

AAAP Quarter 3



School District of Indian River County African American Achievement Plan 2021-2022 Assurances of Implementation of Strategies/Action Steps



Gifford Middle School

2021-2022 Quarter 3

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with the progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes. The attached documentation provides school-level evidence of progress towards accomplishing action steps incorporated into the 2021-2022 African American Achievement Plan. Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps. To support ongoing accountability of action step implementation, documentation, and progress the following assurances have been verified by the principal of each school:

- Action steps included within the 2021-2022 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

Reviewed on 3/30/2022 Verified by Tosha Jones

Reflection

During the 3rd quarter GMS teachers focus was on continued collaboration and student engagement. Our iReady data showed significant gains in both areas of Reading and Math. Our Math Coach is focusing on remediation with our I25 in preparation for the upcoming FSA assessments. We conducted two Stop and Write FSA practice tests which gave students the opportunity to 1. become familiar with their testing environment 2. build and sustain endurance for the writing 3. get meaningful feedback from their teachers using the State rubric. Our Intensive Reading teachers have set up model classrooms and have been observed by VBHS teachers and administration to create a continuum of the instructional practices that our students (next years 9th graders) have become accustomed to. We will continue with our afterschool tutoring and bootcamps to offer extended learning opportunities for students to get small group targeted instruction to help support them in weak areas.

Strategy AAAP 1.1 (ALL SCHOOLS): Monitor the curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.

Number of Walk-throughs to Observe Implementation of African American History Teachings

5

Date(s) of Walk-throughs to Observe Implementation of African American History Teachings: (i.e. 8/27/2021, 9/13/2021, and 9/17/2021)

2/22-2/25, 3/10

Summary of observation(s):

All students and staff participated in the Black History Month Education Celebration. Students engaged in trivia, music, attire and art projects that represented African American culture. Each morning on the announcements for the month of February, information was given on an African American that positively contributed to our society.

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 receive targeted reading intervention as defined by the District's Reading Plan.

Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3:

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent
		%			%			%			%

AAAP Quarter 3

Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on-track to graduate.

Date(s) of School Level Review(s) of Early Warning Indicators for African American Students:	Ongoing
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Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:

During conference nights teachers are to contact families that have not scheduled conferences to discuss the following EWI: Academics, Behavior, Attendance. A template is provided to the teachers to document the conference. During this time teachers are advised to give student data, supports given and ELO opportunity information. During our monthly Problem Solving meeting and weekly Tier 2/3 MTSS meeting, we discuss and plan supports for students based on EWI. Those supports are then put into place by the teachers and support staff, monitored for fidelity and reviewed for feedback to make adjustments(if needed) or continue the course of action.

Strategy AAAP 1.4 (SECONDARY ONLY): Implement processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.

Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter
All Grade Levels Served by the School (Combined)

African American

15 %

White, Non-Hispanic

32 %

Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

DISCIPLINE

Date(s) of Problem-Solving Session(s) for Discipline:	Ongoing
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Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline:

The team reviews behavioral data to understand the percentage of each subgroup with behavioral issues. All teachers will carefully review and follow student IEP. Then, collaboratively plan lessons to keep the students engaged in the classroom. All staff will follow PBIS expectations and use the school's incentive program to reward students. Based on information from Impact Review #3 student engagement was an area that has significantly improved. We continue to monitor the Kagan Strategies and recommend that specific strategies be included in their lesson plans as evidence of implementation.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement:	Ongoing
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Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement:

Collaboratively plan engaging lessons and implement instructional grouping to meet the learning needs of all students. The classroom teachers continue to meet with the student frequently to discuss individual student academic needs. They will conduct an error analysis with students after each unit assessment. The school Counselors will meet with students who are in danger of failing a class. Summer school notices will be included with 3rd quarter report cards. With the use of our A2 funds Afterschool support includes all academic subjects area: Reading/Writing Math Alg/Geo Science Civics Afterschool is offered Tuesday/ Thursday(3-4:15). Transportation and snack is provided.

Strategy AAAP 2.2 (SECONDARY ONLY): Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.

Number of Students in Racial Subgroup Supported by an Alternative Intervention Measures (A.I.M.) Advocate or Alternative School-based Program to Inspire Renewed Excellence (A.S.P.I.R.E.) Teacher During the Quarter
All Grade Levels Served by the School (Combined)

African American

White, Non-Hispanic

AAAP Quarter 3

Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.

Reported Out-of-School Suspensions for Quarter 3

Select One:

☐

No out-of-school suspensions were assigned during this time frame.

☒

All out-of-school suspensions were pre-approved by a principal supervisor.

Strategy AAAP 2.4 (ALL SCHOOLS): Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.

Date of Quarterly Review of School Improvement Plan: 3/2/2022

Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?

Yes

If no, what modifications will be made to address the achievement gap?

Summary of Action Steps/Plan based upon District Impact Review (based upon District & School Level Reviews):

Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 3/11/2022

Total Count of African American Students Participating in One or More Extracurricular Activities	Total Count of African American Students Enrolled (#)	Total Percent of African American Students Participating in One or More Extracurricular Activities
93	190	48.9 %

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

All upcoming activities are announced through the following outlets: Focus Calendar Canvas Announcements Flyers posted around campus Connect-Calls Social Media Posts Morning/Afternoon Announcements PowerPoint w/ Announcements and Upcoming Events playing during each grade level lunch.

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels): 20

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

Number of Interviews Conducted by the Interview Committee:

1

Percentage of Interviewers on Interview Committee by Race

African American	White, Non-Hispanic
50 %	50 %

(Optional) Additional information:

ELA Interviews conducted on 1/28/2022 by A.P.'s Mr. Szaichler and Mrs. Blidgen.

GIFFORD MIDDLE SCHOOL AAAP QUARTER 3 EVIDENCE:

Strategy 1.1

3/10/2022: Students participated in an off campus learning experience to the Gifford Historic Museum and Cultural Center.



February 22-February 25: All Students and Staff participated in the Black History Month Celebrations/Activities .

Gifford Middle School

Black History Month

Celebration Week 2022

Tuesday, Feb. 22

STUDENT CREATED BLACK HISTORY MONTH BOOKMARKS

(DONATED TO AREA ELEMENTARY SCHOOLS)

BLACK HISTORY-PROMINENT FIGURE SPOTLIGHT

(DURING ALL 3 GRADE LEVEL LUNCHES)

Wednesday, Feb. 23

BLACK HISTORY MONTH TRIVIA @ LUNCH

(PRIZES AWARDED)

Thursday, Feb. 24

JAZZ IN THE CAFÉ

(LISTEN TO JAZZ MUSIC DURING ALL 3 GRADE LEVEL LUNCHES)

Friday, Feb. 25

African Attire/Black History

or Historically Black College University T-Shirt Day



Strategy 1.3

TOGETHER WE MAKE OUR SCHOOL A SUCCESS

Title I Early Warning Parent Communication Log-2nd Semester Conferences

Please submit to your Department Chair by 02/22/2022@3:30

TEACHER: Jackie Jones

STUDENT NAME: <input type="text"/>		ACADEMICS:		BEHAVIOR:		ATTENDANCE:	
Person Contacted: <u>mom</u>		iReady Rdg	<u>503 L.3</u>	Disruption	<input type="text"/>	Missed Days	
<input type="text"/>		Math	<u>478 L.5</u>	Non-Compliance		Late Arrival	
		Unit Assessment(s)	<u>—</u>	Disrespect		Early Dismissal	
		Homework	<u>None</u>	Talkative		Tardy	
		Classwork	<u>100</u>	Other			
		Overall Grades	<u>Math 42% L.A - 37%</u>				
<u>Comp. Sci - 36%</u>							
STUDENT NAME: <input type="text"/>		ACADEMICS:		BEHAVIOR:		ATTENDANCE	
Person Contacted: <u>mom</u>		iReady Rdg	<u>541 L.4</u>	Disruption	<input type="text"/>	Missed Days	
<input type="text"/>		Math	<u>462 L.4</u>	Non-Compliance		Late Arrival	
		Unit Assessment(s)	<u>—</u>	Disrespect		Early Dismissal	
		Homework	<u>Missing assignments</u>	Talkative		Tardy	
		Classwork	<u>needs to bring his computer to class</u>	Other			
		Other					

Strategy 1.4

Race/Eth	B		Total	
Course Title	Ct	%	Ct	%
ALG 1	4	1	4	1
ALG 1 HON	11	1	11	1
GEO HON	2	1	2	1
M/J ADV WORLD CLTRS	6	1	6	1
M/J CIVICS ADV	7	1	7	1
M/J COMPRE SCI 1 ADV	10	1	10	1
M/J COMPRE SCI 2 ADV	7	1	7	1
M/J COMPRE SCI 3 ADV	9	1	9	1
M/J CRIT THINK	73	1	73	1
M/J LANG ARTS 1, ADV	5	1	5	1
M/J LANG ARTS 2, ADV	7	1	7	1
M/J LANG ARTS 3, ADV	6	1	6	1
M/J MATH 1 ADV	10	1	10	1
M/J MATH 2, ADV	7	1	7	1
M/J US HIS ADV & C/P	6	1	6	1
SPANISH 1	11	1	11	1






Strategy 2.1

GIFFORD MIDDLE SCHOOL

UNIT ASSESSMENT PROBLEM-SOLVING WORKSHEET

COURSE / SUBJECT / GRADE LEVEL:	ELA Problem Solving Unit 2 6 th grade		
TEAM MEMBERS:	Ms. Jackson Ms. Taylor Ms. Ridlen		
DATE:	1/10/22	UNIT ASSESSMENT:	2

TARGETED STANDARD FOR PROBLEM-SOLVING				
TARGETED STANDARD	EOC/FSA REPORTING CATEGORY	UNIT(S) OF INSTRUCTION THE STANDARD IS ASSESSED	GMS PERCENT CORRECT 2020 - 2021	GMS PERCENT PROFICIENT 2020 - 2021
RI 1.3	Key Ideas and Details	3	53.3	54
	REPORTING CATEGORY 2018-2019 FSA/EOC RESULTS		SDIRC PERCENT CORRECT 2020 - 2021	SDIRC PERCENT PROFICIENT 2020 - 2021
			65.0	67
ESSA SUB-GROUP DATA				
BLACK/AFRICAN-AMERICAN UNIT ASSESSMENT PERCENT PASS				
District 53% GMS 38%				
SWD UNIT ASSESSMENT PERCENT PASS				
District 42% GMS 23%				

DEFINE THE TARGETED STANDARD
LAFS.6.RI.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
IDENTIFY THE STATE ASSESSMENT/CONTENT LIMITS FOR THE TARGETED STANDARD
 .  Items may ask the student to use details from the text to explain how an individual, event, or idea is introduced, illustrated, or elaborated in the text. Items should focus on individuals, events, or ideas that are central to the meaning of the text. Items may ask for support that is directly stated in the text or ask the student to draw inferences. Items should not ask general questions about events, individuals, or ideas.   

Strategy 2.2

AIMS FOLLOW UP MEETINGS

11/29/21

Follow Up Notes

Met with [REDACTED], states he is living with aunt and was recently at Wave Crest for 3 weeks. [REDACTED] stated he preferred being at Wave Crest instead of being back with his aunt. He said that with his aunt he does what he wants.

Point sheet and/or check in/check out is recommended. Follow FBA, student to check in weekly with Mr. Connor

Currently failing World Cultures, Math 1, ELA and Learning Strategies

Check on MH counselor, does he have a counselor outside of school? He said he used to see a counselor when he was at Dodgertown

Attendance is at 98% ada

11/29/2021

[REDACTED] – AIMS Follow Up

Currently failing Math 2, ELA and Civics, [REDACTED] reported she has stayed after for tutoring one time in the last month. Mr. Connor meets with [REDACTED] frequently (more than weekly). Attendance is currently at 86% ada. [REDACTED] behaviors have escalated since meeting with Mr. Brown on 10/11. Met with Mr. Connor and Mr. Connor said the upcoming holidays are problematic for [REDACTED] and she is still working through a lot of trauma.

Recommendation – ROI with currently counseling agency to work with her for wrap around services at school, Handle with Care added to [REDACTED] focus for all staff to be aware. Updated behavior plan, there are notes of that being in progress.

Oct 4th - 8th

	Be Safe By going to and remaining in assigned area on time. Hands and Feet to Self	Be Responsible By Following directions within 30 seconds; remaining on task. Complete assignments	Be Respectful Refrain from disrupting class; use appropriate language; Be compliant, not defiant. Raising hand to be called.	Comments
Monday	0 1 2	No Computer 0 1 2	0 1 2	did work on phone in class
Tuesday	0 1 2	0 1 2	0 1 2	No Computer again... Talking out to other students
Wednesday	0 1 2	0 1 2	0 1 2	Playing around with another student. Taking him w/ pencil.
Thursday	0 1 2	0 1 2	0 1 2	Did his work & followed directions when I asked him to stop tapping
Friday	Touching Taking things 0 1 2	reminded to 0 1 2 stop tapping	0 1 2	refuses to use a computer So he uses his phone to do his work
TOTAL	8/10 ____%	6/10 ____%	8/10 ____%	
Color-Green, Yellow, Orange, Red				
Initials				

Goal for the week: 24/30 = 80%

Total for today: ___/30 = ____ %

KEY

0 = Not at all
1 = Somewhat
2 = Great Job!

Strategy 2.3

Student Suspension Form



School

Gifford Middle

Date

01/25/2022

Student's Name

Grade

7

Dates of suspension

Number of days

7

Reason for Request

[redacted] has been absent from school since December 1st(mom kept saying she would be w/d her from school and never did). They are in the Truancy process.

[redacted] came to school on 1-25-2022 and proceeded to engage in a fight with another student because she heard the girl was "talking about her". [redacted] approached the student(the student walked away) [redacted] grabbed her by her hair and proceeded to hit her. [redacted] intervened and [redacted] slapped [redacted] on her face leaving small red marks. Another male teacher also intervened and [redacted] attempted to hit him several times; she again knew this was an adult staff member. As she was being escorted to the office she attempted several times to elope from myself and the SRD. The request for OSS is for intentionally hitting a staff member.

Please note the staff member did opt to press charges and the student was arrested and transported to IRCSO.

Strategy 2.4

1. Civics:

Goal Tracker Prediction-	51(Ach)
<u>GMS Prediction</u>	<u>-67 (Ach)</u>
	67

1. Bootcamps for EOC/Civics
2. Word Walls – Board Organizers- different information placed on board using magnets so students can manipulate (use for teaching/reteaching/review.
3. Various online games- Gimkit, Kahoot, Quizlet, Socrative.
4. Vocabulary and simple concept recognition will help their Civics EOC scores.
5. USATestPrep – Standards-based EOC Review Platform

2. Science:

Goal Tracker Prediction-	48(Ach)
<u>GMS Prediction</u>	<u>-55 (Ach)</u>
	55

1. Ongoing Science Research Club
2. Providing reading content on the students reading level and gradually increasing its complexity.
3. Utilizing more comprehensive text with sample test questions but reducing length of the passages.
4. Individually discussing the data with the LQ students.
5. FOCUS on Academic Vocabulary

3. Math:

Goal Tracker Prediction-	33(Ach)
<u>GMS Prediction</u>	<u>-40(Ach)</u>
Goal Tracker Prediction-	38(LG)
<u>GMS Prediction</u>	<u>-40(LG)</u>
Goal Tracker Prediction	51(BQ)
<u>GMS Prediction</u>	<u>-55(BQ)</u>
Goal Tracker Prediction	-66 (ACC)
<u>GMS Prediction</u>	<u>-75(ACC)</u>
	210

1. Weekly review of where students are deficient, Mach Coach pulling small groups for remediation concentrating on key concepts.
2. iReady teacher assigned lessons based on students' data
3. USATestPrep – Standards-based EOC Review Platform
4. Support Facilitator push-in to Level 3 Alg. Class

ELA/Reading:

Goal Tracker Prediction- 38(Ach)

GMS Prediction -50(Ach)

Goal Tracker Prediction- 38(LG)

GMS Prediction -50(LG)

Goal Tracker Prediction 41(BQ)

GMS Prediction -51(BQ)

151

1. STOP & WRITE(SAW) school wide writing practice test completed on 2/15 & upcoming 3/15
2. Students are using the State Writing Rubric to analyze and score their own work and give peer reviews.
3. More individualized feedback from the teachers after each SAW.
4. Small group instruction- differentiation based on iready groupings, Lexia instruction, and iready pathway data
5. iReady instructional Routines, and Toolbox lessons
6. Continual data chats including iready and Lexia
7. Utilizing support all assigned support staff /facilitators for intensive reading- including T.A for ELL- small group, 1-1, remediation.
8. Lexia skill builders and instruction based on data
9. Lexia and iready incentives and recognition
10. Intensive reading rotations
11. iReady as needed based on data

Strategy 3.1



Good evening, Dolphin Families:



This is your Principal, Ms. Jones with the announcement and events for this week:

1. Tuesday January 18: B-Day; 5-6-7-8
2. Students drop off begins at 7:30. There is NO ADULT SUPERVISION before this time.
3. Students are encouraged to have breakfast AND LUNCH AT school
Breakfast and Lunch is FREE to all students for the entire school year.
4. As a new safety protocol students are required to have and wear their lanyards and id Cards while on the bus and on campus. Student will need to scan their cards as they get on and off the bus, for breakfast/lunch and snack also for book check out in the Media center. All GMS staff members will also wear their ID badges while on campus during school hours.
Replacement id badges cost \$5.
5. 8th graders must return their Career Fair permission slip to their 1st period teacher by **January 28** to participate. If you have any questions, please see Mrs. Peterson in guidance.
6. All grade level girls are invited to participate in the lacrosse clinic Wednesday January 19th 3-5PM. All equipment is provided, and no sports physical is required.
7. To stay connected with Gifford Middle School please consider joining our Facebook pages Gifford Middle or Gifford Middle Parent Group.

That is all for now, I hope you have a great evening!



Good evening, Dolphin Families:



This is your Principal, Ms. Jones with the announcement and events for this week:

1. Monday January 24: B-Day; 5-6-7-8
2. Students drop off begins at 7:30. There is NO ADULT SUPERVISION before this time.
3. Students are encouraged to have breakfast AND LUNCH AT school
Breakfast and Lunch is FREE to all students for the entire school year.
4. As a new safety protocol students are required to have and wear their lanyards and id Cards while on the bus and on campus. Replacement id badges cost \$5.
5. We will celebrate Literacy Week each day this week, tomorrow we are encouraging All Students and All staff to Wear a Hat so show our Hats off for Reading!
6. 8th graders must return their Career Fair permission slip to their 1st period teacher by January 28 to participate. If you have any questions, please see Mrs. Peterson in guidance.
7. Girls Lacrosse Try-outs will be held January 24-January 27th ; 4-6pm
8. Boys Lacrosse Try-outs will be held January 25th-January 27th, 3:30-5:00 all students trying out must have a sports physical on file with Coach Morgan.
9. SRHS will be hosting an IB Program information night via Zoom, please contact Mr. Sturgeon at 772-564-4369 or visit our Facebook Page for more information.
10. To stay connected with Gifford Middle School please consider joining our Facebook pages Gifford Middle or Gifford Middle Parent Group.

That is all for now, I hope you have a great evening!



Extracurricular Activities

Last Updated: 2/28/2022

Note: SDIRC does not systematically track Extracurricular activities for Charter School students.

Month

Mar

School

GMS

School Type

All

Grade

All

Extracurricular Activity

All

Race Ethnicity

Black or African Amer...

ED

All

ESE

All

FII

All

Gender

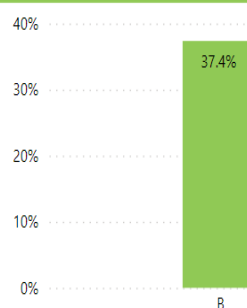
All

Count of Students by Activity

Extracurricular Activity	B	Total
Soccer (Co-Ed)	14	14
Orchestra	10	10
Lacrosse	6	6
iReady All-Star Club	20	20
Drama Club	14	14
Cross Country	28	28
Chorus	14	14
Cheerleading	20	20
Basketball	38	38
Band	32	32
Art Club	3	3
African American Student Council	33	33
Total	232	232

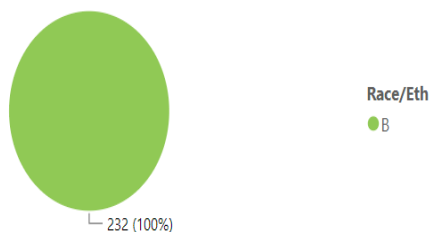
Count & Percent of KG-12, non-Charter Students Involved in 1+ Activity

Race/Eth	Ct EC	Ct Enroll	% EC
B	71	190	37.4%
Total	71	190	37.4%



In the above data table and bar graph, students are only counted once even if they are participating in more than one Extracurricular Activity. Therefore, the totals on these visuals will not match the totals on the other visuals.

Racial/Ethnic Distribution of Students in All Extracurricular Activities



Source: Focus Student Information System

Strategy 4.3

INTERVIEW EVALUATION SHEET

(Ranking sheets for each applicant interviewed shall be submitted to Personnel for retention in the official applicant file upon completion of the interviews)

POSITION: HA CIA Co. Jr. Arce

Sepan
NAME OF INTERVIEWER

[]
PERSON INTERVIEWED

Please rank each applicant, using a scale of 1-5 (5 being the highest).

1. Practicing knowledge applicable to the position. [4]
2. Intellect applicable to the position. [4]
3. Ability to work with others [4]
4. Prepared to do the job. [4]

Rank 5 if you want this individual and think they are the best candidate for the position.

Rank 4 if you could work with the applicant.

Rank 3 if you feel the person is qualified to do the job, but not with you.

Rank 2 if the person is not ready but has potential.

Rank 1 if, in your opinion, this person is not qualified for this particular position.

INTERVIEW EVALUATION SHEET

(Ranking sheets for each applicant interviewed shall be submitted to Personnel for retention in the official applicant file upon completion of the interviews)

POSITION: ELA Teacher

Tisaobliden
NAME OF INTERVIEWER

PERSON INTERVIEWED

Please rank each applicant, using a scale of 1-5 (5 being the highest).

1. Practicing knowledge applicable to the position. [4]
2. Intellect applicable to the position. [4]
3. Ability to work with others [4]
4. Prepared to do the job. [4]

Rank 5 if you want this individual and think they are the best candidate for the position.

Rank 4 if you could work with the applicant.

Rank 3 if you feel the person is qualified to do the job, but not with you.

Rank 2 if the person is not ready but has potential.

Rank 1 if, in your opinion, this person is not qualified for this particular position.