2	3.1%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	15	23.4%	31	48.4%	14	21.9%	1	1.6%	2	3.1%	1	1.6%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	7	11.3%	34	54.8%	13	21.0%	7	11.3%	1	1.6%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	9	14.5%	32	51.6%	15	24.2%	5	8.1%	1	1.6%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	5	8.1%	33	53.2%	18	29.0%	5	8.1%	1	1.6%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	13	21.0%	35	56.5%	11	17.7%	3	4.8%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	9	14.5%	40	64.5%	8	12.9%	5	8.1%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	10	16.1%	35	56.5%	14	22.6%	3	4.8%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	7	11.3%	31	50.0%	18	29.0%	5	8.1%	1	1.6%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	9	14.5%	37	59.7%	12	19.4%	3	4.8%	1	1.6%	0	0.0%

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		Dropout Prevention Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	19	30.6%	29	46.8%	11	17.7%	1	1.6%	2	3.2%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	13	21.0%	30	48.4%	15	24.2%	2	3.2%	2	3.2%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	10	16.1%	35	56.5%	12	19.4%	3	4.8%	2	3.2%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	12	19.4%	35	56.5%	10	16.1%	3	4.8%	2	3.2%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	17	27.4%	34	54.8%	8	12.9%	3	4.8%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	10	16.1%	33	53.2%	16	25.8%	2	3.2%	1	1.6%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	8	12.9%	32	51.6%	17	27.4%	4	6.5%	1	1.6%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	8	12.9%	31	50.0%	17	27.4%	5	8.1%	1	1.6%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	9	14.5%	41	66.1%	7	11.3%	4	6.5%	1	1.6%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	13	21.0%	35	56.5%	10	16.1%	2	3.2%	2	3.2%	0	0.0%

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		Dropout Prevention Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	7	11.3%	22	35.5%	22	35.5%	6	9.7%	1	1.6%	4	6.5%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	11	17.7%	32	51.6%	18	29.0%	1	1.6%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	22	36.1%	30	49.2%	7	11.5%	2	3.3%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	16	26.2%	31	50.8%	9	14.8%	5	8.2%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	12	19.7%	32	52.5%	13	21.3%	3	4.9%	1	1.6%	0	0.0%
Q39	Our school provides protected instructional time.	17	27.9%	33	54.1%	11	18.0%	0	0.0%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	13	21.3%	35	57.4%	11	18.0%	2	3.3%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	14	23.0%	36	59.0%	6	9.8%	5	8.2%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	14	23.0%	38	62.3%	6	9.8%	3	4.9%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	20	32.8%	26	42.6%	13	21.3%	2	3.3%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	8	13.1%	24	39.3%	13	21.3%	10	16.4%	3	4.9%	3	4.9%
Q45	Our school maintains facilities that support student learning.	15	24.6%	36	59.0%	10	16.4%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	20	32.8%	30	49.2%	10	16.4%	1	1.6%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	12	19.7%	33	54.1%	14	23.0%	2	3.3%	0	0.0%	0	0.0%

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		Dropout Prevention Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	11	18.0%	36	59.0%	12	19.7%	2	3.3%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	10	16.4%	32	52.5%	16	26.2%	2	3.3%	1	1.6%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	7	11.5%	29	47.5%	21	34.4%	3	4.9%	1	1.6%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	12	19.7%	39	63.9%	9	14.8%	1	1.6%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	15	24.6%	33	54.1%	11	18.0%	2	3.3%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	14	23.0%	36	59.0%	9	14.8%	2	3.3%	0	0.0%	0	0.0%

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		Nina Harris Exceptional Education Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	62	53.9%	45	39.1%	6	5.2%	2	1.7%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	43	37.7%	39	34.2%	29	25.4%	3	2.6%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	43	37.4%	58	50.4%	13	11.3%	1	.9%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	43	37.4%	52	45.2%	17	14.8%	3	2.6%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	50	43.5%	49	42.6%	15	13.0%	1	.9%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	39	33.9%	50	43.5%	22	19.1%	2	1.7%	2	1.7%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	28	24.3%	49	42.6%	32	27.8%	5	4.3%	1	.9%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	44	38.6%	40	35.1%	22	19.3%	4	3.5%	4	3.5%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	50	43.5%	47	40.9%	15	13.0%	3	2.6%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	43	37.4%	41	35.7%	23	20.0%	7	6.1%	1	.9%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	48	42.1%	47	41.2%	15	13.2%	2	1.8%	2	1.8%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	45	39.1%	46	40.0%	17	14.8%	6	5.2%	1	.9%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	36	31.6%	50	43.9%	20	17.5%	7	6.1%	1	.9%	0	0.0%

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		Nina Harris Exceptional Education Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	30	26.3%	50	43.9%	29	25.4%	4	3.5%	0	0.0%	1	.9%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	35	30.7%	49	43.0%	25	21.9%	4	3.5%	0	0.0%	1	.9%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	27	23.7%	54	47.4%	25	21.9%	8	7.0%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	33	28.9%	54	47.4%	21	18.4%	5	4.4%	1	.9%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	21	18.6%	53	46.9%	30	26.5%	7	6.2%	2	1.8%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	37	32.5%	57	50.0%	13	11.4%	6	5.3%	1	.9%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	22	19.5%	53	46.9%	33	29.2%	4	3.5%	1	.9%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	18	15.9%	62	54.9%	26	23.0%	7	6.2%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	24	21.1%	60	52.6%	24	21.1%	6	5.3%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	25	22.3%	60	53.6%	24	21.4%	1	.9%	2	1.8%	0	0.0%

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		Nina Harris Exceptional Education Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	36	31.9%	56	49.6%	20	17.7%	1	.9%	0	0.0%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	34	29.8%	54	47.4%	19	16.7%	5	4.4%	2	1.8%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	20	17.5%	64	56.1%	23	20.2%	7	6.1%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	40	35.1%	55	48.2%	10	8.8%	8	7.0%	1	.9%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	41	36.0%	57	50.0%	15	13.2%	1	.9%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	37	32.7%	52	46.0%	19	16.8%	4	3.5%	1	.9%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	24	21.4%	61	54.5%	17	15.2%	8	7.1%	2	1.8%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	23	20.2%	56	49.1%	23	20.2%	8	7.0%	4	3.5%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	38	33.3%	62	54.4%	11	9.6%	2	1.8%	1	.9%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	27	23.7%	56	49.1%	28	24.6%	2	1.8%	1	.9%	0	0.0%

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		Nina Harris Exceptional Education Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	27	23.7%	57	50.0%	28	24.6%	2	1.8%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	27	23.9%	53	46.9%	26	23.0%	6	5.3%	1	.9%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	32	28.3%	62	54.9%	13	11.5%	5	4.4%	1	.9%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	30	26.3%	68	59.6%	14	12.3%	1	.9%	1	.9%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	39	34.2%	55	48.2%	14	12.3%	5	4.4%	1	.9%	0	0.0%
Q39	Our school provides protected instructional time.	27	23.7%	57	50.0%	21	18.4%	8	7.0%	1	.9%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	38	33.3%	57	50.0%	16	14.0%	2	1.8%	1	.9%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	30	27.0%	60	54.1%	20	18.0%	1	.9%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	28	25.2%	62	55.9%	18	16.2%	2	1.8%	1	.9%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	35	31.8%	47	42.7%	23	20.9%	3	2.7%	2	1.8%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	38	34.2%	49	44.1%	20	18.0%	4	3.6%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	44	38.9%	55	48.7%	11	9.7%	2	1.8%	1	.9%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	56	49.1%	41	36.0%	12	10.5%	3	2.6%	2	1.8%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	35	31.3%	62	55.4%	11	9.8%	2	1.8%	2	1.8%	0	0.0%

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		Nina Harris Exceptional Education Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	29	25.7%	65	57.5%	17	15.0%	2	1.8%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	40	36.0%	55	49.5%	14	12.6%	2	1.8%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	32	28.6%	50	44.6%	23	20.5%	5	4.5%	2	1.8%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	31	27.7%	61	54.5%	17	15.2%	3	2.7%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	44	40.0%	52	47.3%	14	12.7%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	43	38.4%	53	47.3%	13	11.6%	3	2.7%	0	0.0%	0	0.0%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Paul B. Stephens Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	64	59.3%	40	37.0%	3	2.8%	1	.9%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	39	36.1%	54	50.0%	11	10.2%	3	2.8%	0	0.0%	1	.9%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	36	33.3%	57	52.8%	12	11.1%	3	2.8%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	42	38.9%	50	46.3%	15	13.9%	1	.9%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	47	43.5%	53	49.1%	8	7.4%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	37	35.2%	48	45.7%	19	18.1%	1	1.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	24	22.9%	41	39.0%	32	30.5%	8	7.6%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	30	28.6%	58	55.2%	13	12.4%	4	3.8%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	43	41.0%	48	45.7%	11	10.5%	1	1.0%	0	0.0%	2	1.9%
Q10	Our school's leaders hold themselves accountable for student learning.	34	32.4%	47	44.8%	18	17.1%	5	4.8%	1	1.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	44	41.9%	49	46.7%	11	10.5%	1	1.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	36	34.3%	49	46.7%	17	16.2%	2	1.9%	0	0.0%	1	1.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	28	26.7%	55	52.4%	19	18.1%	3	2.9%	0	0.0%	0	0.0%

**Pinellas County Schools
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		Paul B. Stephens Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	27	25.7%	48	45.7%	24	22.9%	4	3.8%	1	1.0%	1	1.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	29	27.6%	53	50.5%	19	18.1%	3	2.9%	0	0.0%	1	1.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	34	33.0%	51	49.5%	12	11.7%	4	3.9%	0	0.0%	2	1.9%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	38	36.9%	54	52.4%	6	5.8%	4	3.9%	0	0.0%	1	1.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	28	27.2%	48	46.6%	19	18.4%	5	4.9%	0	0.0%	3	2.9%
Q19	All teachers in our school use a variety of technologies as instructional resources.	46	44.7%	48	46.6%	6	5.8%	2	1.9%	0	0.0%	1	1.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	23	22.3%	58	56.3%	13	12.6%	4	3.9%	0	0.0%	5	4.9%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	23	22.3%	56	54.4%	15	14.6%	4	3.9%	0	0.0%	5	4.9%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	33	32.0%	54	52.4%	12	11.7%	3	2.9%	0	0.0%	1	1.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	27	26.2%	56	54.4%	13	12.6%	1	1.0%	0	0.0%	6	5.8%

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		Paul B. Stephens Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	41	39.8%	52	50.5%	7	6.8%	1	1.0%	0	0.0%	2	1.9%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	36	35.0%	57	55.3%	8	7.8%	1	1.0%	0	0.0%	1	1.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	30	29.1%	59	57.3%	7	6.8%	4	3.9%	0	0.0%	3	2.9%
Q27	In our school, related learning support services are provided for all students based on their needs.	37	35.9%	56	54.4%	5	4.9%	3	2.9%	0	0.0%	2	1.9%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	40	38.8%	49	47.6%	8	7.8%	4	3.9%	0	0.0%	2	1.9%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	40	38.8%	55	53.4%	4	3.9%	3	2.9%	0	0.0%	1	1.0%
Q30	In our school, staff members provide peer coaching to teachers.	25	24.3%	55	53.4%	18	17.5%	4	3.9%	1	1.0%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	24	23.3%	58	56.3%	17	16.5%	3	2.9%	1	1.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	37	35.9%	54	52.4%	8	7.8%	3	2.9%	1	1.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	28	27.2%	61	59.2%	11	10.7%	3	2.9%	0	0.0%	0	0.0%

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		Paul B. Stephens Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	27	26.2%	62	60.2%	12	11.7%	2	1.9%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	29	28.2%	60	58.3%	12	11.7%	1	1.0%	0	0.0%	1	1.0%
Q36	Our school provides qualified staff members to support student learning.	41	40.2%	55	53.9%	6	5.9%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	34	33.3%	61	59.8%	5	4.9%	2	2.0%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	36	35.3%	54	52.9%	9	8.8%	3	2.9%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	32	31.4%	62	60.8%	7	6.9%	1	1.0%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	38	37.3%	58	56.9%	5	4.9%	1	1.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	39	38.2%	55	53.9%	7	6.9%	1	1.0%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	34	33.3%	56	54.9%	12	11.8%	0	0.0%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	26	25.5%	56	54.9%	16	15.7%	1	1.0%	0	0.0%	3	2.9%
Q44	Our school provides opportunities for students to participate in activities that interest them.	34	33.3%	61	59.8%	5	4.9%	2	2.0%	0	0.0%	0	0.0%
Q45	Our school maintains facilities that support student learning.	44	43.1%	54	52.9%	4	3.9%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	51	50.0%	49	48.0%	2	2.0%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	34	33.7%	62	61.4%	5	5.0%	0	0.0%	0	0.0%	0	0.0%

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		Paul B. Stephens Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	28	27.7%	58	57.4%	13	12.9%	1	1.0%	0	0.0%	1	1.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	36	35.6%	55	54.5%	10	9.9%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	35	34.7%	53	52.5%	12	11.9%	1	1.0%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	33	32.7%	60	59.4%	6	5.9%	2	2.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	36	35.6%	62	61.4%	3	3.0%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	34	33.7%	62	61.4%	5	5.0%	0	0.0%	0	0.0%	0	0.0%

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		Richard L. Sanders Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	29	40.3%	33	45.8%	9	12.5%	1	1.4%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	17	23.6%	29	40.3%	17	23.6%	6	8.3%	3	4.2%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	19	26.4%	31	43.1%	15	20.8%	3	4.2%	4	5.6%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	17	23.6%	34	47.2%	15	20.8%	2	2.8%	2	2.8%	2	2.8%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	22	30.6%	30	41.7%	12	16.7%	7	9.7%	1	1.4%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	19	29.2%	29	44.6%	9	13.8%	4	6.2%	4	6.2%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	18	27.7%	28	43.1%	13	20.0%	2	3.1%	4	6.2%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	24	36.9%	22	33.8%	11	16.9%	5	7.7%	3	4.6%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	20	30.8%	28	43.1%	12	18.5%	3	4.6%	2	3.1%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	21	32.3%	20	30.8%	18	27.7%	3	4.6%	3	4.6%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	20	30.8%	29	44.6%	10	15.4%	3	4.6%	3	4.6%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	18	27.7%	24	36.9%	16	24.6%	4	6.2%	3	4.6%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	18	27.7%	24	36.9%	16	24.6%	4	6.2%	3	4.6%	0	0.0%

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		Richard L. Sanders Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	19	29.2%	24	36.9%	13	20.0%	5	7.7%	4	6.2%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	21	32.3%	28	43.1%	9	13.8%	5	7.7%	2	3.1%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	10	16.7%	23	38.3%	17	28.3%	7	11.7%	2	3.3%	1	1.7%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	12	20.0%	26	43.3%	14	23.3%	4	6.7%	3	5.0%	1	1.7%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	10	16.7%	23	38.3%	17	28.3%	5	8.3%	3	5.0%	2	3.3%
Q19	All teachers in our school use a variety of technologies as instructional resources.	13	21.7%	25	41.7%	13	21.7%	5	8.3%	2	3.3%	2	3.3%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	11	18.3%	25	41.7%	16	26.7%	5	8.3%	1	1.7%	2	3.3%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	11	18.3%	20	33.3%	19	31.7%	6	10.0%	2	3.3%	2	3.3%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	13	21.7%	21	35.0%	16	26.7%	7	11.7%	1	1.7%	2	3.3%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	12	20.0%	23	38.3%	17	28.3%	4	6.7%	2	3.3%	2	3.3%

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		Richard L. Sanders Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	17	28.3%	29	48.3%	9	15.0%	4	6.7%	0	0.0%	1	1.7%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	14	23.3%	27	45.0%	10	16.7%	6	10.0%	1	1.7%	2	3.3%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	12	20.0%	25	41.7%	13	21.7%	7	11.7%	2	3.3%	1	1.7%
Q27	In our school, related learning support services are provided for all students based on their needs.	17	28.3%	29	48.3%	10	16.7%	2	3.3%	2	3.3%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	19	31.7%	29	48.3%	9	15.0%	3	5.0%	0	0.0%	0	0.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	13	21.7%	24	40.0%	12	20.0%	9	15.0%	2	3.3%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	17	28.3%	29	48.3%	10	16.7%	3	5.0%	0	0.0%	1	1.7%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	18	30.0%	29	48.3%	7	11.7%	4	6.7%	1	1.7%	1	1.7%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	17	28.3%	29	48.3%	6	10.0%	6	10.0%	1	1.7%	1	1.7%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	16	26.7%	25	41.7%	14	23.3%	3	5.0%	1	1.7%	1	1.7%

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		Richard L. Sanders Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	14	23.3%	28	46.7%	11	18.3%	4	6.7%	2	3.3%	1	1.7%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	15	25.0%	29	48.3%	11	18.3%	3	5.0%	1	1.7%	1	1.7%
Q36	Our school provides qualified staff members to support student learning.	16	26.7%	33	55.0%	5	8.3%	4	6.7%	1	1.7%	1	1.7%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	13	21.7%	34	56.7%	8	13.3%	3	5.0%	1	1.7%	1	1.7%
Q38	Our school provides sufficient material resources to meet student needs.	17	28.3%	27	45.0%	11	18.3%	3	5.0%	0	0.0%	2	3.3%
Q39	Our school provides protected instructional time.	13	21.7%	32	53.3%	11	18.3%	2	3.3%	1	1.7%	1	1.7%
Q40	Our school provides a variety of information resources to support student learning.	17	28.3%	34	56.7%	7	11.7%	1	1.7%	0	0.0%	1	1.7%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	15	25.0%	27	45.0%	12	20.0%	4	6.7%	1	1.7%	1	1.7%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	15	25.0%	28	46.7%	12	20.0%	2	3.3%	1	1.7%	2	3.3%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	19	31.7%	27	45.0%	10	16.7%	4	6.7%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	11	18.3%	27	45.0%	10	16.7%	10	16.7%	0	0.0%	2	3.3%
Q45	Our school maintains facilities that support student learning.	19	31.7%	29	48.3%	9	15.0%	2	3.3%	0	0.0%	1	1.7%
Q46	Our school maintains facilities that contribute to a safe environment.	20	33.3%	21	35.0%	12	20.0%	5	8.3%	1	1.7%	1	1.7%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	16	27.1%	29	49.2%	12	20.3%	1	1.7%	0	0.0%	1	1.7%

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		Richard L. Sanders Exceptional Education School											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	15	25.4%	27	45.8%	12	20.3%	4	6.8%	0	0.0%	1	1.7%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	18	30.5%	25	42.4%	11	18.6%	4	6.8%	0	0.0%	1	1.7%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	11	18.6%	25	42.4%	15	25.4%	5	8.5%	3	5.1%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	13	22.0%	29	49.2%	11	18.6%	5	8.5%	0	0.0%	1	1.7%
Q52	Our school leaders monitor data related to student achievement.	17	28.8%	30	50.8%	9	15.3%	3	5.1%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	16	27.1%	30	50.8%	9	15.3%	4	6.8%	0	0.0%	0	0.0%

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		Career Academies of Seminole											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	3	23.1%	10	76.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	3	23.1%	8	61.5%	1	7.7%	1	7.7%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	3	23.1%	6	46.2%	1	7.7%	3	23.1%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	3	23.1%	7	53.8%	2	15.4%	1	7.7%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	3	23.1%	7	53.8%	1	7.7%	2	15.4%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	2	15.4%	9	69.2%	1	7.7%	1	7.7%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	1	7.7%	6	46.2%	4	30.8%	1	7.7%	1	7.7%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	3	23.1%	6	46.2%	1	7.7%	2	15.4%	1	7.7%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	2	15.4%	10	76.9%	1	7.7%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	2	15.4%	8	61.5%	1	7.7%	1	7.7%	1	7.7%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	2	15.4%	10	76.9%	1	7.7%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	2	15.4%	7	53.8%	3	23.1%	1	7.7%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	2	15.4%	10	76.9%	0	0.0%	0	0.0%	1	7.7%	0	0.0%

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		Career Academies of Seminole											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	2	15.4%	5	38.5%	1	7.7%	3	23.1%	2	15.4%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	2	15.4%	8	61.5%	1	7.7%	2	15.4%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	0	0.0%	9	69.2%	2	15.4%	0	0.0%	1	7.7%	1	7.7%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	0	0.0%	8	61.5%	1	7.7%	2	15.4%	1	7.7%	1	7.7%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	0	0.0%	9	69.2%	0	0.0%	1	7.7%	1	7.7%	2	15.4%
Q19	All teachers in our school use a variety of technologies as instructional resources.	0	0.0%	9	69.2%	1	7.7%	2	15.4%	0	0.0%	1	7.7%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	0	0.0%	11	84.6%	0	0.0%	0	0.0%	0	0.0%	2	15.4%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	0	0.0%	8	61.5%	2	15.4%	1	7.7%	0	0.0%	2	15.4%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	0	0.0%	7	53.8%	2	15.4%	1	7.7%	1	7.7%	2	15.4%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	1	7.7%	6	46.2%	2	15.4%	1	7.7%	1	7.7%	2	15.4%

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		Career Academies of Seminole											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	1	7.7%	7	53.8%	4	30.8%	0	0.0%	1	7.7%	0	0.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	0	0.0%	7	53.8%	2	15.4%	2	15.4%	2	15.4%	0	0.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	1	7.7%	9	69.2%	1	7.7%	1	7.7%	1	7.7%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	1	7.7%	8	61.5%	2	15.4%	2	15.4%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	2	15.4%	5	38.5%	3	23.1%	2	15.4%	0	0.0%	1	7.7%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	1	7.7%	6	46.2%	3	23.1%	1	7.7%	1	7.7%	1	7.7%
Q30	In our school, staff members provide peer coaching to teachers.	1	7.7%	7	53.8%	0	0.0%	4	30.8%	1	7.7%	0	0.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	1	7.7%	3	23.1%	4	30.8%	4	30.8%	1	7.7%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	1	7.7%	9	69.2%	0	0.0%	2	15.4%	0	0.0%	1	7.7%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	1	7.7%	9	69.2%	0	0.0%	3	23.1%	0	0.0%	0	0.0%

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		Career Academies of Seminole											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	1	7.7%	5	38.5%	3	23.1%	4	30.8%	0	0.0%	0	0.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	2	15.4%	9	69.2%	0	0.0%	2	15.4%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	3	23.1%	7	53.8%	1	7.7%	2	15.4%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	2	15.4%	9	69.2%	1	7.7%	1	7.7%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	1	7.7%	4	30.8%	3	23.1%	5	38.5%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	1	7.7%	8	61.5%	3	23.1%	0	0.0%	1	7.7%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	1	7.7%	9	69.2%	2	15.4%	1	7.7%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	1	7.7%	7	53.8%	2	15.4%	1	7.7%	2	15.4%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	1	7.7%	5	38.5%	3	23.1%	3	23.1%	1	7.7%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	1	7.7%	9	69.2%	1	7.7%	2	15.4%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	2	15.4%	7	53.8%	1	7.7%	2	15.4%	1	7.7%	0	0.0%
Q45	Our school maintains facilities that support student learning.	2	15.4%	9	69.2%	0	0.0%	2	15.4%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	4	30.8%	8	61.5%	0	0.0%	1	7.7%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	1	7.7%	6	46.2%	2	15.4%	3	23.1%	0	0.0%	1	7.7%

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		Career Academies of Seminole											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	1	7.7%	3	23.1%	4	30.8%	3	23.1%	1	7.7%	1	7.7%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	1	7.7%	4	30.8%	4	30.8%	3	23.1%	0	0.0%	1	7.7%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	1	7.7%	7	53.8%	2	15.4%	2	15.4%	0	0.0%	1	7.7%
Q51	Our school uses data to monitor student readiness and success at the next level.	1	7.7%	5	38.5%	2	15.4%	5	38.5%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	1	7.7%	8	61.5%	1	7.7%	3	23.1%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	2	15.4%	8	61.5%	1	7.7%	2	15.4%	0	0.0%	0	0.0%

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		Clearwater Adult Education Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	25	67.6%	10	27.0%	1	2.7%	1	2.7%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	15	40.5%	16	43.2%	4	10.8%	1	2.7%	1	2.7%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	20	54.1%	14	37.8%	2	5.4%	0	0.0%	1	2.7%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	17	45.9%	16	43.2%	3	8.1%	1	2.7%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	21	56.8%	13	35.1%	1	2.7%	1	2.7%	1	2.7%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	19	51.4%	14	37.8%	3	8.1%	0	0.0%	0	0.0%	1	2.7%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	14	37.8%	13	35.1%	9	24.3%	0	0.0%	0	0.0%	1	2.7%
Q8	Our school's leaders support an innovative and collaborative culture.	21	56.8%	11	29.7%	3	8.1%	1	2.7%	1	2.7%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	21	56.8%	14	37.8%	0	0.0%	1	2.7%	0	0.0%	1	2.7%
Q10	Our school's leaders hold themselves accountable for student learning.	17	45.9%	12	32.4%	5	13.5%	2	5.4%	1	2.7%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	21	56.8%	9	24.3%	5	13.5%	2	5.4%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	14	37.8%	15	40.5%	3	8.1%	0	0.0%	3	8.1%	2	5.4%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	13	35.1%	19	51.4%	4	10.8%	0	0.0%	1	2.7%	0	0.0%

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		Clearwater Adult Education Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	16	43.2%	14	37.8%	4	10.8%	1	2.7%	2	5.4%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	15	40.5%	15	40.5%	5	13.5%	1	2.7%	1	2.7%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	17	47.2%	15	41.7%	2	5.6%	2	5.6%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	19	52.8%	13	36.1%	1	2.8%	2	5.6%	1	2.8%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	20	55.6%	10	27.8%	5	13.9%	0	0.0%	1	2.8%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	19	52.8%	13	36.1%	3	8.3%	0	0.0%	1	2.8%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	19	52.8%	16	44.4%	1	2.8%	0	0.0%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	18	50.0%	16	44.4%	1	2.8%	1	2.8%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	17	47.2%	12	33.3%	5	13.9%	2	5.6%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	15	41.7%	11	30.6%	3	8.3%	2	5.6%	0	0.0%	5	13.9%

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		Clearwater Adult Education Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	14	38.9%	11	30.6%	6	16.7%	2	5.6%	1	2.8%	2	5.6%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	12	33.3%	13	36.1%	6	16.7%	2	5.6%	0	0.0%	3	8.3%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	17	47.2%	15	41.7%	2	5.6%	1	2.8%	0	0.0%	1	2.8%
Q27	In our school, related learning support services are provided for all students based on their needs.	16	44.4%	15	41.7%	4	11.1%	0	0.0%	0	0.0%	1	2.8%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	22	61.1%	12	33.3%	0	0.0%	1	2.8%	0	0.0%	1	2.8%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	19	52.8%	14	38.9%	2	5.6%	1	2.8%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	12	33.3%	9	25.0%	10	27.8%	1	2.8%	0	0.0%	4	11.1%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	14	38.9%	9	25.0%	10	27.8%	2	5.6%	0	0.0%	1	2.8%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	18	50.0%	14	38.9%	3	8.3%	1	2.8%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	14	38.9%	14	38.9%	3	8.3%	3	8.3%	0	0.0%	2	5.6%

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		Clearwater Adult Education Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	7	19.4%	4	11.1%	8	22.2%	2	5.6%	0	0.0%	15	41.7%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	18	50.0%	10	27.8%	4	11.1%	1	2.8%	0	0.0%	3	8.3%
Q36	Our school provides qualified staff members to support student learning.	19	52.8%	14	38.9%	2	5.6%	1	2.8%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	19	52.8%	15	41.7%	2	5.6%	0	0.0%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	22	61.1%	11	30.6%	2	5.6%	1	2.8%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	20	55.6%	13	36.1%	0	0.0%	0	0.0%	0	0.0%	3	8.3%
Q40	Our school provides a variety of information resources to support student learning.	19	52.8%	15	41.7%	1	2.8%	1	2.8%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	15	41.7%	16	44.4%	5	13.9%	0	0.0%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	15	41.7%	13	36.1%	8	22.2%	0	0.0%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	17	47.2%	14	38.9%	1	2.8%	2	5.6%	0	0.0%	2	5.6%
Q44	Our school provides opportunities for students to participate in activities that interest them.	10	27.8%	10	27.8%	4	11.1%	1	2.8%	0	0.0%	11	30.6%
Q45	Our school maintains facilities that support student learning.	18	50.0%	18	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	17	47.2%	19	52.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	15	41.7%	19	52.8%	1	2.8%	0	0.0%	0	0.0%	1	2.8%

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		Clearwater Adult Education Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	17	47.2%	14	38.9%	2	5.6%	2	5.6%	0	0.0%	1	2.8%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	18	50.0%	15	41.7%	3	8.3%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	14	38.9%	13	36.1%	7	19.4%	2	5.6%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	16	44.4%	19	52.8%	0	0.0%	1	2.8%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	18	50.0%	14	38.9%	3	8.3%	1	2.8%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	16	44.4%	15	41.7%	3	8.3%	1	2.8%	0	0.0%	1	2.8%

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		Dixie Hollins Adult Education Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	37	88.1%	4	9.5%	1	2.4%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	28	66.7%	11	26.2%	3	7.1%	0	0.0%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	30	71.4%	10	23.8%	2	4.8%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	30	71.4%	12	28.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	34	81.0%	7	16.7%	0	0.0%	1	2.4%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	27	65.9%	12	29.3%	2	4.9%	0	0.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	24	58.5%	13	31.7%	3	7.3%	0	0.0%	0	0.0%	1	2.4%
Q8	Our school's leaders support an innovative and collaborative culture.	32	78.0%	7	17.1%	2	4.9%	0	0.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	32	78.0%	8	19.5%	1	2.4%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	29	70.7%	10	24.4%	1	2.4%	1	2.4%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	27	65.9%	14	34.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	26	63.4%	12	29.3%	0	0.0%	3	7.3%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	28	68.3%	9	22.0%	2	4.9%	2	4.9%	0	0.0%	0	0.0%

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		Dixie Hollins Adult Education Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	26	63.4%	13	31.7%	0	0.0%	1	2.4%	0	0.0%	1	2.4%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	29	70.7%	9	22.0%	1	2.4%	1	2.4%	0	0.0%	1	2.4%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	27	67.5%	12	30.0%	0	0.0%	1	2.5%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	29	72.5%	11	27.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	24	60.0%	14	35.0%	1	2.5%	1	2.5%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	22	55.0%	15	37.5%	3	7.5%	0	0.0%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	28	70.0%	10	25.0%	1	2.5%	1	2.5%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	28	70.0%	12	30.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	25	62.5%	12	30.0%	2	5.0%	1	2.5%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	19	47.5%	12	30.0%	1	2.5%	1	2.5%	0	0.0%	7	17.5%

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		Dixie Hollins Adult Education Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	17	42.5%	14	35.0%	4	10.0%	1	2.5%	0	0.0%	4	10.0%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	18	45.0%	14	35.0%	5	12.5%	1	2.5%	0	0.0%	2	5.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	24	60.0%	13	32.5%	3	7.5%	0	0.0%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	19	47.5%	17	42.5%	1	2.5%	1	2.5%	0	0.0%	2	5.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	23	57.5%	11	27.5%	1	2.5%	1	2.5%	0	0.0%	4	10.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	25	62.5%	11	27.5%	2	5.0%	0	0.0%	0	0.0%	2	5.0%
Q30	In our school, staff members provide peer coaching to teachers.	25	62.5%	13	32.5%	0	0.0%	1	2.5%	0	0.0%	1	2.5%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	19	47.5%	16	40.0%	3	7.5%	2	5.0%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	27	67.5%	11	27.5%	1	2.5%	1	2.5%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	20	50.0%	17	42.5%	1	2.5%	1	2.5%	0	0.0%	1	2.5%

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		Dixie Hollins Adult Education Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	12	30.0%	7	17.5%	8	20.0%	1	2.5%	0	0.0%	12	30.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	21	52.5%	13	32.5%	3	7.5%	0	0.0%	0	0.0%	3	7.5%
Q36	Our school provides qualified staff members to support student learning.	30	75.0%	10	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	30	75.0%	9	22.5%	1	2.5%	0	0.0%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	28	70.0%	10	25.0%	1	2.5%	1	2.5%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	24	60.0%	11	27.5%	1	2.5%	0	0.0%	0	0.0%	4	10.0%
Q40	Our school provides a variety of information resources to support student learning.	28	70.0%	12	30.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	26	65.0%	14	35.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	24	60.0%	16	40.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	23	57.5%	11	27.5%	4	10.0%	1	2.5%	0	0.0%	1	2.5%
Q44	Our school provides opportunities for students to participate in activities that interest them.	16	40.0%	6	15.0%	9	22.5%	0	0.0%	0	0.0%	9	22.5%
Q45	Our school maintains facilities that support student learning.	29	72.5%	11	27.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	28	70.0%	10	25.0%	2	5.0%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	26	65.0%	10	25.0%	2	5.0%	0	0.0%	1	2.5%	1	2.5%

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		Dixie Hollins Adult Education Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	23	57.5%	13	32.5%	1	2.5%	1	2.5%	1	2.5%	1	2.5%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	24	60.0%	15	37.5%	1	2.5%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	24	60.0%	13	32.5%	0	0.0%	2	5.0%	1	2.5%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	29	72.5%	11	27.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	29	72.5%	10	25.0%	1	2.5%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	29	72.5%	10	25.0%	1	2.5%	0	0.0%	0	0.0%	0	0.0%

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		Lakewood Community											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	10	83.3%	2	16.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	5	41.7%	5	41.7%	1	8.3%	0	0.0%	0	0.0%	1	8.3%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	7	58.3%	5	41.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	9	75.0%	3	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	8	66.7%	3	25.0%	1	8.3%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	7	58.3%	2	16.7%	1	8.3%	1	8.3%	1	8.3%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	6	50.0%	3	25.0%	2	16.7%	0	0.0%	1	8.3%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	6	50.0%	4	33.3%	2	16.7%	0	0.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	7	58.3%	4	33.3%	0	0.0%	1	8.3%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	8	66.7%	4	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	9	75.0%	3	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	6	50.0%	5	41.7%	1	8.3%	0	0.0%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	5	41.7%	5	41.7%	1	8.3%	1	8.3%	0	0.0%	0	0.0%

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		Lakewood Community											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	6	50.0%	4	33.3%	1	8.3%	1	8.3%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	8	66.7%	3	25.0%	1	8.3%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	7	58.3%	4	33.3%	0	0.0%	1	8.3%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	9	75.0%	3	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	6	50.0%	5	41.7%	0	0.0%	0	0.0%	0	0.0%	1	8.3%
Q19	All teachers in our school use a variety of technologies as instructional resources.	6	50.0%	5	41.7%	1	8.3%	0	0.0%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	7	58.3%	5	41.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	7	58.3%	5	41.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	4	33.3%	8	66.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	6	50.0%	5	41.7%	0	0.0%	0	0.0%	0	0.0%	1	8.3%

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		Lakewood Community											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	5	41.7%	5	41.7%	1	8.3%	0	0.0%	0	0.0%	1	8.3%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	4	33.3%	5	41.7%	1	8.3%	1	8.3%	0	0.0%	1	8.3%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	7	58.3%	5	41.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	5	41.7%	5	41.7%	2	16.7%	0	0.0%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	7	58.3%	3	25.0%	1	8.3%	0	0.0%	0	0.0%	1	8.3%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	8	66.7%	2	16.7%	2	16.7%	0	0.0%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	3	25.0%	3	25.0%	3	25.0%	2	16.7%	0	0.0%	1	8.3%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	4	33.3%	2	16.7%	3	25.0%	3	25.0%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	4	33.3%	8	66.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	3	25.0%	7	58.3%	2	16.7%	0	0.0%	0	0.0%	0	0.0%

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		Lakewood Community											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	1	8.3%	4	33.3%	6	50.0%	0	0.0%	0	0.0%	1	8.3%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	6	50.0%	4	33.3%	1	8.3%	1	8.3%	0	0.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	6	54.5%	5	45.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	6	54.5%	5	45.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	4	36.4%	6	54.5%	0	0.0%	0	0.0%	0	0.0%	1	9.1%
Q39	Our school provides protected instructional time.	5	45.5%	6	54.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	5	45.5%	6	54.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	5	45.5%	4	36.4%	1	9.1%	1	9.1%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	5	45.5%	5	45.5%	0	0.0%	1	9.1%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	3	27.3%	6	54.5%	2	18.2%	0	0.0%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	2	18.2%	6	54.5%	2	18.2%	0	0.0%	0	0.0%	1	9.1%
Q45	Our school maintains facilities that support student learning.	4	36.4%	7	63.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	4	36.4%	7	63.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	7	63.6%	3	27.3%	1	9.1%	0	0.0%	0	0.0%	0	0.0%

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		Lakewood Community											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	4	36.4%	5	45.5%	2	18.2%	0	0.0%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	5	45.5%	6	54.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	6	54.5%	4	36.4%	1	9.1%	0	0.0%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	5	45.5%	6	54.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	6	54.5%	4	36.4%	1	9.1%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	9	81.8%	1	9.1%	1	9.1%	0	0.0%	0	0.0%	0	0.0%

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		Northeast Community											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	N	%	Count	Row N %
Q1	Our school's purpose statement is clearly focused on student success.	13	86.7%	2	13.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	7	46.7%	2	13.3%	5	33.3%	0	0.0%	0	0.0%	1	6.7%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	6	40.0%	6	40.0%	2	13.3%	0	0.0%	0	0.0%	1	6.7%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	9	60.0%	4	26.7%	1	6.7%	0	0.0%	0	0.0%	1	6.7%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	11	73.3%	4	26.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	9	60.0%	3	20.0%	3	20.0%	0	0.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	7	46.7%	6	40.0%	1	6.7%	1	6.7%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	11	73.3%	4	26.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	13	86.7%	2	13.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	9	60.0%	5	33.3%	1	6.7%	0	0.0%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	10	66.7%	5	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	10	66.7%	4	26.7%	1	6.7%	0	0.0%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	10	66.7%	5	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

**Pinellas County Schools
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 2014-15**

		Northeast Community											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	N	%	Count	Row N %
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	7	46.7%	7	46.7%	0	0.0%	0	0.0%	0	0.0%	1	6.7%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	8	53.3%	3	20.0%	1	6.7%	0	0.0%	0	0.0%	3	20.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	12	80.0%	2	13.3%	1	6.7%	0	0.0%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	13	86.7%	0	0.0%	2	13.3%	0	0.0%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	9	60.0%	3	20.0%	2	13.3%	0	0.0%	0	0.0%	1	6.7%
Q19	All teachers in our school use a variety of technologies as instructional resources.	10	66.7%	5	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	12	80.0%	1	6.7%	2	13.3%	0	0.0%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	13	86.7%	2	13.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	9	60.0%	6	40.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	8	53.3%	5	33.3%	1	6.7%	0	0.0%	0	0.0%	1	6.7%

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		Northeast Community											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	N	%	Count	Row N %
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	7	46.7%	2	13.3%	5	33.3%	0	0.0%	0	0.0%	1	6.7%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	7	46.7%	3	20.0%	3	20.0%	0	0.0%	0	0.0%	2	13.3%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	11	73.3%	3	20.0%	1	6.7%	0	0.0%	0	0.0%	0	0.0%
Q27	In our school, related learning support services are provided for all students based on their needs.	9	60.0%	4	26.7%	1	6.7%	0	0.0%	0	0.0%	1	6.7%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	8	53.3%	3	20.0%	1	6.7%	0	0.0%	0	0.0%	3	20.0%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	12	80.0%	2	13.3%	1	6.7%	0	0.0%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	6	40.0%	2	13.3%	4	26.7%	0	0.0%	0	0.0%	3	20.0%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	9	60.0%	2	13.3%	4	26.7%	0	0.0%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	11	73.3%	4	26.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	8	53.3%	3	20.0%	4	26.7%	0	0.0%	0	0.0%	0	0.0%

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		Northeast Community											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	N	%	Count	Row N %
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	4	26.7%	1	6.7%	2	13.3%	1	6.7%	0	0.0%	7	46.7%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	7	46.7%	5	33.3%	2	13.3%	0	0.0%	0	0.0%	1	6.7%
Q36	Our school provides qualified staff members to support student learning.	11	78.6%	3	21.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	10	71.4%	4	28.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	12	85.7%	1	7.1%	0	0.0%	1	7.1%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	10	71.4%	3	21.4%	0	0.0%	0	0.0%	0	0.0%	1	7.1%
Q40	Our school provides a variety of information resources to support student learning.	12	85.7%	2	14.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	9	64.3%	5	35.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	9	64.3%	4	28.6%	1	7.1%	0	0.0%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	9	64.3%	5	35.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	4	28.6%	2	14.3%	3	21.4%	0	0.0%	0	0.0%	5	35.7%
Q45	Our school maintains facilities that support student learning.	11	78.6%	3	21.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	11	78.6%	3	21.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	8	57.1%	6	42.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

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		Northeast Community											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	N	%	Count	Row N %
Q48	Our school employs consistent assessment measures across classrooms and courses.	8	57.1%	3	21.4%	1	7.1%	0	0.0%	0	0.0%	2	14.3%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	7	50.0%	3	21.4%	3	21.4%	0	0.0%	0	0.0%	1	7.1%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	9	64.3%	2	14.3%	3	21.4%	0	0.0%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	11	78.6%	2	14.3%	1	7.1%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	10	71.4%	4	28.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	8	57.1%	5	35.7%	1	7.1%	0	0.0%	0	0.0%	0	0.0%

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		Palm Harbor Community											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	15	68.2%	4	18.2%	2	9.1%	0	0.0%	0	0.0%	1	4.5%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	8	36.4%	7	31.8%	6	27.3%	0	0.0%	0	0.0%	1	4.5%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	8	36.4%	10	45.5%	3	13.6%	0	0.0%	0	0.0%	1	4.5%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	8	36.4%	12	54.5%	1	4.5%	0	0.0%	0	0.0%	1	4.5%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	8	36.4%	10	45.5%	3	13.6%	0	0.0%	0	0.0%	1	4.5%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	8	36.4%	12	54.5%	1	4.5%	0	0.0%	0	0.0%	1	4.5%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	6	27.3%	12	54.5%	3	13.6%	0	0.0%	0	0.0%	1	4.5%
Q8	Our school's leaders support an innovative and collaborative culture.	6	27.3%	12	54.5%	4	18.2%	0	0.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	9	40.9%	9	40.9%	4	18.2%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	8	36.4%	10	45.5%	4	18.2%	0	0.0%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	9	40.9%	11	50.0%	2	9.1%	0	0.0%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	6	27.3%	13	59.1%	3	13.6%	0	0.0%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	5	22.7%	12	54.5%	5	22.7%	0	0.0%	0	0.0%	0	0.0%

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		Palm Harbor Community											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	6	27.3%	11	50.0%	5	22.7%	0	0.0%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	6	27.3%	10	45.5%	6	27.3%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	13	61.9%	8	38.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	14	66.7%	7	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	12	57.1%	9	42.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	11	52.4%	10	47.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	9	42.9%	10	47.6%	1	4.8%	0	0.0%	0	0.0%	1	4.8%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	9	42.9%	11	52.4%	0	0.0%	0	0.0%	0	0.0%	1	4.8%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	10	47.6%	9	42.9%	0	0.0%	0	0.0%	0	0.0%	2	9.5%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	7	33.3%	9	42.9%	0	0.0%	0	0.0%	0	0.0%	5	23.8%

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		Palm Harbor Community											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	7	33.3%	11	52.4%	2	9.5%	0	0.0%	0	0.0%	1	4.8%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	5	23.8%	12	57.1%	3	14.3%	0	0.0%	0	0.0%	1	4.8%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	10	47.6%	10	47.6%	0	0.0%	0	0.0%	0	0.0%	1	4.8%
Q27	In our school, related learning support services are provided for all students based on their needs.	5	23.8%	13	61.9%	1	4.8%	0	0.0%	0	0.0%	2	9.5%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	9	42.9%	9	42.9%	2	9.5%	0	0.0%	0	0.0%	1	4.8%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	11	52.4%	9	42.9%	1	4.8%	0	0.0%	0	0.0%	0	0.0%
Q30	In our school, staff members provide peer coaching to teachers.	3	14.3%	10	47.6%	5	23.8%	0	0.0%	0	0.0%	3	14.3%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	4	19.0%	11	52.4%	5	23.8%	1	4.8%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	5	23.8%	11	52.4%	5	23.8%	0	0.0%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	3	14.3%	10	47.6%	8	38.1%	0	0.0%	0	0.0%	0	0.0%

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		Palm Harbor Community											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	2	9.5%	5	23.8%	4	19.0%	0	0.0%	0	0.0%	10	47.6%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	3	14.3%	11	52.4%	1	4.8%	0	0.0%	0	0.0%	6	28.6%
Q36	Our school provides qualified staff members to support student learning.	14	66.7%	7	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	7	33.3%	13	61.9%	1	4.8%	0	0.0%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	5	23.8%	14	66.7%	1	4.8%	1	4.8%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	6	28.6%	13	61.9%	1	4.8%	0	0.0%	0	0.0%	1	4.8%
Q40	Our school provides a variety of information resources to support student learning.	6	28.6%	14	66.7%	1	4.8%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	5	23.8%	10	47.6%	4	19.0%	2	9.5%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	4	19.0%	10	47.6%	5	23.8%	2	9.5%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	9	42.9%	10	47.6%	1	4.8%	0	0.0%	0	0.0%	1	4.8%
Q44	Our school provides opportunities for students to participate in activities that interest them.	3	14.3%	10	47.6%	2	9.5%	0	0.0%	0	0.0%	6	28.6%
Q45	Our school maintains facilities that support student learning.	5	23.8%	15	71.4%	0	0.0%	1	4.8%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	9	42.9%	11	52.4%	1	4.8%	0	0.0%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	7	35.0%	11	55.0%	1	5.0%	0	0.0%	0	0.0%	1	5.0%

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		Palm Harbor Community											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	6	30.0%	11	55.0%	2	10.0%	0	0.0%	0	0.0%	1	5.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	5	25.0%	13	65.0%	0	0.0%	0	0.0%	0	0.0%	2	10.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	6	30.0%	10	50.0%	2	10.0%	0	0.0%	0	0.0%	2	10.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	7	35.0%	12	60.0%	0	0.0%	0	0.0%	0	0.0%	1	5.0%
Q52	Our school leaders monitor data related to student achievement.	6	30.0%	11	55.0%	2	10.0%	0	0.0%	0	0.0%	1	5.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	6	30.0%	10	50.0%	3	15.0%	0	0.0%	0	0.0%	1	5.0%

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		Pinellas Technical College Clearwater Campus											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	47	59.5%	29	36.7%	3	3.8%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	39	49.4%	27	34.2%	10	12.7%	1	1.3%	0	0.0%	2	2.5%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	35	44.3%	37	46.8%	5	6.3%	2	2.5%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	38	48.1%	33	41.8%	7	8.9%	1	1.3%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	35	44.3%	31	39.2%	12	15.2%	1	1.3%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	37	48.7%	26	34.2%	9	11.8%	3	3.9%	0	0.0%	1	1.3%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	26	34.2%	35	46.1%	10	13.2%	4	5.3%	0	0.0%	1	1.3%
Q8	Our school's leaders support an innovative and collaborative culture.	28	36.8%	22	28.9%	19	25.0%	4	5.3%	1	1.3%	2	2.6%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	27	35.5%	35	46.1%	11	14.5%	2	2.6%	1	1.3%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	25	32.9%	22	28.9%	24	31.6%	4	5.3%	0	0.0%	1	1.3%
Q11	Our school's leaders hold all staff members accountable for student learning.	24	31.6%	31	40.8%	17	22.4%	2	2.6%	0	0.0%	2	2.6%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	25	32.9%	33	43.4%	14	18.4%	2	2.6%	0	0.0%	2	2.6%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	23	30.3%	30	39.5%	18	23.7%	0	0.0%	0	0.0%	5	6.6%

**Pinellas County Schools
 AdvancED Staff Survey Report
 2014-15**

		Pinellas Technical College Clearwater Campus											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	25	32.9%	29	38.2%	14	18.4%	3	3.9%	1	1.3%	4	5.3%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	23	30.3%	33	43.4%	13	17.1%	4	5.3%	0	0.0%	3	3.9%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	23	31.5%	26	35.6%	16	21.9%	2	2.7%	0	0.0%	6	8.2%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	24	32.9%	24	32.9%	18	24.7%	1	1.4%	0	0.0%	6	8.2%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	22	30.1%	29	39.7%	14	19.2%	2	2.7%	0	0.0%	6	8.2%
Q19	All teachers in our school use a variety of technologies as instructional resources.	30	41.1%	26	35.6%	10	13.7%	1	1.4%	0	0.0%	6	8.2%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	26	35.6%	31	42.5%	10	13.7%	0	0.0%	0	0.0%	6	8.2%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	27	37.0%	27	37.0%	11	15.1%	2	2.7%	0	0.0%	6	8.2%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	23	31.5%	28	38.4%	13	17.8%	3	4.1%	0	0.0%	6	8.2%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	23	31.5%	32	43.8%	11	15.1%	0	0.0%	0	0.0%	7	9.6%

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		Pinellas Technical College Clearwater Campus											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	19	26.0%	24	32.9%	16	21.9%	3	4.1%	1	1.4%	10	13.7%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	21	28.8%	24	32.9%	18	24.7%	0	0.0%	1	1.4%	9	12.3%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	23	31.5%	32	43.8%	14	19.2%	0	0.0%	0	0.0%	4	5.5%
Q27	In our school, related learning support services are provided for all students based on their needs.	19	26.0%	40	54.8%	11	15.1%	0	0.0%	0	0.0%	3	4.1%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	24	32.9%	27	37.0%	11	15.1%	0	0.0%	0	0.0%	11	15.1%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	20	27.4%	27	37.0%	15	20.5%	1	1.4%	2	2.7%	8	11.0%
Q30	In our school, staff members provide peer coaching to teachers.	21	28.8%	24	32.9%	17	23.3%	2	2.7%	0	0.0%	9	12.3%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	19	26.0%	27	37.0%	23	31.5%	1	1.4%	2	2.7%	1	1.4%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	23	31.5%	34	46.6%	10	13.7%	2	2.7%	1	1.4%	3	4.1%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	16	21.9%	34	46.6%	16	21.9%	3	4.1%	1	1.4%	3	4.1%

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		Pinellas Technical College Clearwater Campus											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	7	9.6%	13	17.8%	16	21.9%	1	1.4%	0	0.0%	36	49.3%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	21	28.8%	35	47.9%	10	13.7%	2	2.7%	0	0.0%	5	6.8%
Q36	Our school provides qualified staff members to support student learning.	27	38.0%	32	45.1%	11	15.5%	0	0.0%	0	0.0%	1	1.4%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	25	35.2%	35	49.3%	8	11.3%	2	2.8%	0	0.0%	1	1.4%
Q38	Our school provides sufficient material resources to meet student needs.	25	35.2%	37	52.1%	8	11.3%	1	1.4%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	24	33.8%	32	45.1%	11	15.5%	2	2.8%	0	0.0%	2	2.8%
Q40	Our school provides a variety of information resources to support student learning.	24	33.8%	38	53.5%	7	9.9%	0	0.0%	0	0.0%	2	2.8%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	24	33.8%	39	54.9%	7	9.9%	0	0.0%	0	0.0%	1	1.4%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	23	32.4%	38	53.5%	9	12.7%	0	0.0%	0	0.0%	1	1.4%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	26	36.6%	35	49.3%	7	9.9%	1	1.4%	1	1.4%	1	1.4%
Q44	Our school provides opportunities for students to participate in activities that interest them.	18	25.4%	33	46.5%	11	15.5%	0	0.0%	0	0.0%	9	12.7%
Q45	Our school maintains facilities that support student learning.	25	35.2%	38	53.5%	7	9.9%	0	0.0%	1	1.4%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	21	29.6%	39	54.9%	6	8.5%	4	5.6%	1	1.4%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	18	25.4%	34	47.9%	15	21.1%	0	0.0%	0	0.0%	4	5.6%

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		Pinellas Technical College Clearwater Campus											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	18	25.4%	34	47.9%	13	18.3%	1	1.4%	0	0.0%	5	7.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	21	29.6%	30	42.3%	13	18.3%	1	1.4%	1	1.4%	5	7.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	19	26.8%	27	38.0%	17	23.9%	4	5.6%	1	1.4%	3	4.2%
Q51	Our school uses data to monitor student readiness and success at the next level.	17	23.9%	35	49.3%	11	15.5%	2	2.8%	0	0.0%	6	8.5%
Q52	Our school leaders monitor data related to student achievement.	19	26.8%	32	45.1%	14	19.7%	2	2.8%	0	0.0%	4	5.6%
Q53	Our school leaders monitor data related to school continuous improvement goals.	20	28.2%	31	43.7%	16	22.5%	1	1.4%	0	0.0%	3	4.2%

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		Pinellas Technical College St. Petersburg Campus											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	31	33.3%	47	50.5%	12	12.9%	3	3.2%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	23	24.7%	41	44.1%	20	21.5%	7	7.5%	1	1.1%	1	1.1%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	23	24.7%	43	46.2%	20	21.5%	5	5.4%	1	1.1%	1	1.1%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	23	24.7%	40	43.0%	21	22.6%	7	7.5%	1	1.1%	1	1.1%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	22	23.7%	37	39.8%	27	29.0%	5	5.4%	2	2.2%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	19	22.4%	41	48.2%	16	18.8%	7	8.2%	2	2.4%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	14	16.5%	43	50.6%	20	23.5%	6	7.1%	2	2.4%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	21	24.7%	40	47.1%	17	20.0%	6	7.1%	1	1.2%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	22	25.9%	43	50.6%	14	16.5%	5	5.9%	1	1.2%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	17	20.0%	38	44.7%	18	21.2%	11	12.9%	1	1.2%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	19	22.4%	41	48.2%	19	22.4%	4	4.7%	2	2.4%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	17	20.0%	36	42.4%	24	28.2%	6	7.1%	2	2.4%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	17	20.0%	35	41.2%	22	25.9%	9	10.6%	2	2.4%	0	0.0%

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		Pinellas Technical College St. Petersburg Campus											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	19	22.4%	33	38.8%	22	25.9%	8	9.4%	3	3.5%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	18	21.2%	35	41.2%	26	30.6%	4	4.7%	2	2.4%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	9	12.0%	23	30.7%	22	29.3%	15	20.0%	3	4.0%	3	4.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	8	10.7%	28	37.3%	23	30.7%	11	14.7%	3	4.0%	2	2.7%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	8	10.7%	28	37.3%	25	33.3%	8	10.7%	4	5.3%	2	2.7%
Q19	All teachers in our school use a variety of technologies as instructional resources.	13	17.3%	33	44.0%	22	29.3%	3	4.0%	2	2.7%	2	2.7%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	8	10.7%	39	52.0%	16	21.3%	5	6.7%	5	6.7%	2	2.7%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	8	10.7%	30	40.0%	24	32.0%	4	5.3%	7	9.3%	2	2.7%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	9	12.0%	25	33.3%	27	36.0%	7	9.3%	5	6.7%	2	2.7%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	7	9.3%	30	40.0%	27	36.0%	6	8.0%	3	4.0%	2	2.7%

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		Pinellas Technical College St. Petersburg Campus											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	7	9.3%	29	38.7%	22	29.3%	8	10.7%	4	5.3%	5	6.7%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	7	9.3%	22	29.3%	27	36.0%	11	14.7%	5	6.7%	3	4.0%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	11	14.7%	33	44.0%	25	33.3%	3	4.0%	1	1.3%	2	2.7%
Q27	In our school, related learning support services are provided for all students based on their needs.	12	16.0%	37	49.3%	18	24.0%	4	5.3%	2	2.7%	2	2.7%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	12	16.0%	36	48.0%	16	21.3%	6	8.0%	1	1.3%	4	5.3%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	12	16.0%	21	28.0%	27	36.0%	10	13.3%	4	5.3%	1	1.3%
Q30	In our school, staff members provide peer coaching to teachers.	17	22.7%	25	33.3%	21	28.0%	8	10.7%	2	2.7%	2	2.7%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	21	28.0%	26	34.7%	19	25.3%	6	8.0%	2	2.7%	1	1.3%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	14	18.7%	30	40.0%	17	22.7%	11	14.7%	1	1.3%	2	2.7%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	11	14.7%	25	33.3%	24	32.0%	12	16.0%	2	2.7%	1	1.3%

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		Pinellas Technical College St. Petersburg Campus											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	7	9.3%	11	14.7%	26	34.7%	7	9.3%	0	0.0%	24	32.0%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	11	14.7%	27	36.0%	29	38.7%	5	6.7%	3	4.0%	0	0.0%
Q36	Our school provides qualified staff members to support student learning.	13	17.6%	36	48.6%	18	24.3%	4	5.4%	2	2.7%	1	1.4%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	10	13.5%	45	60.8%	13	17.6%	4	5.4%	0	0.0%	2	2.7%
Q38	Our school provides sufficient material resources to meet student needs.	10	13.5%	39	52.7%	16	21.6%	7	9.5%	0	0.0%	2	2.7%
Q39	Our school provides protected instructional time.	8	10.8%	42	56.8%	19	25.7%	3	4.1%	0	0.0%	2	2.7%
Q40	Our school provides a variety of information resources to support student learning.	10	13.5%	40	54.1%	17	23.0%	5	6.8%	2	2.7%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	14	18.9%	40	54.1%	18	24.3%	1	1.4%	0	0.0%	1	1.4%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	14	18.9%	34	45.9%	21	28.4%	3	4.1%	1	1.4%	1	1.4%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	23	31.1%	36	48.6%	10	13.5%	3	4.1%	2	2.7%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	13	17.6%	42	56.8%	15	20.3%	1	1.4%	0	0.0%	3	4.1%
Q45	Our school maintains facilities that support student learning.	13	17.6%	43	58.1%	13	17.6%	1	1.4%	4	5.4%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	13	17.6%	40	54.1%	12	16.2%	4	5.4%	5	6.8%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	9	12.5%	35	48.6%	22	30.6%	3	4.2%	0	0.0%	3	4.2%

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		Pinellas Technical College St. Petersburg Campus											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	6	8.3%	34	47.2%	22	30.6%	6	8.3%	0	0.0%	4	5.6%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	5	6.9%	36	50.0%	25	34.7%	3	4.2%	0	0.0%	3	4.2%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	7	9.7%	27	37.5%	23	31.9%	9	12.5%	3	4.2%	3	4.2%
Q51	Our school uses data to monitor student readiness and success at the next level.	7	9.7%	39	54.2%	20	27.8%	1	1.4%	3	4.2%	2	2.8%
Q52	Our school leaders monitor data related to student achievement.	9	12.5%	34	47.2%	25	34.7%	0	0.0%	1	1.4%	3	4.2%
Q53	Our school leaders monitor data related to school continuous improvement goals.	11	15.3%	32	44.4%	24	33.3%	0	0.0%	2	2.8%	3	4.2%

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		Tomlinson Adult Learning Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q1	Our school's purpose statement is clearly focused on student success.	40	88.9%	5	11.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	34	75.6%	8	17.8%	3	6.7%	0	0.0%	0	0.0%	0	0.0%
Q3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	35	77.8%	10	22.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	35	77.8%	9	20.0%	1	2.2%	0	0.0%	0	0.0%	0	0.0%
Q5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	39	86.7%	6	13.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q6	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	29	67.4%	13	30.2%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q7	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	25	58.1%	15	34.9%	3	7.0%	0	0.0%	0	0.0%	0	0.0%
Q8	Our school's leaders support an innovative and collaborative culture.	37	86.0%	5	11.6%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
Q9	Our school's leaders expect staff members to hold all students to high academic standards.	32	74.4%	11	25.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q10	Our school's leaders hold themselves accountable for student learning.	31	72.1%	8	18.6%	4	9.3%	0	0.0%	0	0.0%	0	0.0%
Q11	Our school's leaders hold all staff members accountable for student learning.	30	69.8%	9	20.9%	3	7.0%	1	2.3%	0	0.0%	0	0.0%
Q12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	32	74.4%	9	20.9%	0	0.0%	2	4.7%	0	0.0%	0	0.0%
Q13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	29	67.4%	9	20.9%	3	7.0%	2	4.7%	0	0.0%	0	0.0%

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		Tomlinson Adult Learning Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q14	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	30	69.8%	9	20.9%	4	9.3%	0	0.0%	0	0.0%	0	0.0%
Q15	Our school's leaders provide opportunities for stakeholders to be involved in the school.	31	72.1%	8	18.6%	4	9.3%	0	0.0%	0	0.0%	0	0.0%
Q16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	24	58.5%	13	31.7%	1	2.4%	3	7.3%	0	0.0%	0	0.0%
Q17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	24	58.5%	13	31.7%	0	0.0%	4	9.8%	0	0.0%	0	0.0%
Q18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	21	51.2%	16	39.0%	1	2.4%	3	7.3%	0	0.0%	0	0.0%
Q19	All teachers in our school use a variety of technologies as instructional resources.	28	68.3%	12	29.3%	1	2.4%	0	0.0%	0	0.0%	0	0.0%
Q20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	25	61.0%	15	36.6%	0	0.0%	1	2.4%	0	0.0%	0	0.0%
Q21	All teachers in our school provide students with specific and timely feedback about their learning.	25	61.0%	14	34.1%	1	2.4%	1	2.4%	0	0.0%	0	0.0%
Q22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	22	53.7%	16	39.0%	2	4.9%	1	2.4%	0	0.0%	0	0.0%
Q23	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	22	53.7%	13	31.7%	1	2.4%	2	4.9%	0	0.0%	3	7.3%

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		Tomlinson Adult Learning Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q24	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	22	53.7%	10	24.4%	4	9.8%	3	7.3%	0	0.0%	2	4.9%
Q25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	19	46.3%	15	36.6%	4	9.8%	2	4.9%	0	0.0%	1	2.4%
Q26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	26	63.4%	14	34.1%	0	0.0%	0	0.0%	0	0.0%	1	2.4%
Q27	In our school, related learning support services are provided for all students based on their needs.	28	68.3%	12	29.3%	1	2.4%	0	0.0%	0	0.0%	0	0.0%
Q28	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	22	53.7%	15	36.6%	0	0.0%	1	2.4%	0	0.0%	3	7.3%
Q29	In our school, all staff members use student data to address the unique learning needs of all students.	26	63.4%	11	26.8%	1	2.4%	2	4.9%	0	0.0%	1	2.4%
Q30	In our school, staff members provide peer coaching to teachers.	21	51.2%	13	31.7%	4	9.8%	2	4.9%	0	0.0%	1	2.4%
Q31	In our school, a formal process is in place to support new staff members in their professional practice.	20	48.8%	12	29.3%	6	14.6%	3	7.3%	0	0.0%	0	0.0%
Q32	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	25	61.0%	13	31.7%	2	4.9%	1	2.4%	0	0.0%	0	0.0%
Q33	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	23	56.1%	15	36.6%	3	7.3%	0	0.0%	0	0.0%	0	0.0%

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		Tomlinson Adult Learning Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q34	In our school, all school personnel regularly engage families in their children's learning progress.	12	29.3%	8	19.5%	7	17.1%	0	0.0%	0	0.0%	14	34.1%
Q35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	27	65.9%	10	24.4%	3	7.3%	0	0.0%	0	0.0%	1	2.4%
Q36	Our school provides qualified staff members to support student learning.	29	70.7%	9	22.0%	2	4.9%	0	0.0%	0	0.0%	1	2.4%
Q37	Our school provides instructional time and resources to support our school's goals and priorities.	28	68.3%	11	26.8%	1	2.4%	1	2.4%	0	0.0%	0	0.0%
Q38	Our school provides sufficient material resources to meet student needs.	29	70.7%	12	29.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q39	Our school provides protected instructional time.	29	70.7%	10	24.4%	2	4.9%	0	0.0%	0	0.0%	0	0.0%
Q40	Our school provides a variety of information resources to support student learning.	24	58.5%	17	41.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q41	Our school provides a plan for the acquisition and support of technology to support student learning.	30	73.2%	11	26.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	27	65.9%	13	31.7%	1	2.4%	0	0.0%	0	0.0%	0	0.0%
Q43	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	25	61.0%	15	36.6%	1	2.4%	0	0.0%	0	0.0%	0	0.0%
Q44	Our school provides opportunities for students to participate in activities that interest them.	15	36.6%	14	34.1%	7	17.1%	0	0.0%	0	0.0%	5	12.2%
Q45	Our school maintains facilities that support student learning.	29	70.7%	12	29.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q46	Our school maintains facilities that contribute to a safe environment.	30	73.2%	10	24.4%	0	0.0%	1	2.4%	0	0.0%	0	0.0%
Q47	Our school uses multiple assessment measures to determine student learning and school performance.	24	60.0%	15	37.5%	1	2.5%	0	0.0%	0	0.0%	0	0.0%

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		Tomlinson Adult Learning Center											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable	
		N	%	N	%	N	%	N	%	N	%	N	%
Q48	Our school employs consistent assessment measures across classrooms and courses.	25	62.5%	12	30.0%	2	5.0%	1	2.5%	0	0.0%	0	0.0%
Q49	Our school has a systematic process for collecting, analyzing, and using data.	25	62.5%	13	32.5%	1	2.5%	1	2.5%	0	0.0%	0	0.0%
Q50	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	22	55.0%	16	40.0%	1	2.5%	1	2.5%	0	0.0%	0	0.0%
Q51	Our school uses data to monitor student readiness and success at the next level.	25	62.5%	15	37.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q52	Our school leaders monitor data related to student achievement.	27	67.5%	13	32.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Q53	Our school leaders monitor data related to school continuous improvement goals.	30	75.0%	10	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

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	Pinellas Virtual School (Digital Learning)											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Don't Know	
	N	%	N	%	N	%	N	%	N	%	N	%
Our institution's purpose statement is clearly focused on student success.	7	58.3%	4	33.3%	0	0.0%	0	0.0%	0	0.0%	1	8.3%
Our institution's purpose statement is formally reviewed and revised with involvement from stakeholders.	8	66.7%	2	16.7%	0	0.0%	1	8.3%	0	0.0%	1	8.3%
Our institution's purpose statement is based on shared values and beliefs about online teaching and learning that guide decision making.	6	50.0%	5	41.7%	0	0.0%	0	0.0%	0	0.0%	1	8.3%
All staff members hold each other accountable to high expectations for professional practice of digital education.	6	50.0%	4	33.3%	2	16.7%	0	0.0%	0	0.0%	0	0.0%
Our institution has a continuous improvement process based on data, goals, actions, and measures for growth.	8	66.7%	3	25.0%	1	8.3%	0	0.0%	0	0.0%	0	0.0%
Our Institution's governing authority complies with all policies, procedures, laws, and regulations.	7	58.3%	4	33.3%	0	0.0%	1	8.3%	0	0.0%	0	0.0%
Our institution's governing authority operates with defined roles and responsibilities, a code of ethics, and free of conflict of interest.	8	66.7%	2	16.7%	1	8.3%	1	8.3%	0	0.0%	0	0.0%
Our institution's governing authority maintains a distinction between its roles and responsibilities and those of institution leadership.	7	58.3%	3	25.0%	1	8.3%	1	8.3%	0	0.0%	0	0.0%
Our institution's leaders support an innovative and collaborative culture.	7	58.3%	3	25.0%	2	16.7%	0	0.0%	0	0.0%	0	0.0%
Our institution's leaders expect staff members to hold all students to high academic standards.	10	83.3%	2	16.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Our institution's leaders hold themselves accountable for student learning.	8	66.7%	3	25.0%	1	8.3%	0	0.0%	0	0.0%	0	0.0%
Our institution's leaders hold all staff members accountable for student learning.	8	66.7%	3	25.0%	1	8.3%	0	0.0%	0	0.0%	0	0.0%
Our institution's leaders engage effectively with all stakeholders about the institution's purpose and direction.	6	50.0%	3	25.0%	2	16.7%	0	0.0%	1	8.3%	0	0.0%
Our institution's leaders provide opportunities for stakeholders to be involved in the institution.	7	58.3%	3	25.0%	2	16.7%	0	0.0%	0	0.0%	0	0.0%

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	Pinellas Virtual School (Digital Learning)											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Don't Know	
	N	%	N	%	N	%	N	%	N	%	N	%
Our institution's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	7	58.3%	4	33.3%	1	8.3%	0	0.0%	0	0.0%	0	0.0%
Our institution's leaders ensure all staff members use supervisory feedback to improve student learning.	6	50.0%	5	41.7%	1	8.3%	0	0.0%	0	0.0%	0	0.0%
Our institution's governing authority maintains policies and procedures regarding the authenticity of student work.	8	66.7%	3	25.0%	1	8.3%	0	0.0%	0	0.0%	0	0.0%
Our institution's governing authority maintains policies and procedures regarding student engagement.	7	58.3%	5	41.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Our institution's governing authority maintains policies and procedures regarding course completion and credit requirements.	11	91.7%	1	8.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Our institution promotes and supports truthful and ethical practices.	8	66.7%	3	25.0%	0	0.0%	0	0.0%	1	8.3%	0	0.0%
All teachers in our institution monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	6	54.5%	3	27.3%	1	9.1%	0	0.0%	0	0.0%	1	9.1%
All teachers in our institution personalize instructional strategies and interventions to address individual learning needs of students.	7	63.6%	1	9.1%	2	18.2%	1	9.1%	0	0.0%	0	0.0%
All teachers in our institution regularly use instructional strategies that require self-reflection, development of critical thinking skills and the integration of content and skills with other disciplines.	6	54.5%	1	9.1%	3	27.3%	0	0.0%	0	0.0%	1	9.1%
In our institution, students are connected with digital resources and tools that are aligned to course and learning expectations responsive to personalized learning plans.	7	63.6%	3	27.3%	1	9.1%	0	0.0%	0	0.0%	0	0.0%
All teachers in our institution use a process to inform students of their learning expectations and standards of performance.	6	54.5%	4	36.4%	1	9.1%	0	0.0%	0	0.0%	0	0.0%

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	Pinellas Virtual School (Digital Learning)											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Don't Know	
	N	%	N	%	N	%	N	%	N	%	N	%
All teachers in our institution provide students with specific and timely feedback about their learning.	5	45.5%	5	45.5%	0	0.0%	1	9.1%	0	0.0%	0	0.0%
All teachers in our institution use multiple types of assessments to modify instruction and to revise the curriculum.	5	45.5%	3	27.3%	2	18.2%	0	0.0%	0	0.0%	1	9.1%
All teachers in our institution use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	5	45.5%	5	45.5%	1	9.1%	0	0.0%	0	0.0%	0	0.0%
All teachers in our institution participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	4	36.4%	5	45.5%	1	9.1%	0	0.0%	1	9.1%	0	0.0%
All teachers in our institution have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	5	45.5%	2	18.2%	2	18.2%	1	9.1%	0	0.0%	1	9.1%
In our institution, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	5	45.5%	5	45.5%	1	9.1%	0	0.0%	0	0.0%	0	0.0%
In our institution, related learning support services are provided for all students based on their needs.	4	36.4%	6	54.5%	0	0.0%	1	9.1%	0	0.0%	0	0.0%
In our institution, a formal structure exists so that each student is well known by at least one adult advocate in the institution who supports that student's educational experience.	5	45.5%	2	18.2%	3	27.3%	0	0.0%	0	0.0%	1	9.1%
In our institution, all staff members use student data to address the unique learning needs of all students.	6	54.5%	3	27.3%	1	9.1%	1	9.1%	0	0.0%	0	0.0%
In our institution, staff members who have expertise in professional practice of digital education provide peer coaching to teachers.	5	45.5%	1	9.1%	4	36.4%	1	9.1%	0	0.0%	0	0.0%

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	Pinellas Virtual School (Digital Learning)											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Don't Know	
	N	%	N	%	N	%	N	%	N	%	N	%
In our institution, a formal process is in place to support new staff members in their professional practice.	4	36.4%	5	45.5%	0	0.0%	1	9.1%	1	9.1%	0	0.0%
In our institution, all staff members participate in continuous professional learning based on identified needs of the institution.	3	27.3%	7	63.6%	1	9.1%	0	0.0%	0	0.0%	0	0.0%
In our institution, a professional learning program is designed to build capacity among all professional and support staff members.	4	36.4%	3	27.3%	1	9.1%	1	9.1%	1	9.1%	1	9.1%
In our institution, all personnel regularly engage families in their children's learning progress.	6	54.5%	5	45.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
In our institution, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	5	45.5%	5	45.5%	1	9.1%	0	0.0%	0	0.0%	0	0.0%
In our institution, leaders use multiple sources of data about instructional effectiveness and student learning to monitor teachers' instructional practices.	7	63.6%	1	9.1%	0	0.0%	1	9.1%	1	9.1%	1	9.1%
Our institution provides qualified staff members to support student learning.	7	63.6%	3	27.3%	1	9.1%	0	0.0%	0	0.0%	0	0.0%
Our institution provides instructional and student resources to support our institution's goals and priorities.	4	36.4%	5	45.5%	1	9.1%	1	9.1%	0	0.0%	0	0.0%
In our institution, technology systems meet student needs in the digital learning environment.	3	27.3%	3	27.3%	2	18.2%	1	9.1%	2	18.2%	0	0.0%
Our institution provides a plan for students who do not demonstrate success in the digital learning environment.	6	54.5%	4	36.4%	0	0.0%	1	9.1%	0	0.0%	0	0.0%
Our institution provides a variety of information, media and technology resources to support student learning.	6	54.5%	4	36.4%	0	0.0%	0	0.0%	1	9.1%	0	0.0%
Our institution provides a plan for the acquisition and support of technology to support student learning.	3	27.3%	6	54.5%	1	9.1%	1	9.1%	0	0.0%	0	0.0%

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	Pinellas Virtual School (Digital Learning)											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Don't Know	
	N	%	N	%	N	%	N	%	N	%	N	%
Our institution provides a plan for the acquisition and support of technology to support the institution's operational needs.	3	27.3%	5	45.5%	0	0.0%	0	0.0%	2	18.2%	1	9.1%
Our institution provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	5	45.5%	4	36.4%	1	9.1%	0	0.0%	1	9.1%	0	0.0%
Our institution provides students with an induction program upon enrollment.	7	63.6%	2	18.2%	0	0.0%	0	0.0%	1	9.1%	1	9.1%
Our institution maintains internet safety procedures in all programs and courses to safeguard students from cyber bullying.	6	54.5%	3	27.3%	1	9.1%	1	9.1%	0	0.0%	0	0.0%
Our institution uses multiple assessment measures to determine student learning and institution performance.	6	54.5%	4	36.4%	1	9.1%	0	0.0%	0	0.0%	0	0.0%
Our institution employs consistent assessment measures across classrooms and courses.	5	45.5%	4	36.4%	2	18.2%	0	0.0%	0	0.0%	0	0.0%
Our institution has a systematic process for collecting, analyzing, and using data.	5	45.5%	3	27.3%	0	0.0%	1	9.1%	1	9.1%	1	9.1%
Our institution ensures all staff members are trained in the evaluation, interpretation, and use of data.	5	45.5%	3	27.3%	1	9.1%	0	0.0%	1	9.1%	1	9.1%
Our institution uses data to monitor student readiness and success at the next level.	5	45.5%	4	36.4%	0	0.0%	1	9.1%	1	9.1%	0	0.0%
Our institution leaders monitor data related to student achievement.	6	54.5%	3	27.3%	1	9.1%	0	0.0%	1	9.1%	0	0.0%
Our institution leaders monitor data related to continuous improvement goals.	6	54.5%	3	27.3%	1	9.1%	1	9.1%	0	0.0%	0	0.0%