




**Florida Department of Education
Bureau of School Improvement
2005-2006 School Improvement Plan-Guidance**

Plan Section ----- Requirement *	Guidance for Completing & Reviewing the School Improvement Plan
<p>School Advisory Council</p> <p>-----</p> <ul style="list-style-type: none"> ▪ <i>F schools</i> ▪ <i>SINI</i> <p>See <i>Note</i> below.</p>	<p>For School Advisory Council (SAC) membership compliance:</p> <p>Check yes or no; if "No" is checked, a narrative box will appear allowing a description of the "Measures Being Taken to Comply with SAC Requirement."</p> <p>Describe what steps the school and/or district is taking to balance School Advisory Council membership composition and the timeline for meeting this requirement.</p> <p>For Charter Schools, Governing Body applies.</p> <p>For more information regarding School Advisory Councils, go to http://www.firn.edu/doe/bosi/sac1.htm</p> <p>PL 107-110 Sec 1116(a)(3)(B)(ii)</p> <p> Comprehensive K-12 District Research-Based Reading Plan (CRP)</p> <p>No CRP requirement</p>
<p>Vision/Mission</p> <p>-----</p> <ul style="list-style-type: none"> ▪ <i>F schools</i> 	<p>For Vision: Provide a compelling picture of what the school can become in the future. What is the school working to become?</p> <p>For Mission: Define what the school is trying to accomplish and for whom; why does the school exist?</p> <ul style="list-style-type: none"> ▪ Incorporate a concern for the academic success of all students. ▪ Involve all stakeholder groups in the development of the statements. ▪ Address increasing performance for all students ▪ Align statements to the District Assistance & Intervention Plan (DAIP) <p>Consider statements that reflect the belief that:</p> <ul style="list-style-type: none"> ▪ all students can learn ▪ all teachers can find ways for all students to learn <p><u>Title I Requirement</u></p> <p>PL 107-110 Sec 1114(b)(1)(B)</p> <p> Comprehensive K-12 District Research-Based Reading Plan (CRP)</p> <p>No CRP requirement</p>



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<p>School Profile/ Demographics</p> <p>-----</p> <ul style="list-style-type: none"> ▪ <i>F schools</i> 	<p>Describe the school:</p> <ul style="list-style-type: none"> ▪ Facility features ▪ School community partners (list and describe the involvement of each) ▪ Grants awarded to school ▪ Feeder pattern (number of schools, their names and school grades) ▪ Special programs (e.g., dropout prevention, ESE center, magnet, or IB program) ▪ Unique aspects, including strengths and areas of concern <p>Describe the student population:</p> <ul style="list-style-type: none"> ▪ Student demographics (performance groups, level 1 and 2, ESE, LEP, SES, AYP subgroups, SES) ▪ Class Size/Teacher to student ratio (range and average) ▪ Attendance rate compared to state average (% absent 21+ days) ▪ District and State averages from 1998-2004 <p>To obtain school attendance rate and make comparison, contact local district MIS office.</p> <ul style="list-style-type: none"> ▪ Promotion/Retention rate compared to state average ▪ District and State averages from 1992-2003 provided ▪ District and State averages by grade level provided <p>To obtain school non-promotion rate and make comparison, contact district MIS office.</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <p>No CRP requirement</p>



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<p style="text-align: center;">School Match</p> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> ▪ <i>F schools</i> 	<p>Definition: A school match is a higher-performing school with similar student demographics that is willing to collaborate and share best practices.</p> <p>Describe school match, including:</p> <ul style="list-style-type: none"> ▪ Matching school name ▪ Rationale for selection ▪ Planned school match collaborative activities ▪ Specific results expected of this collaboration <p>School matches are required of F schools only: Section 1008.33(2)(e), Florida Statutes</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <p>No CRP requirement</p>
<p style="text-align: center;">Highly Qualified Certified Administrators</p> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> ▪ <i>F schools</i> ▪ <i>Schools In Need of Improvement [SINI]</i> 	<p>Include administrators' names and positions.</p> <p>List qualifications (degrees, certifications, number of years' administrative experience, and experience with raising the academic achievement levels of low-performing students/schools).</p> <p><u>Title I Requirement</u></p> <p>PL 107-110 Sec 1119(a)(3); PL 107-110 Sec 1116(b)(3)(A)(ii)</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <p>No CRP requirement</p>





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<p style="text-align: center;">High Quality, Highly Qualified Teachers</p> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • <i>F schools</i> • <i>SINI</i> 	<p>Describe the actions taken to attract high-quality, highly qualified teachers.</p> <p>For additional information, go to:</p> <ul style="list-style-type: none"> ▪ The Secretary's Second Annual Report on Teacher Quality – Meeting the Highly Qualified Teacher Challenge http://www.ed.gov/about/reports/annual/teachprep/2003title-ii-report.pdf ▪ Florida Future Educators of America (FFEA) http://www.firn.edu/doe/profdev/ffea.htm <p><u>Title I Requirement:</u></p> <p>PL 107-110 Sec. 1114 (b)(1)(C): Instruction by highly qualified teachers; PL 107-110 Sec. 1114 (b)(1)(E): Strategies to attract high-quality, highly qualified teachers</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <p>CRP: #7, p. 3 of the CRP Template (also addressed in SIP Reading Goal)</p>
<p style="text-align: center;">Teacher Mentoring</p> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • <i>F schools</i> • <i>SINI</i> 	<p>Describe teacher mentoring program for beginning and low-performing teachers that includes:</p> <ul style="list-style-type: none"> ▪ Persons responsible for the program ▪ How low-performing teachers are identified ▪ Teacher mentoring activities and schedules ▪ List of teacher AND mentor partners ▪ Schedules ▪ Evaluation/expected results <p>Describe selection criteria for mentees and mentors.</p> <p>PL 107-110 Sec 1116(b)(3)(A)(10)</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <p>Professional Development Section: #3, p. 5</p>


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<p style="text-align: center;">ADDITIONAL REQUIREMENTS:</p> <p style="text-align: center;">School-Wide Improvement Model -----</p> <ul style="list-style-type: none"> ▪ <i>F schools</i> 	<p>Describe your school-wide improvement model, including:</p> <ul style="list-style-type: none"> ▪ Staff responsible ▪  Research to support model, if not based on the Florida continuous improvement model <ul style="list-style-type: none"> Key elements of the model must include: <ul style="list-style-type: none"> ○ needs assessment with climate survey and disaggregated student achievement data ○ school wide instructional focus calendar that identifies when specific FCAT-tested SSS benchmarks will be taught ○ explicit instruction provided to all students in classes throughout the school on FCAT-tested SSS benchmarks using focus lessons, maintenance lessons and frequent monitoring of progress of each benchmark for each student (e.g., mini-assessments, quarterly assessments) ○ assignment of students to remediation or enrichment based on mastery of FCAT-tested SSS benchmarks for additional help or advanced applications of benchmark ○ extensive monitoring of the components listed above by school administration ▪  Professional development activities to implement the school improvement model ▪  School-wide, yearlong schedule of support/follow up <p>SBE requirement for performance grade “F” schools</p> <p><u>Title I Requirement</u>: Schoolwide reform strategies</p> <p>PL 107-110 Sec. 1114(b)(1)(B)</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <p>No CRP requirement: However, data disaggregation is a key element in the Reading Plan.</p>


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<p>School Advisory Council</p> <p>-----</p> <ul style="list-style-type: none"> ▪ <i>F schools</i> ▪ <i>SINI</i> 	<p>Provide statement that the School Advisory Council (SAC) is the sole body responsible for final decision making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.345, F. S. (school improvement).</p> <p>List SAC information, including:</p> <ul style="list-style-type: none"> ▪ Activities and duties of SAC members ▪ District procedure for election and appointment of advisory council members <p>List amount of funds for use by the SAC and the purpose for which the funds will be used.</p> <p>Provide statement of how SAC assists in the preparation and evaluation of the school improvement plan and the school's annual budget (Section 1001.452(2), Florida Statutes).</p> <p>For Charter Schools, Governing Body applies.</p> <p>For more information regarding School Advisory Councils, go to http://www.firn.edu/doe/bosi/sac1.htm</p> <p><u>Title I Requirement</u></p> <p>PL 107-110 Sec 1116(a)(3)(B)(ii)</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <p>No CRP requirement</p>


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<p>ADDITIONAL REQUIREMENTS:</p> <p>Communication with Parents regarding Choice Options</p> <p>-----</p> <ul style="list-style-type: none"> ▪ <i>F schools</i> ▪ <i>SINI</i> 	<p>Describe the actions taken to provide written notification to parents of each student, in a format that parents can understand, regarding Choice options including:</p> <p><u><i>Repeating F Schools</i></u></p> <ul style="list-style-type: none"> ▪ Florida Public School Choice with transportation: http://osi.fsu.edu/schoolchoice/choice.htm http://www.osi.fsu.edu/2004-05_Regional_TA_NCLB_Meeting/2005_nclb_meeting.htm ▪ Opportunity Scholarship 2004, if applicable: https://www.opportunityschools.org/Info/OSP/ http://osi.fsu.edu/opp_sch_resources.htm <p><u><i>SINI</i></u></p> <ul style="list-style-type: none"> ▪ District Public School Choice (parents choose for child to remain at school previously chosen through Florida's Choice options) ▪ District Public School Choice with transportation: http://osi.fsu.edu/schoolchoice/choice.htm ▪ School-within-a-School model ▪ State approved Supplemental Educational Services (SES) provider, if applicable: http://www.firn.edu/doe/family/ses.htm ▪ District approved Supplemental Educational Services (SES) provider, if applicable: <p><u>Title I Requirement</u></p> <p>PL 107-110 Sec 1116(b)(3)(A)(vi) [Florida Public School Choice and SES] Section 1002.38, Florida Statutes [Opportunity Scholarship Program]</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <p>No CRP requirement</p>









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<p style="text-align: center;">ADDITIONAL REQUIREMENTS:</p> <p style="text-align: center;">Extended Learning Opportunities</p> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> ▪ <i>F schools</i> ▪ <i>SINI</i> 	<p>Describe extended learning opportunities for remediation beyond the regular school day, in addition to remediation provided during the regular school day, based on individual student needs identified by analysis of student performance data, including:</p> <ul style="list-style-type: none"> ▪ A list of effective and research-based learning strategies to be used with each under-performing NCLB subgroup (White, African American, Hispanic, Asian, Native American, Economically Disadvantaged, Limited English Proficiency, or Students with Disabilities) and low-performing students (FCAT Level 1 and 2), formative and summative evaluation/expected results ▪ During school, before school, after school, summer, and during extension of the school year activities <p>For more information, go to:</p> <ul style="list-style-type: none"> ▪ The Effectiveness of Out-Of-School-Time Strategies in Assisting Low-Achieving Students in Reading and Mathematics: A Research Synthesis http://www.mcrel.org/topics/productDetail.asp?productID=151 ▪ After-School Opportunities Resources http://www.dropoutprevention.org/effstrat/after_school/after_school_resource.htm ▪ Twenty First Century Grants http://www.ed.gov/programs/21stcccl/index.html http://www.firn.edu/doe/curriculum/21century.htm <p><u>Title I Requirement:</u></p> <p>PL 107-110 Sec 1116(b)(3)(A)(ix) PL 107-110 Sec 1116(c)(7)(A)(vi) PL 107-110 Sec 1115(c)(1)(C)(i) PL 107-110 Sec 1114(b)(1)(B)(ii)(II): Increase the amount and quality of learning time, such as providing ...before- and after-school...opportunities PL 107-110 Sec 1114(b)(1)(I): Activities to ensure that students who experience difficulty shall be provided with effective, timely additional assistance</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <p style="padding-left: 40px;">Elementary: #10, p. 7 of the CRP Template</p> <p style="padding-left: 40px;">Middle School: #9 p. 10 of the CRP Template</p> <p style="padding-left: 40px;">H.S. #8, p. 12 of the CRP Template</p>


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<p>ADDITIONAL REQUIREMENTS:</p> <p>Preschool Transition</p> <ul style="list-style-type: none"> ▪ <i>Title I Schools</i> 	<p>Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs:</p> <ul style="list-style-type: none"> ▪  Assessment tools to determine student readiness rates ▪  Needs Assessment: disaggregated data to determine, for example, students' acquisition of specific skills and knowledge, as well as the ability to form meaningful relationships ▪  Staff responsible ▪  Programs currently or planned to be used to assist preschoolers with low readiness rates, e.g., Head Start, Even Start, Early Reading First, or a State-run preschool program ▪  Programs differentiate between "orientation-to-school" and "transition-to-school" ▪  Parent involvement and communication regarding transition programs ▪  Dedicated funding and resources ▪  Methods for evaluating the quality and effectiveness of the plan and transition programs <p>Additional Resources: www.floridajobs.org/earlylearning/index.html</p> <p><u>Title I Requirement</u>: Plans for assisting preschool children in transition from early childhood programs...to local elementary programs</p> <p>PL 107-110 Sec. 1114(b)(1)(G)</p>










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<p style="text-align: center;">PRIMARY GOAL</p> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> ▪ <i>F schools</i> ▪ <i>SINI</i> 	<p>Provide general statement of intent for improvement that is of a long-term nature for each required academic area.</p> <p>Goal statement should:</p> <ul style="list-style-type: none"> ▪ Reflect the vision for the school and for each child ▪ Relate to the most critical needs identified ▪ Address student performance needs in FCAT subject areas ▪ Address NCLB Adequate Yearly Progress percent proficient goals: (For 2005-2006, Reading 44%, Math 50%, 1% increase in Writing.) http://www.fldoe.org/NCLB/FactSheet-AYP.pdf ▪ 2005 Guide to Calculating Adequate Yearly Progress (AYP) http://web.fldoe.org/NCLB/pdf/0405AYP-tap.pdf <p>Describe how:</p> <ul style="list-style-type: none"> ▪ Stakeholder groups have been involved in the development of goals ▪ Identified goals are based on school's needs assessment <p>Section 1008.33, Florida Statutes</p> <p><u>Title I Requirement:</u></p> <p>PL 107-110 Sec.1116(c)(7)iv PL 107-110 Sec.1208(3) PL 107-110 Sec 1116(a)(1)(B) PL 107-110 Sec 1115 (c)(1)(B)</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <p style="text-align: center;">This section will cover requirements in CRP</p>




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<p>PRIMARY GOALS:</p> <p>Needs Assessment</p> <p>-----</p> <ul style="list-style-type: none"> ▪ <i>F schools</i> 	<p>Provide information on process used to identify school needs related to state priorities, including use of information and processes in the previous year's school reports to guide this year's needs assessment.</p> <ul style="list-style-type: none"> ▪  Describe how the data to be collected and methods of collection were determined, and the means by which teachers are included in the decisions regarding the use of academic assessments [PL 107-110, sec. 1114(a) (2) (H)]. Data should be collected that show the school's levels of success in addressing federal, state, district and school priorities. ▪  Describe how data were analyzed to determine areas of focus including data on student performance trends disaggregated by a variety of student subgroups related to: <ul style="list-style-type: none"> ○ Improved or decreased performance in reading ○ Improved or decreased performance in mathematics ○ Improved or decreased performance in science ▪  School, grade level, subject areas, NCLB groups, gender, FCAT Levels, FCAT content clusters, strands or elements, and classroom data should be disaggregated. Multiple data sources should be used in disaggregation and analysis, such as FCAT and local FCAT-like assessments, standardized tests, FCAT Explorer data, attendance and behavior reports, etc. ▪  Use current information. ▪  Describe how representatives of all stakeholder groups were part of the decision-making and data-collection processes. ▪  Identify most important unmet needs. ▪  Describe how all staff have student data readily available and are familiar with data-analysis procedures. ▪  Describe what support the district and/or school provide to teachers for interpreting and using student data for the design of instruction. <p><u>Title I Requirement:</u> A comprehensive needs assessment of the entire school.</p> <p>PL 107-110 Sec. 1114(b)(1)(A)</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <p>This section will cover requirements in CRP.</p>


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<p>PRIMARY GOALS:</p> <p>Objectives</p> <p>-----</p> <ul style="list-style-type: none"> ▪ <i>F schools</i> ▪ <i>SINI</i> 	<p>List objectives that have been developed to address specific problems identified as needs based on the analysis of student performance and other data disaggregated by NCLB subgroups, FCAT level, and FCAT strands/clusters/elements.</p> <p>Measure achievement toward a goal in each academic area of reading, mathematics, writing and science.</p> <p>Objectives must be SMART:</p> <ul style="list-style-type: none"> • Specific – Address specific performance needs of: <ul style="list-style-type: none"> ▪  NCLB subgroups (White, African American, Hispanic, Asian, Native American, Economically Disadvantaged, Limited English Proficiency, Student with Disabilities) ▪  Low-performing students (FCAT Level 1 and 2 and lowest 25% in reading) in FCAT subject areas, disaggregated by strands, clusters and elements <p style="margin-left: 40px;">- Address NCLB Adequate Yearly Progress percent proficient goals (For 2005-2006, Reading 44%, Math 50%, 1% increase in Writing.) http://www.fldoe.org/NCLB/FactSheet-AYP.pdf</p> • Measurable – include measurable expectations for all student populations. For an example see Technical Assistance Document for Evaluating your School Improvement Process p.10 http://osi.fsu.edu/Publications/2004TA.pdf • Attainable – address challenges that the school has the means to accomplish • Realistic – achievable for the given timeframe and resources • Time-bound – provide a timeframe for when desired results will be attained <p><u>Title I Requirement</u></p> <p>PL 107-110 Sec 1116(b)(3)(A)(v) PL 107-110 Sec 1116(c)(7)(A)(iv) PL 107-110 Sec 1111(b)(2)(G)(iii)</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <p style="text-align: center;">This section will cover requirements in CRP</p>



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<p>PRIMARY GOALS:</p> <p>Strategies</p> <p>-----</p> <ul style="list-style-type: none"> ▪ F schools ▪ SINI 	<p>Identify actions to be taken in order to achieve each objective.</p> <p>Strategies should:</p> <ul style="list-style-type: none"> ▪ Be directly related to attaining the stated objective designed to address needs identified by analysis of student performance data ▪ Identify who is responsible ▪ Identify a timeline ▪ Identify all necessary resources for implementing the strategy including, but not limited to, human/material resources, professional development, consultants, etc. ▪ Include student-achievement progress monitoring strategies and schedules ▪ Describe the process for modifying strategies in response to progress monitoring to ensure that students are successfully responding to strategy ▪ Be clear and understandable <p>Specific strategies must be identified for:</p> <ul style="list-style-type: none"> ▪ Establishing an instructional focus calendar that specifies which FCAT-tested and targeted SSS benchmarks will receive the instructional focus of the whole school during certain periods of time ▪ Acquiring or developing focus, mini- and maintenance-lessons in time for use in classroom instruction ▪ Acquiring or developing mini-assessments in time for use in classroom instruction ▪ Ensuring the SIP plan, including the focus lessons and assessments, is monitored <p>For additional information go to:</p> <ul style="list-style-type: none"> ▪ The SIP template provides links to reading, mathematics, writing, and science resources. ▪ For specific curriculum guidance, the following curriculum web site outlines staff available at FLDOE to provide assistance: http://www.firn.edu/doe/curriculum/curstaff.htm <p><u>Title I Requirement</u></p> <p>PL 107-110 Sec 1116(b)(3)(A)(i) PL 107-110 Sec 1115 (c)(1)(C) PL 107-110 Sec 1114 (b)(1)(B)(ii): Increase the amount and quality of learning time.... PL 107-110 Sec 1114 (b)(1)(I): Activities to ensure that students who experience difficulty mastering...academic achievement standards shall be provided with effective, timely additional assistance. PL 107-110 Sec 1114 (b)(1)(B)(ii)(III): Include strategies for meeting the educational needs of historically underserved populations PL 107-110 Sec 1114 (b)(1)(B)(iii): Include strategies to address the needs of all children...particularly the needs of low-achieving children</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <p>Elementary: # 3 – 9 of the CRP Template Middle School: #1, 4 – 8 of the CRP Template H.S.: # 3 –7 of the CRP Template</p>


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<p>PRIMARY GOALS:</p> <p>Evaluation -----</p> <ul style="list-style-type: none"> ▪ <i>F schools</i> ▪ <i>SINI</i> 	<p>Describe plan for compiling all evaluation data.</p> <p>Focus on evaluating the effectiveness of each objective and include formative assessments to monitor progress toward each objective and summative assessments to determine if objective has been attained. Describe the measure to include teachers in the decisions regarding the use of academic assessments [PL 107-110, Sec. 1114(a) (2) (H)].</p> <p><u>Title I Requirement</u></p> <p>PL 107-110 Sec 1116(b)(3)(A)(ii) PL 107-110 Sec 1114(a) (2) (H): Measures to include teachers in the decisions regarding the use of academic assessments</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <p>No CRP requirement</p>
<p>PRIMARY GOALS:</p> <p>Research-Based Programs -----</p> <ul style="list-style-type: none"> ▪ <i>F schools</i> ▪ <i>SINI</i> 	<p>Links to state approved programs in reading, mathematics and Comprehensive School Reform: (not exhaustive lists)</p> <ul style="list-style-type: none"> ▪ Reading: http://sip.osi.fsu.edu/sip_template/Resources/SIP_Template_Reading_programs.htm ▪ Math: <ul style="list-style-type: none"> ○ http://www.firm.edu/doe/instmat/pdf/newlyad.pdf ○ http://sip.osi.fsu.edu/sip_template/Resources/SIP_Math_Programs.htm <p>If program is not on one of these lists, then provide references or web link(s) with research-based evidence of effectiveness. Section 1003.415, Florida Statutes</p> <p><u>Title I Requirement</u></p> <p>PL 107-110 Sec 1116(b)(3)(A)(i)</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <p>Elementary: #1 of the CRP Template Middle School: #2 of the CRP Template H.S.: #1 of the CRP Template</p>



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<p>PRIMARY GOALS:</p> <p>Professional Development</p> <p>-----</p> <ul style="list-style-type: none"> ▪ <i>F schools</i> ▪ <i>SINI</i> 	<p>Describe the professional development plan or activities aligned with the stated goal that provides a year-long schedule of professional development and teacher support.</p> <p>Include process for:</p> <ul style="list-style-type: none"> ▪ Evaluating the quality of the training, as reported by participants ▪ Monitoring the integrity of the implementation ▪ Supporting the implementation through follow-up and resources ▪ Evaluating the impact on student achievement <p><u>Title I Requirement</u></p> <p>PL 107-110 Sec 1116(b)(3)(iii)(I) PL 107-110 Sec 1116(b)(3)(iii)(II) PL 107-110 Sec 1115 (c)(1)(F) PL 107-110 Sec 1114 (b)(1)(D): High-quality and ongoing professional development for teachers....</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <p style="padding-left: 40px;">Leadership: #6 (a – c) of the CRP Template</p> <p style="padding-left: 40px;">Coach: #2 (l - o) # 4 (a-b) of the CRP Template</p>


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<p style="text-align: center;">Budget -----</p> <ul style="list-style-type: none"> ▪ <i>F schools</i> ▪  <i>SINI</i> 	<p>Ensure that the school improvement budget is adequate to support (addressing multiple fund sources) the programs and strategies listed for each goal.</p> <p>List dollar amounts for each goal.</p> <p><u>Title I Requirement:</u></p> <p>PL 107-110 Sec. 1116(b)(3)(A)(iv) PL 107-110 Sec. 1114(a) (2) (J): Coordination and integration of Federal, State, and local services and programs</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <p>Leadership/Monitoring: #5</p>


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<p style="text-align: center;">PRIMARY GOALS:</p> <p style="text-align: center;">Highly Qualified, Certified In-Field Instructors</p> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> ▪ <i>F schools</i> ▪ <i>SINI</i> 	<p>List and describe high-quality, certified in-field instructors as defined by:</p> <ul style="list-style-type: none"> ▪ Successful teaching experience in the subject area as defined by increased student performance on the FCAT ▪ Attainment of or progress towards certification (e.g. reading certification or reading endorsement) ▪ Professional development in the subject area <p>The list, description and accompanying charts provide sufficient evidence that highly qualified, certified in-field instructors are assigned appropriately and/or a sound professional development plan is in place.</p> <p><i>*This section is not required for Writing or Science</i></p> <p><u>Title I Requirement</u></p> <p>PL 107-110 Sec. 1114 (b)(1)(C): Instruction by highly qualified teachers PL 107-110 Sec. 1115 (c)(1)(E)</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <ul style="list-style-type: none"> ▪ Elementary: Chart B, p. 5 of the CRP Template ▪ Middle School: Chart E, p. 8 of the CRP Template ▪ H.S. Chart H, p. 10 of the CRP Template ▪ CRP: #7, p. 3 of the CRP Template <p>Attach charts according to directions.</p>

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<p>ADDITIONAL GOALS:</p> <p>School Safety & Discipline</p> <ul style="list-style-type: none"> ▪ <i>All schools</i> 	<p>Write a goal statement for the school that will provide a safe and disciplined environment for all students.</p> <p>Florida Department of Education, Office of Safe and Healthy Schools http://www.firn.edu/doe/besss/safehome.htm</p> <p><i>Planning Guide: Achieving Safe, Equitable, Healthy, and Drug-Free Schools</i> http://www.firn.edu/doe/besss/pdf/plan_guide.pdf</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <p>No CRP requirement</p>
<p>Needs Assessment</p>	<p>Provide information on the process used to identify school needs including the use of information and processes in the previous year's school reports to guide this year's needs assessment in the areas of school safety and discipline. You may choose to use some of the following:</p> <ul style="list-style-type: none"> ▪ Examine school's data, e.g. School Public Accountability Reports (SPAR) http://doeweb-prd.doe.state.fl.us/eds/nclb spar/index.cfm, and Florida School Indicators Report (FSIR) http://info.doe.state.fl.us/fsir/ ▪ Examine results from school climate surveys ▪ Examine school discipline data ▪ Examine School Environmental Safety Incident Report (SESIR) system data ▪ http://www.firn.edu/doe/besss/discipline.htm ▪ Examine school attendance/truancy data ▪ Compare safety and discipline data with other schools with similar demographics ▪ Examine results of pre- and post-tests from proven Safe and Drug-Free Schools (SDFS) programs ▪ Examine data from "Gun Free Schools Act Report" ▪ Examine data from a School-Level Prevention Needs Assessment Survey (if school is a participant) ▪ Examine training provided to teachers on classroom management and/or school-wide discipline strategies, i.e.: <ul style="list-style-type: none"> ○ Positive Behavior Support System ○ http://flpbs.fmhi.usf.edu/index.asp ○ Foundations- Creating a Safe and Civil School http://www.safeandcivilschools.com/bio_rsprick.php ▪ Examine <i>Statewide Policy for Strengthening Domestic Security in Florida's Public Schools</i> <ul style="list-style-type: none"> ○ http://www.firn.edu/doe/besss/em_plan/pdf/terrorism_policy.pdf


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Objectives	<p>Using the SMART (Specific, Measurable, Attainable, Realistic, Time-Bound) Objectives, describe specifically how the school will address:</p> <ul style="list-style-type: none"> ▪ Issues associated with classroom management, discipline and student conduct ▪ Issues associated with school climate ▪ Issues relating to incidents of alcohol, tobacco, and other drug use ▪ Safety issues associated with transportation ▪ Adequacy of the safety programs and curricula ▪ Adequacy of school safety plan ▪ Parents' involvement in the safety and discipline activities of the school
Strategies	<p>Identify actions to be taken in order to achieve each objective. For example:</p> <ul style="list-style-type: none"> ▪ Implement school-based violence and drug prevention programs and curricula http://www.unf.edu/dept/fie/sdfs/program_inventory/ ▪ Identify classroom management and student discipline training needs and provide appropriate training for entire staff ▪ Consider using <i>Positive Behavior Support Project</i> for school-wide discipline http://flpbs.fmhi.usf.edu/index.asp or <i>Creating a Safe and Civil School</i> http://www.safeandcivilschools.com/bio_rsprick.php ▪ Establish a consistent, systematic, school-wide methodology for addressing behavior and discipline problems ▪ Identify safety training needs and provide appropriate training for entire staff ▪ Establish a policy for the access and behavior of all persons at the school facility and on the school grounds http://www.firn.edu/doe/besss/em_plan/pdf/terrorism_policy.pdf ▪ Establish mechanisms for identifying and serving the needs of students most at risk for engaging in disruptive and disorderly behavior ▪ Identify programs and practices for improving attendance ▪ Consider alternatives to school suspension ▪ Collaborate with the district's safe school staff ▪ Incorporate into school planning the "Crime Prevention Through Environmental Design" (CPTED) http://www.flcpted.org/ ▪ Contact other schools with similar demographics for school safety ideas and best practices

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Evaluation	<p>Describe plan for compiling all evaluation data. Focus on evaluating the effectiveness of each objective and include formative assessments to monitor progress toward each objective and summative assessments to determine if objective has been attained. For example:</p> <ul style="list-style-type: none"> ▪ Pre and Post Tests from the school's SDFS programs ▪ Results of the school climate surveys ▪ End-of-the year incident reports, including referrals, suspensions, and expulsions (information from the SESIR system) ▪ Check school FCAT results after implementation of safety and disciplinary programs
Budget	<p>Ensure that the school improvement budget (addressing multiple fund sources) is adequate to support the programs and strategies listed for this goal.</p>
ADDITIONAL GOALS: Technology <ul style="list-style-type: none"> ▪ <i>All schools</i> 	<p>Goal statements should:</p> <ul style="list-style-type: none"> • Encourage the full integration of technology in all curricular areas as a strategy to improve student achievement. • Promote equitable and universal student access to contemporary technology-based learning tools including the Internet, computers, grade appropriate instructional software, and specialized digital tools (such as science probes, video and/or sound recording devices, and presentation equipment). • Stimulate and encourage the continuous review of high quality educational content delivery methods and access options. • Promote and provide for research-based professional development opportunities for educators and administrators targeting the integration of technology into curricula and instruction and technology skill development. • Encourage the development of appropriate data targets to ensure achievement of key goals associated with Title II (Part D) of the No Child Left Behind legislation. <p> Comprehensive K-12 District Research-Based Reading Plan (CRP)</p> <p>No CRP requirement</p>

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Needs Assessment	<p>System for Technology Accountability and Rigor (STAR) process and data incorporated</p> <ul style="list-style-type: none"> • Annual participation of all stakeholders in STAR survey • Priority technology resource and training needs identified • Indicates ongoing staff review of online technology skills inventory and/or evaluation tools for teachers, students, and administrators <p>Provide statements of need based, at least in part, on STAR data.</p> <p>In general, the following areas of specific need should be addressed; if the school has already met the needs in any or all of these areas provide a brief description of how the need has been met.</p> <ul style="list-style-type: none"> • Access to technology must be provided for teachers and for students; • An environment of learning with technology must be created for all students, and in all subject areas. <p>Technical support must be adequate to prevent disruptions in technology availability.</p>
Objectives	<p>Provide objectives to achieve technology goals appropriate for school improvement. Objectives stated should:</p> <ul style="list-style-type: none"> • Be consistent with district, state, and national educational technology goals. • Target teacher professional development in relation to technology skill development and/or the capacity to effectively integrate technology into the instructional process. • Address student-learning gains resulting from greater access to high quality educational content and technology supported research-based instructional methods. • Prescribe specific technology related priorities such as making sure that every teacher has a dedicated computer appropriate for accessing both district and State student performance data (to inform instruction). • Be specific, measurable, attainable, realistic, and time-bound to the extent practical. <p>P.L. 107-110 Title II, Part D, Subpart I</p>

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Strategies	<p>Identify actions to be taken in order to achieve the objective.</p> <p>Strategies should:</p> <ul style="list-style-type: none"> • Clearly support achievement of one or more of the stated objectives. • Identify organizational teams, specialists, and/or collaborating partners with assigned implementation responsibilities. • Identify any essential technology resources which must be acquired (or remain in place) to effectively execute the strategy. • Include a projected implementation timeline. • Reference needs assessment data (STAR Survey results, etc.) and target specific student academic challenges or staff training priorities. • Include specific steps designed to overcome critical student or teacher technology access problems as determined through a formal needs assessment process (i.e. promote equitable access to technology for all students). • Address technology resource requirements in relation to students with special instructional needs. • Target the integration of technology into specific subject/curricular areas. • Describe how teachers will be encouraged to incorporate research-based instructional methods supported by technology.
Evaluation	<p>Describe plan for compiling all evaluation data.</p> <p>The plan should:</p> <ul style="list-style-type: none"> • Discuss the school's participation in the annual <i>STAR Survey</i>. • Identify how results will be used to help monitor progress towards achieving specific objectives. • Include a formative process designed to ensure that appropriate progress monitoring is taking place. • Include a summative reporting process to document the progress made and implementation challenges encountered on a periodic basis. • Discuss student academic achievement impacts in relation to technology goal achievement.
Research-Based Programs	<ul style="list-style-type: none"> • Cite research that supports the strategies above. • Research sites on the use of technology in the curricula can be found at: http://etc.usf.edu • The use of the System for Technology Accountability and Rigor (STAR) provides online tools for making data driven decisions on the utilization of technology for school improvement.


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Professional Development	Describe the professional development plan or activities aligned with the stated goal that provides a year-long schedule of professional development and teacher support. Include process for: <ul style="list-style-type: none"> ▪ Providing educators with the skills and knowledge necessary to integrate technology into the curricula as a tool for learning. ▪ Providing coaches, mentors, or peer teammates to model appropriate integration strategies in actual classrooms. ▪ Developing an ongoing program that is tied to the school's curriculum goals, with built-in evaluation. ▪ Providing teachers with a variety of opportunities that include hands-on, skill-based development, and online.
Budget	Ensure that the school improvement budget is adequate to support the programs and strategies listed for each goal or identify funding sources earmarked for supporting these programs and strategies.
ADDITIONAL GOALS: Student Health & Fitness: <i>Indoor Environmental Air Quality, Health & Physical Fitness</i> ▪ <i>All schools</i>	Provide general statement or statements of intent for improvement that address, of a long-term nature, indoor environmental air quality, health and physical fitness Goal statements should: <ul style="list-style-type: none"> ▪ enhance overall student health and fitness ▪ align with state and national goals for student health and fitness ▪ relate to most of the critical needs identified through the analysis of collected data Describe how: <ul style="list-style-type: none"> ▪ stakeholder groups have been involved in the development of the goal ▪ identified goal is based on school's needs assessment <u>Additional Resources:</u> <ul style="list-style-type: none"> ▪ For guidance and questions on health and physical fitness requirements http://www.firn.edu/doe/besss/health/comphome.htm ▪ For guidance and questions on Indoor Environmental Air Quality: (850-245-9295)
Needs Assessment	Provide information on the process used to identify school needs including the use of information and processes in the previous year's school reports to guide this year's needs assessment in the areas of Student Health and Fitness.

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Objectives	What percentage of students (by grade level or subgroup) will meet your goal in area(s) of need and what is the timeline?
Strategies	What activities/programs/courses/staff are needed to meet your goal?
Evaluation	Measuring, assessing, monitoring and reporting results from such measures as: safety inspections, sanitation reports, maintenance reports, etc. Further, how will you measure, assess, monitor, and report results from such areas as air quality and student health and fitness?
Budget	Ensure that the school improvement budget is adequate to support the programs and strategies listed for each goal or identify funding sources earmarked for supporting these programs and strategies.
ADDITIONAL GOALS: Return On Investment (ROI) ▪ <i>F schools</i>	<p>Part of the K-20 educational performance accountability system includes return on investment (Section 1008.31, Florida Statutes).</p> <p>When writing a general goal statement of intent showing the school's efforts to improve student performance in a fiscally efficient manner, consider the use of data:</p> <ul style="list-style-type: none"> ▪ to influence school-wide decision making ▪ to target specific areas of improvement ▪ to examine wide-ranging goals ▪ in rapid program evaluation ▪ to examine the relationship between cost and program effectiveness (Florida NCLB Consolidated Application, p. 108 [p. 112 in pdf document]) <p>http://www.fldoe.org/NCLB/FINALNCLB-AYP-Workbook_4-25-031.pdf http://www.ncrel.org/policy/pubs/html/booklet/book_8.htm</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p> <p>No CRP requirement</p>


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ROI: Needs Assessment	<p>The ROI index is determined by dividing the percentage of students with learning gains by the program costs per weighted full-time equivalent student at the school.</p> <p>What data is being used to determine Return on Investment?</p> <ul style="list-style-type: none"> ▪ Examine data from school report card ROI indicators: http://web.fldoe.org/eds/ROI/ ▪ Compare previous year's data with current year. ▪ Compare ROI with other schools that have similar demographics. ▪ Identify areas in student/staff and financial indicators that are in need of improvement.
ROI: Objectives	<ul style="list-style-type: none"> ▪ Describe specifically how the school will address any needs identified from the ROI student/staff indicators. ▪ Describe specifically how the school will address any identified concerns from the ROI financial indicators. ▪ Describe how the school will improve learning gains for student performance in relation to program costs.
ROI: Strategies	<ul style="list-style-type: none"> ▪ Become more informed about the use of financial resources in relation to school programs. ▪ Collaborate with the district on resource allocation. ▪ Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. ▪ Consider shared use of facilities, partnering with community agencies.
ROI: Evaluation	<ul style="list-style-type: none"> ▪ Establish methods to evaluate how the school's Return on Investment (ROI) improved/decreased at the end of the school year.





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<p>Implementation Evaluation (previously: Adequate Progress)</p> <ul style="list-style-type: none"> ▪ <i>F schools</i> ▪ <i>SINI</i> 	<p>Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts by addressing such questions as:</p> <ul style="list-style-type: none"> ▪ Was the school improvement model implemented as planned and designed and was it effective? ▪ Was the instructional focus calendar implemented as scheduled? What problems were encountered? ▪ Were all teachers providing effective explicit instruction that addressed the FCAT-tested SSS benchmarks? What problems were encountered? ▪ Were focus lessons, mini-lessons and maintenance lessons that addressed the FCAT-tested SSS benchmarks made available to teachers and used by them? What problems were encountered? ▪ Were progress monitoring mini-assessments correlated to focus lessons and the FCAT-tested SSS benchmarks used to determine mastery of benchmarks during the scheduled calendar time? Did teachers use disaggregated student achievement data to redesign instruction? What problems were encountered? ▪ Which and how many students were assigned to and participated in remediation or enrichment activities before, after and during the school day? Did remediation activities result in eventual mastery of the benchmarks? What problems were encountered? ▪ How often did administrators visit classrooms to monitor implementation of focused instruction? What did they find? What was done with their findings? What problems were encountered? ▪ Were all planned professional development activities conducted? How many and what percent of staff attended? Did participants feel the activities were worthwhile? How did participants use the knowledge and skills from the activities to improve instruction and student achievement? What problems were encountered? ▪ Have school improvement efforts addressed required State Board of Education and district intervention and assistance requirements? ▪ Does feedback from reviewers show that all required progress reports were completed with adequate and appropriate information and submitted on time? ▪ Does the final evaluation show that objectives were met? If not, are there strategies for an analysis of why not that can be used to refocus next year's plan? <p> <u>Comprehensive K-12 District Research-Based Reading Plan</u></p> <p>Leadership/Monitoring section #1 (c, d, g, l)</p> <p>Quarterly reports: October, January, April & June (JRF required)</p>


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School Advisory Council Membership	<p>List SAC members, position titles and goal assignment for each member.</p> <p> Comprehensive K-12 District Research-Based Reading Plan (CRP)</p> <p>No CRP requirement</p>
Final Budget	<p>Ensure that the Final Budget is adequate to support the programs and strategies listed in this plan.</p> <p>This Final Budget page is a compilation of all the Goal Area Budgets and cannot be edited. Individual budget pages may be edited and will be reflected in the budget total.</p> <p><u>Title I Requirement:</u></p> <p>PL 107-110 Sec 1116(b)(3)(A)(iv) PL 107-110 Sec. 1114(b) (1) (J): Coordination and integration of Federal, State, and local services and programs</p> <p> Comprehensive K-12 District Research-Based Reading Plan (CRP)</p> <p>No CRP requirement</p>
October Progress Report ▪ <i>F schools</i>	<p>F Schools report on implementation of School Improvement Plan</p> <p><u>Title I Requirement:</u></p> <p>PL 107-110 Sec. 1114(b) (1) (B) (II): Address how the school will determine if such needs have been met and are consistent with, and are designed to implement, the State and local improvement plans.</p> <p> Comprehensive K-12 District Research-Based Reading Plan (CRP)</p>
January Progress Report ▪ <i>F schools</i> ▪ <i>SINI</i>	<p>F Schools and Schools In Need of Improvement (SINI) report on implementation of School Improvement Plan</p> <p><u>Title I Requirement:</u></p> <p>PL 107-110 Sec. 1114(b) (1) (B) (II) (iv): Address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the State and local improvement plans.</p> <p> Comprehensive K-12 District Research-Based Reading Plan (CRP)</p>

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<p>April Progress Report</p> <ul style="list-style-type: none"> ▪ <i>F schools</i> 	<p>F Schools report on implementation of School Improvement Plan, refer to the Implementation Evaluation measures stated above.</p> <p><u>Title I Requirement:</u></p> <p>PL 107-110 Sec. 1114(b) (1) (B) (II): Address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the State and local improvement plans.</p> <p> <u>Comprehensive K-12 District Research-Based Reading Plan (CRP)</u></p>

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