

Planning and Evaluating Your School Improvement Process



A guide to assist with the planning, development, and writing of a School Improvement Plan



School Improvement Plan Technical Assistance Document

11th Edition • 2011

Table of Contents

Introduction.....	4
Aligning School Improvement with Accountability Requirements	5
Planning, Implementing, Monitoring, and Evaluating the School Improvement Process	8
Major Steps.....	8
Developing and Submitting the School Improvement Plan	9
General Template Format.....	13
Part I: Current School Status	17
School Information.....	17
Student Achievement Data	17
Highly Qualified Administrators	18
Highly Qualified Instructional Coaches.....	19
Highly Qualified Teachers	19
Non-Highly Qualified Instructors	21
Staff Demographics	21
Teacher Mentoring.....	22
Additional Requirements.....	24
Coordination and Integration (Required for Title I)	24
Response to Instruction/Intervention (RtI).....	26
Literacy Leadership Team (LLT).....	28
NCLB Public School Choice (Required for Title I)	29
Preschool Transition (Required for Title I)	30
Grades 6-12 Only and High Schools Only	31
Postsecondary Transition (High schools only).....	32
Part II: Expected Improvements	33
Objectives.....	33
Common Objective	34
Guiding Questions for Reading.....	35
Guiding Questions for Mathematics.....	36
Entering Reading and Mathematics Goal(s)	37
Guiding Questions for Science.....	40
Entering Science Goal(s)	41

Guiding Questions for Writing.....	42
Entering Writing Goal(s)	43
Guiding Questions for Attendance.....	45
Entering Attendance Goal(s)	45
Guiding Questions for Suspension	47
Entering Suspension Goal(s).....	47
Guiding Questions for Dropout Prevention	49
Entering Dropout Prevention Goal.....	49
Guiding Questions for Parent Involvement.....	51
Entering Parent Involvement Goal(s)	51
Additional Goal(s).....	52
Professional Development	53
Budget.....	54
Final Professional Development	55
Final Budget.....	56
Differentiated Accountability.....	56
School Advisory Council (SAC)	57
Final Submit.....	58

Introduction

School improvement planning is the process schools use to ensure that all students achieve at high levels. The continuous school improvement planning process is the course of action employed to coordinate and prioritize all the work of the school in the context of increasing student success. A school improvement plan (SIP) serves as a blueprint for the course of action needed to produce school improvement and directs this process.

An effective school improvement planning process allows Florida schools to develop a strategic and continuous plan that focuses on quality education and high levels of student achievement. Section 1001.42(18)(a), Florida Statutes (F.S.), requires that districts “annually approve and require implementation of a . . . school improvement plan for each school in the district. . . The school improvement plan shall be designed to achieve the state education priorities pursuant to S. 1000.03(5), F.S. Each plan shall address student achievement goals and strategies based on state and school district proficiency standards.” A well-crafted SIP provides the foundation for changing schools so that they meet Florida’s first education goal of *Highest Student Achievement*. Creating a SIP is the first step in the school improvement process. It should support Florida’s education mission, goals, strategic imperatives, and priorities and must align with federal and state accountability requirements. The School Advisory Council (SAC) is responsible for the development and implementation of the SIP.

To assist schools and districts in meeting these requirements, as set forth by state and federal legislation, the Bureau of School Improvement (BSI) has developed an online database so that SIPs and District Improvement & Assistance Plans (DIAP) can be submitted electronically (<http://www.flbsi.org/SIP>).

This Guide for Planning and Evaluating Your School Improvement Process, which will be referred to throughout this document as ‘The Guide.’ It is designed to assist school leadership teams, SAC members, and other school stakeholders in planning, implementing, monitoring, and evaluating the school improvement process. This is a document that explains the various sections of the online template and should be used for SIP development.

The Guide is divided into three sections:

- *Introduction*
- *Planning, Implementing, Monitoring, and Evaluating*
 - Major Steps Within the School Improvement Planning Process
 - Developing and Submitting a SIP
 - Developing and Submitting Progress Reports
- *Appendices*
 - Resources (to support the school improvement process)

Aligning School Improvement with Accountability Requirements

The stages of school improvement [planning, implementing, monitoring, and evaluating] should be aligned with federal, state, district, and school accountability requirements. These requirements are the result of federal legislation, state legislation, State Board of Education rules and initiatives, and state and/or federal grant-funded programs.

Federal legislation requires:

- **States** to develop and implement statewide accountability systems that ensure all public schools will make adequate yearly progress (AYP). All public school students must meet student academic achievement standards; and achievement gaps must be narrowed and/or eliminated [PL 107-110, S. 1111(b)(2), No Child Left Behind (NCLB) Act of 2001, *State Plans - Accountability*].
- **Districts** to develop a District Improvement & Assistance Plan (DIAP) approved by the state that is coordinated with other programs under NCLB. The plans must include how the Local Education Agency (LEA) will be assisting low-achieving schools and students to meet state required academic achievement standards, AYP, and how they will implement Public School Choice and Supplemental Educational Services (SES) [PL 107-110, S. 1112(a-b), NCLB - *Local Educational Agency Plans*].

State legislation and State Board of Education Rules require that:

- **All** school districts and public schools be held accountable for student performance. The State Board is responsible for a state system of school improvement and education accountability that assesses student performance by school, identifies schools in which students are not making adequate progress toward state standards, and institutes appropriate measures for enforcing improvement [s. 1008.33, F.S.].
- **District School Boards** maintain a system of school improvement and educational accountability [s. 1001.42(18), F.S.] that includes:
 - school improvement plans – updated annually and approved by the district school board;
 - public disclosure – sharing annual reports on student progress with the public; and
 - school improvement funds – districts provide funds to schools for developing and implementing school improvement plans.
- **School Advisory Councils** assist in the preparation and evaluation of the SIP. The SAC is the sole body responsible for final decision making at the school relating to implementation of the provisions of section 1008.345, F.S. A majority of the members of each SAC must be persons who are not employed by the school district. Each SAC shall be composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and business and community citizens who are representative of the ethnic, racial, and economic population served by the school. Career center and high school advisory councils shall include students; however middle and junior high school advisory councils

may include students. SACs that serve career centers and adult education centers are not required to include parents as members.

- **School Improvement Plans** are designed and implemented to achieve the state education priorities [s. 1000.03(5), F.S.] and student proficiency on the Next Generation Sunshine State Standards (NGSSS) [s. 1003.41, F.S.] (*Appendix B*). SIPs shall:
 - be consistent with, and managed through, the district’s continuing system of planning and budgeting;
 - address student achievement goals and strategies, based on state and school district proficiency standards;
 - include an accurate, data-based analysis of school performance data;
 - include a redesign component, based on the principles established in section 1003.413, F.S., for each secondary school; and
 - reflect dropout prevention and academic intervention programs [s. 1003.53, F.S.].
- For each school in the district that earns a school grade of “C” or below, or is required to have a SIP under federal law, the SIP shall, at a minimum, also include:
 - professional development that supports enhanced and differentiated instructional strategies to improve teaching and learning;
 - continuous use of disaggregated student achievement data to determine effectiveness of instructional strategies;
 - ongoing informal and formal assessments to monitor individual student progress, including progress toward mastery of the NGSSS, and to redesign instruction, if needed; and
 - alternative instructional delivery methods to support remediation, acceleration, and enrichment strategies.
- The SIP may also:
 - address issues relative to other academic-related matters, as determined by district school board policy;
 - align with curriculum, Student Progression Plans, Comprehensive Reading Plans (CRP) [http://www.justreadflorida.com/Reading_Plans], Title I Plans, and any other parent and community partnership requirements including, but not limited to:
 - Parent Involvement Policy required by NCLB Section 1118(a)(2); and Public Information and Parental Involvement Program, as required by the Family and School Partnership for Student Achievement Act [s. 1002.23, F.S.].

Other federal and state SIP requirements include:

- Florida Administrative Code (FAC) 6A-1.09981, *Differentiated Accountability State System of School Improvement*, specifies that “except for a school in the highest performing category, a school’s improvement plan shall include the strategies and support activities found in the Department’s Form DA-3 Strategies

and Support for Differentiated Accountability. The School Improvement Plan template, Form SIP-1, is hereby incorporated by reference in this rule to become effective with the effective date of this rule and is available at

<https://www.flbsi.org> .”

- Section 1116(b)(3)(A) of Public Law (PL) 107-110, *No Child Left Behind (NCLB) Act of 2001, Title I: Improving the Academic Achievement of the Disadvantaged* states that “...each school...identified for school improvement shall...develop or revise a school plan...for approval by...the local educational agency (LEA).” These identified schools in need of improvement (SINI) have to write SIPs, have them approved by the district, and then submit the SIPs to the Department.
<http://www.ed.gov/policy/elsec/leg/esea02/pg1.html>

Planning, Implementing, Monitoring, and Evaluating the School Improvement Process

School improvement is an ongoing process. Members of the SAC and school leadership teams work together in planning and implementing the SIP. The monitoring and evaluation of SIP goals, objectives, and strategies serve as a means of regularly reviewing progress and, if necessary, revising the SIP to better address needs and priorities. The SIP should be a dynamic document that is reviewed often and revised as necessary throughout the school year. It should also be used to assist with planning or revising the SIP for the following year.

Major Steps

Developing a Plan

- Ensure stakeholders are represented on the SAC team
- Agree on a way of work
- Conduct a comprehensive needs assessment based on student achievement data and school climate surveys
- Develop school Vision and Mission statements
- Use disaggregated data to determine student subgroups' strengths and weaknesses, which will inform decisions regarding instructional strategies
- Identify goals for reading, mathematics, science, writing, parental involvement, and other areas of emphasis
- Identify objectives to achieve each goal
- Identify strategies to meet the objectives
- Identify resources (including personnel) to implement the strategies
- Hire and retain qualified teachers and administrators
- Plan for ongoing professional development for all stakeholders
- Determine a method for measuring and evaluating the program on an ongoing and an annual basis

Implementing the Plan

- Communicate the plan to all stakeholders
- Develop consensus among stakeholders about the essential elements of the plan
- Ensure that all stakeholders responsible for implementation are familiar with the components of an evidence-based school improvement model

Monitoring and Evaluating the Plan

- Conduct regular observations and checks to confirm the level of effectiveness of the SIP implementation
- Conduct evaluations on a quarterly basis to ensure effectiveness of strategies
- Share the results of monitoring and evaluation with all stakeholders
- Collaboratively review evaluation results and make changes as necessary to the SIP
- At the end of the school year, fully evaluate the outcomes of the SIP
- After the final SIP evaluation, begin creating the plan for the upcoming school year

Developing and Submitting the SIP

Accessing the Template and Logging On

To access the SIP template or a copy of the previous year's SIP, go to the Bureau of School Improvement's website: <http://www.flbsi.org/>. Click on *School Improvement Plan*, which appears on the left menu bar. This will bring up the login page, described on the next few pages, where the options *Select Type of Plan* (SIP or DI&AIP), *Select District*, and *Select School* can be located.

The screenshot shows the Florida Department of Education Bureau of School Improvement website in a Windows Internet Explorer browser window. The address bar shows <http://www.flbsi.org/>. The website header includes the Florida Department of Education logo and the Bureau of School Improvement name. Navigation tabs are labeled: SCHOOL IMPROVEMENT, DIFFERENTIATED ACCOUNTABILITY, NEWS DESK, and INFORMATION RESOURCES. A left sidebar titled 'QUICK NAV' contains links for About Us, Submit or View: School Improvement Plan, Submit or View: District Improvement & Assistance Plans, e-Library, Blue Ribbon Schools, School Advisory Councils, Contact Us, DOE Website, FCAT Explorer/FOCUS, and Employees. The main content area features a large image of a young boy smiling. Below the image is a 'News & Current Information' section with a list of links: 2010-2011 DA School List (New!), 2010 Dart Model (doc), Frequently Asked Questions regarding the DA Bill, Technical Assistance Documents, Memo announcing 2010-2011 Lesson Study Technical Assistance Guide, and 2010-2011 Lesson Study. To the right of this section is an 'Employment Opportunities' section listing the Regional Executive Director and Region 2 roles: STEM Coordinator, Data Coach, Regional Reading Coordinator, and Career and Technical Expert Specialist. A Google search box is located on the right side of the page. The footer contains copyright information for 2006 Bureau of School Improvement and contact details for the Webmaster, along with links for feedback and technical support.

On the left side of the login page, there is a timeline for 2011-2012 School Improvement Reporting Deadlines, which includes due dates for:

- School Improvement Plan
 - Targeted Schools (Draft and Mid-Year follow up)
 - All Schools
- Progress Reports- All schools
 - School Baseline Data
 - School Mid-Year Data
 - School Mid-Year Narrative Report
- District Improvement and Assistance Plan (DIAP)
 - All districts
- Checklist of Compliance

On the home screen, users have three primary options: to log in to work on updating or creating a new SIP, to view the 2011-2012 SIP (Read-Only), or to view 2010-2011 SIP (Read-Only).

To access the SIP for updates or to create a new SIP:

- Select the type of plan from the drop down menu
- Select your school district from the drop down menu
- Select your school name from the drop down menu
- Enter your school's six digit password

To view the 2011-2012 SIP:

- Select your school name from the drop down menu
- Click the link that reads *Click to View 2011-2012 School Improvement Plan (Read Only)*

To view the 2010-2011 SIP:

- Select your school name from the drop down menu
- Click the link that reads *Click to View 2010-2011 School Improvement Plan (Read Only)*

2011-2012 School Improvement Reporting Deadlines	
School Improvement Plan (SIP)	
Targeted Schools Only — Draft 2011-2012 SIP template submitted to Regional Executive Director (RED)	August 1, 2011
Final SIP for all schools	September 30, 2011
Targeted Schools Only — SIP Mid-Year update following Mid-Year Instructional Review	January 31, 2012
Progress Reports	
School Baseline Data	October 10, 2011

2011-2012 School Improvement Plan

Select Type of Plan:

School Improvement Plan

Select District:

Alachua

Select School:

-- ALL STATE MIDDLE SCHOOL SAMPLE --

Type Password:

[Click Here to Login](#)

[Click to View 2011-2012 School Improvement Plan \(Read-Only\)](#)

[Click to View 2010-2011 School Improvement Plan \(Read-Only\)](#)

Contact your district school improvement contact to access your six digit password or if you are experiencing technical difficulties with accessing your SIP.

A fictitious school, All State Middle School Sample, was created to demonstrate the components of a SIP. This school will be used on the following pages as the different elements of the SIP are explained.

The login password for All State Middle School Sample located in Alachua is 01 (the two-digit district number) followed by 0000 (the four-digit school number) with no spaces in between. The password for your school will follow the same convention of two-digit district number followed by four-digit school number with no spaces (e.g. 010000). After typing in the password, select the *Click Here to Login* link. (The password will not appear as a number as shown in the example below but as a series of bullets.) Once the password is entered, the first page of the template will open.

Florida Department of Education

Florida Differentiated Accountability Program
School Improvement Plan

2011-2012 School Improvement Plan

Select Type of Plan:

Select District:

Select School:

Type Password:

[Click Here to Login](#)

After logging in, users have two options. You may access the following by clicking their respective links:

- *Go To My 2011-2012 School Improvement Plan Template*– this opens your current SIP
- *Upload My 2011-2012 School Improvement Plan (Word, PDF)*– this is to upload a your updated or new SIP that has been created using Microsoft Word or converted to a PDF.

This page also displays the federal and state legislation that requires each school to develop a SIP.

Florida Department of Education
 Florida Differentiated Accountability Program
 School Improvement Plan

District: Alachua /School: -- ALL STATE MIDDLE SCHOOL SAMPLE --

2011 - 2012 School Improvement Plan

[Log Out](#)

[Password Management](#)

Please Select:

[Go To My 2011-2012 School Improvement Plan Template](#)

[Upload My 2011-2012 School Improvement Plan \(Word,PDF\)](#)

STATE

Section 1001.42(18) Florida Statutes, School improvement plans.

- Annually approve and require implementation of a new, amended, or continuation school improvement plan for each school in the district.

FEDERAL

Public Law 107-110 Sec. 1116(b) (3)(A), School Plan ? Revised Plan

- After the resolution of a review under paragraph (2), each school identified under paragraph (1) for school improvement shall, not later than 3 months after being so identified, develop or revise a school plan, in consultation with parents, school staff, the local educational agency serving the school, and outside experts, for approval by such local educational agency. The school plan shall cover a 2-year period.

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When *Go to My 2011-2012 Plan is selected* you will see that the plan is pre-populated with the same information that was included in the previous year's plan. It was designed this way so that you would have a starting point to begin the review. It is very important that each part of the new 2011-2012 plan be reviewed and/or revised to reflect the strategies needed to improve the weaknesses identified after disaggregating your 2010-2011 FCAT data for each core area.

General Template Format

The navigation bar for managing your completion of the SIP template is located on the left side of every page. The menu bar has three sections: Utility Links, Navigate SIP, and DIAP Links.




The **Utility Links** section allows you to:

- *Log Out*
- See a *Print View of current SIP (HTML)*
- Open a *Print-view of current SIP (PDF)*
- *View Submitted SIP(s)*
- Open your *Previous year's SIP (HTML)*

Utility Links
Log Out
Print-view of current SIP (HTML)
Print-view of current SIP (PDF)
View Submitted SIP(s)
Previous year's SIP (HTML)

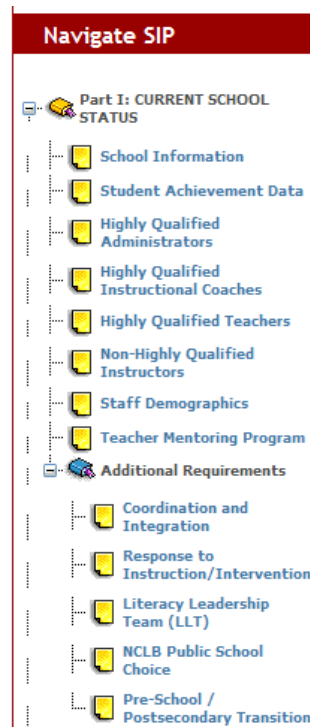
The **Navigate SIP** section divides and organizes Part I and Part II of the template. A screenshot of the menu bar can be seen on the following page. When a section title on the menu bar is clicked, the appropriate section of the template will open. If there is a plus sign (+) within a box to the left of the section title, it may be clicked open to view additional menu items included in that section.

Note: The following icons will appear throughout the template

- Click on the pencil to make revisions. 
- Click on the floppy disk to save. 
- Click on the trashcan to delete. 

Part I: Current School Status includes the following sections:

- School Information
- Student Achievement Data
- Highly Qualified Administrators
- Highly Qualified Instructional Coaches
- Highly Qualified Teachers
- Non-Highly Qualified Instructors
- Staff Demographics
- Teacher Mentoring Program
- Additional Requirements
 - Coordination and Integration
 - Response to Instruction/Intervention
 - Literacy Leadership Team (LLT)
 - NCLB Public School Choice
 - Pre-School/Postsecondary Transition

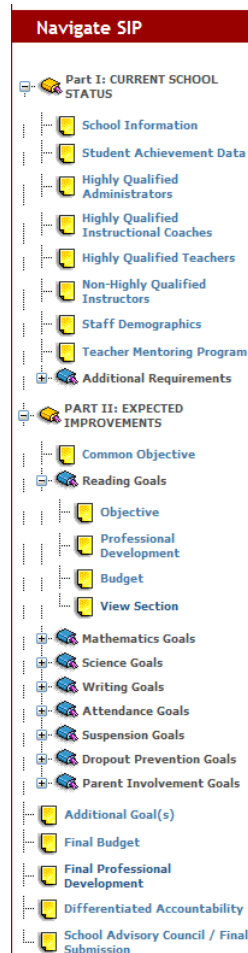


Part II: Expected Improvements includes the following sections:

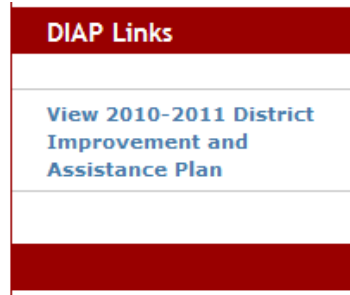
- Common Objective
- Reading Goal(s)
- Mathematics Goal(s)
- Science Goal(s)
- Writing Goal(s)
- Attendance Goal(s)
- Suspension Goal(s)
- Dropout Prevention Goal(s)
- Parent Involvement Goal(s)
- Additional Goal(s)
- Final Budget
- Final Professional Development
- Differentiated Accountability
- School Advisory Council/Final Submission

Under each Goal section there are three areas to be completed: Objective, Professional Development, and Budget.

A fourth link is available under each goal section titled “View Section”. This link provides the capability of viewing and printing that specific goal instead of having to print the entire document. This is useful for times when you might want to discuss science goals with the SAC and want to print a copy of that section only. To print the entire SIP choose the link titled “Print-view of current SIP (HTML)” or “Print-view of current SIP (PDF)” under the Utility Links.



The DIAP Links section of the menu bar contains one link: *View 2010-2011 District Improvement and Assistance Plan*. Click the link to reference the plan submitted by your district in the previous school year.



Note: Each component of the online template has a spell check feature. Text boxes cannot accept graphs or images.

It is highly recommended that SIPs be developed and stored in a Microsoft Word document. These electronic copies should be stored on a flash drive and/or hard drive to allow for regular review and revision, as necessary. Having an electronic copy also ensures an up-to-date backup in case the online copy is inaccessible, damaged, or lost.

Part I: Current School Status

School Information

The first page of the online template asks for *School Information* to be inserted regarding leadership at the school and SIP approval. The school name and district will be pre-populated. Insert the other required information in the appropriate text box.

- ***Principal name, SAC chair, and Superintendent*** - If this information is pre-populated, verify that it is correct, and if it is not, make the appropriate changes. If the school is a charter school, use the name of the Director of the governing agency in the text box beside *Principal Name*.
- ***Date of School Board Approval*** - If the SIP has not yet been approved, type in “pending school board approval.” If school board approval is pending, it is important to revise this page of the SIP once the plan is approved so that the actual date of approval is recorded. Section 1001.42(18)(a), F.S., requires that school boards approve the SIP annually. If the school is a charter school, use the date the governing body approved the SIP.

Student Achievement Data

This section of the template is pre-populated by the Department. The screenshot below shows the information contained on this page. School Grade, AYP, and FCAT trend data are included on this page, along with disaggregated data by grade level for reading, mathematics, science, and writing.

This section has links to the following data resources:

- *School Grade Trend Data* – use this data to complete Sections 1-4 of the reading and mathematics goals, and Sections 1 and 2 of the writing and science goals.
- *Adequate Yearly Progress Trend Data* – use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.
- *Florida Comprehensive Assessment Test (FCAT) Trend Data* – use this data to inform the problem-solving process when writing goals.

Student Achievement Data

Note: The following links will open in a separate browser window.

School Grades Trend Data

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

Adequate Yearly Progress (AYP) Trend Data

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

Florida Comprehensive Assessment Test (FCAT) Trend Data

(Use this data to inform the problem solving process when writing goals.)

Highly Qualified Administrators

Florida’s Principal Leadership Standards require high-performing instructional leaders who possess and utilize the competencies and skills necessary to complete their designated tasks effectively and efficiently, as they successfully lead the improvement of student achievement in our public schools.

In the section labeled *Highly Qualified Administrators*, the following information should be provided:

- name and position of each administrator;
- educational degrees attained by each administrator;
- any certifications attained by each administrator;
- number of years at current school;
- number of years of administrative experience for each administrator; and
- prior performance record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year).

[Log Out](#)

Florida Department of Education
 Florida Differentiated Accountability Program
 School Improvement Plan

District: Alachua /School: -- ALL STATE MIDDLE SCHOOL SAMPLE --

HIGHLY QUALIFIED ADMINISTRATORS

List your school’s highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for High Standards, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal <input type="button" value="v"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Highly Qualified Instructional Coaches

In the section labeled *Highly Qualified Instructional Coaches*, the following information should be provided:

- subject area of each instructional coach;
- name of each instructional coach;
- educational degrees attained by each instructional coach;
- certifications attained by each instructional coach;
- number of years at current school;
- number of years as an instructional coach; and
- Prior Performance Record (include prior School Grades, FCAT ((High Standards, Learning Gains, Lowest 25%)), and AYP information along with the associated school year).

Log Out

Florida Department of Education

Florida Differentiated Accountability Program
School Improvement Plan

District: Alachua /School: -- ALL STATE MIDDLE SCHOOL SAMPLE --

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for High Standards, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
			<input type="text"/>	<input type="text"/>	

Highly Qualified Teachers

Teacher quality is a key component of student learning. PL 107-110, Section 1114(b)(1)(E), NCLB, states that “strategies shall be developed to attract high quality highly qualified teachers to high need schools” with the greatest need.” Section 1012.2315(2), F.S., states that “School districts may not assign a higher percentage than the school district average of first-time teachers, temporarily certified teachers, teachers in need of improvement, or out-of-field teachers

to schools with above the school district average of minority and economically disadvantaged students or schools that are graded D or F. Each school district shall annually certify to the Commissioner of Education that this requirement has been met.” Schools graded D or F must annually report their teacher-retention rate and reasons for teachers leaving the school. District school boards are authorized to provide salary incentives to meet the requirements of this section of law and cannot sign collective bargaining agreements that preclude them from providing sufficient incentives to draw highly qualified teachers to low-performing schools.

In the section labeled *Highly Qualified Teachers*, describe the school-based strategies that are being used to recruit and retain high quality, highly qualified teachers to the school. The following information should be provided:

- description of strategy;
- person responsible; and
- projected completion date.

If not applicable please provide an explanation.

Section 1003.413, F.S., emphasizes reading instruction professional development for content area teachers, and a professional development package designed to provide information that content area teachers need to become proficient in applying evidence-based strategies through their content area.

Log Out

Florida Department of Education
 Florida Differentiated Accountability Program
 School Improvement Plan

District: Alachua /School: -- ALL STATE MIDDLE SCHOOL SAMPLE --

HIGHLY QUALIFIED TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)

Non-Highly Qualified Instructors

In this section, labeled *Non-Highly Qualified Instructors*, list all instructional staff and paraprofessionals who are teaching out of field and/or are NOT highly qualified. The following information should be provided:

- name of each person;
- certifications;
- teaching assignment; and
- professional development/support for the person to become Highly Qualified.

[Log Out](#)

Florida Department of Education
 Florida Differentiated Accountability Program
 School Improvement Plan

District: Alachua / School: -- ALL STATE MIDDLE SCHOOL SAMPLE --

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified

Staff Demographics

In the following section, labeled *Staff Demographics* provide demographic information about the instructional staff in the school (including Instructional Coaches);

- total number of instructional staff;
- percent of first-year teachers;
- percent of teachers with one to five years of experience;
- percent of teachers with six to 14 years of experience;
- percent of teachers with 15 or more years of experience;
- percent of teachers with advanced degrees;
- percent of Highly Qualified teachers;
- percent of Reading Endorsed teachers;

- percent of National Board Certified teachers; and
- percent of ESOL teachers.

Once the numbers are entered into each cell and you have saved, the percentages will automatically be calculated. The percentages will be populated next to each cell.

Log Out

Florida Department of Education
 Florida Differentiated Accountability Program
 School Improvement Plan

District: Alachua /School: -- ALL STATE MIDDLE SCHOOL SAMPLE --

Staff Demographics

Please complete the following demographic information about the instructional staff in the school. Please enter the number for each row. The percentages will be calculated once your information is saved.

Total Number of Instructional Staff	<input type="text" value="52"/>	
Number of First-Year Teachers	<input type="text" value="25"/>	Percentage: 48.1%(25)
Number of Teachers with 1-5 Years of Experience	<input type="text" value="32"/>	Percentage: 61.5%(32)
Number of Teachers with 6-14 Years of Experience	<input type="text" value="29"/>	Percentage: 55.8%(29)
Number of Teachers with 15+ Years of Experience	<input type="text" value="1"/>	Percentage: 1.9%(1)
Number of Teachers with Advanced Degrees	<input type="text" value="5"/>	Percentage: 9.6%(5)
Number Highly Qualified Teachers	<input type="text" value="9"/>	Percentage: 17.3%(9)
Number Reading Endorsed Teachers	<input type="text" value="10"/>	Percentage: 19.2%(10)
Number National Board Certified Teachers	<input type="text" value="16"/>	Percentage: 30.8%(16)
Number ESOL Endorsed Teachers	<input type="text" value="12"/>	Percentage: 23.1%(12)

Teacher Mentoring

Teacher mentoring is a proven method of developing and retaining quality classroom teachers and increasing teachers' overall job satisfaction. A teacher mentoring program involves "everyone", which includes new and beginning teachers, as well as experienced teachers who are new to the school and/or identified as being in need of improvement in their teaching strategies. A good mentoring program occurs when the learning community is built on a foundation of trust and ongoing support. Trust is a key element of an effective mentoring program where both the mentor and the mentee have a relationship that encourages reflection on the practice of teaching.

It is important that each school’s administration provides resources (especially time for mentoring teams to meet), observes each other’s classroom techniques, models promising practices, and discusses how improvements can be made to classroom and instructional practices. Teacher mentoring is an excellent means of developing and retaining quality classroom teachers. The benefits of a good mentoring program usually occur over time. Not only does the program encourage teachers to grow professionally and reach a higher standard of excellence, but it also provides that extra level of support when a new or struggling teacher needs assistance to implement effective strategies in the classroom.

PL 107-110, Section 1116(b)(3)(A)(x), NCLB, states that a teacher mentoring plan needs to be incorporated into school improvement processes. Information provided in this section of the plan should include:

- mentor name;
- mentee assigned;
- rationale for pairing; and
- planned mentoring activities.

[Log Out](#)

Florida Department of Education
 Florida Differentiated Accountability Program
 School Improvement Plan

District: Alachua /School: -- ALL STATE MIDDLE SCHOOL SAMPLE --

Teacher Mentoring Program

Please describe the school’s teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

Additional Requirements

The *Additional Requirements* section of the template addresses several different aspects of a school's required compliance with federal and state law. The areas that are addressed are provided below:

- Coordination and Integration
- Response to Instruction/Intervention (RtI)
- Literacy Leadership Team (LLT)
- NCLB Public School Choice
- Pre-School/Postsecondary Transition

Coordination and Integration

The coordination and integration of federal, state, and local funds reduces duplication of services and ensures that all needs of economically disadvantaged students are met. These wrap-around services make up a comprehensive framework that gives all children a greater chance of academic success. As required under Section 1114(b)(1)(J), PL 107-110, a Title I school, as part of its school-wide plan, must describe how funds from other NCLB programs and applicable federal, state, and local programs will be integrated and coordinated to meet all student needs. These needs could include such items as violence prevention programs, job placement, or vocational training based on the comprehensive needs assessment of the school. A school should carefully examine the educational and social needs of all students in the school as well as the programs and/or funding currently in place to support those needs.

Coordination and Integration

Note: For Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

[Check Spelling](#)

Title I, Part C- Migrant

[Check Spelling](#)

Title I, Part D

[Check Spelling](#)

Title II

[Check Spelling](#)

Title III

[Check Spelling](#)

Title X- Homeless

[Check Spelling](#)

Supplemental Academic Instruction (SAI)

[Check Spelling](#)

Violence Prevention Programs

[Check Spelling](#)

Nutrition Programs

[Check Spelling](#)

Housing Programs

[Check Spelling](#)

Head Start

[Check Spelling](#)

Adult Education

[Check Spelling](#)

Career and Technical Education

[Check Spelling](#)

Job Training

[Check Spelling](#)

Other

[Check Spelling](#)

Note: Graphs and images cannot be inserted into above textboxes.

Response to Instruction/ Intervention (RtI)

In this section, labeled *Response to Instruction/Intervention*, provide information about the school-based RtI Team and the RtI implementation that will occur. The following details should be included:

- identify the school-based RtI Leadership Team;
- describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions) and how the team works with other school teams to organize/coordinate RtI efforts;
- describe the role the school-based RtI Leadership Team will have in the development and implementation of the school improvement plan and a description of how the RtI Problem-Solving process is used in developing and implementing the SIP;
- describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior; and
- describe the plan to train staff on RtI.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

[Check Spelling](#)

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

[Check Spelling](#)

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem Solving process is used in developing and implementing the SIP?

[Check Spelling](#)

RtI Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

[Check Spelling](#)

Describe the plan to train staff on RtI.

[Check Spelling](#)

Note: Graphs and images cannot be inserted into above textboxes.

Save

Literacy Leadership Team (LLT)

In this section labeled, *Literacy Leadership Team*, provide information about the school-based LLT. The following details should be included:

- identify the school-based LLT;
- describe how the school-based LLT functions (e.g., meeting processes and roles/functions); and
- major initiatives of the LLT this year.

Log Out

Florida Department of Education
Florida Differentiated Accountability Program
School Improvement Plan

District: Alachua / School: -- ALL STATE MIDDLE SCHOOL SAMPLE --

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

[Check Spelling](#)

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

[Check Spelling](#)

What will be the major initiatives of the LLT this year?

[Check Spelling](#)

Save

NCLB Public School Choice

Students in Title I schools that have not made AYP for two or more consecutive years must be allowed a choice to move to a higher-performing school, consistent with the requirements of the NCLB Act. A school that has not made AYP for two or more consecutive years is classified as a school in need of improvement (SINI). The district must notify parents of eligible students about their options to move from a SINI school and provide them with an opportunity to do so.

No later than the first day of the school year, the district must provide the parents of each student enrolled in a Title I school identified as a SINI, in corrective action or in restructuring, with the following information [PL 107-110, Section 1116(b)(6)(A-F), NCLB]:

- the school's status and what that identification means;
- how the school compares academically to other public schools in the district;
- the reason(s) for the school's status;
- what the school and the district are doing to address the academic problem(s);
- how parents can help; and
- what the student's options are, including transferring to another public school and/or Supplemental Educational Services (SES), as applicable.

Written communication with parents must comply with statutory requirements and must be accessible to parents of different backgrounds, different literacy levels, and different languages. Examples of district choice letters can be accessed in the technical assistance paper *Public School Choice Parent Outreach and Notification*:

<http://info.fldoe.org/docushare/dsweb/Get/Document-4362/k-12-08-58memo.pdf>.

NCLB Public School Choice has three upload boxes. The first upload box is for the school to attach the letter that is sent to parents notifying them of the school's status if it is a school in need of improvement (SINI status). The second box is for the letter the school must submit annually to each parent regarding their options to make a public school choice with transportation because of the school's performance. The last box is the letter informing parents of the Supplemental Educational Services (SES) that will be available to their child.

These upload boxes will only accept one *Microsoft Word* or Adobe PDF document. If the school attempts to upload several different letters into the one box, the template will only retain the final letter. In order to include multiple letters, combine the letters in one document and upload the single file.

Log Out

Florida Department of Education
 Florida Differentiated Accountability Program
 School Improvement Plan

District: Alachua /School: -- ALL STATE MIDDLE SCHOOL SAMPLE --

NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status
Attach a copy of the Notification of SINI Status to Parents

Public School Choice with Transportation (CWT) Notification
Attach a copy of the CWT Notification to Parents

Supplemental Educational Services (SES) Notification
Attach a copy of the SES Notification to Parent

Pre-School/Postsecondary Transition

This section provides space for elementary, middle, and high schools to share their plans and strategies for assisting students with the transitions from pre-school to elementary school, elementary to middle, and middle to high school.

Elementary Title I Schools Only: Pre-School Transition

In this section labeled, *Elementary Title I Schools Only: Pre-School Transition*, provide information about the plan for assisting preschool children in transition from early childhood to local elementary school programs.

Log Out

Florida Department of Education
 Florida Differentiated Accountability Program
 School Improvement Plan

District: Alachua /School: -- ALL STATE MIDDLE SCHOOL SAMPLE --

Pre-School/Postsecondary Transition

***Elementary Title I Schools Only: Pre-School Transition**

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

[Check Spelling](#)

Grades 6-12 Only and High Schools Only

As mentioned above, Section 1003.413(2)(a-j), F.S., created requirements for secondary schools in an attempt to help schools focus on the issues necessary to improve student achievement. Each middle, combination, or high school (primarily serving Grades 6 through 12) must submit a secondary school plan that includes a Secondary School Redesign component, based on the ten guiding principles that are crucial for student achievement, as required by s. 1001.42(18):

- a. Struggling students, especially those in failing schools, need the highest quality teachers and dramatically different, innovative approaches to teaching and learning.
- b. Every teacher must contribute to every student's reading improvement.
- c. Quality professional development provides teachers and principals with the tools they need to better serve students.
- d. Small learning communities allow teachers to personalize instruction to better address student learning styles, strengths, and weaknesses.
- e. Intensive intervention in reading and mathematics must occur early and through innovative delivery systems.
- f. Parents need access to tools they can use to monitor their child's progress in school, communicate with teachers, and act early on behalf of their child.
- g. Applied and integrated courses help students see the relationships between subjects and relevance to their futures.
- h. School is more relevant when students choose courses based on their goals, interests, and talents.
- i. Master schedules should not determine instruction and must be designed based on student needs, not adult or institutional needs.
- j. Academic and career planning engages students in developing a personally meaningful course of study so they can achieve goals they have set for themselves.

Grades 6 through 12 Only

This section should provide a description of the plan ensuring that teaching reading strategies is the responsibility of every teacher.

***Grades 6-12 Only**

Sec. 1003.413(g)(j) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

[Check Spelling](#)

High Schools Only

This section should include:

- a description of how the school incorporates applied and integrated courses to help students see the relationship between subjects and relevance to their future; and
- a description of how the school incorporates students’ academic and career planning, as well as promote student course selections, so that a student’s course of study is personally meaningful.

***High Schools Only**

Note: Required for High School- Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

[Check Spelling](#)

How does the school incorporate students’ academic and career planning, as well as promote student course selections, so that students’ course of study is personally meaningful?

[Check Spelling](#)

Postsecondary Transition

In this section, labeled *Post Secondary Transition*, provide the strategies that will be used for improving student readiness for the public postsecondary level, based on an annual analysis of the “High School Feedback Report.” This section is only required for high schools.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

[Check Spelling](#)

Note: Graphs and images cannot be inserted into this textbox.

Save

Part II: Expected Improvements

The second part of the SIP begins with the development of goals. Schools are required to write goals for reading, mathematics, science, writing, attendance, suspension, dropout prevention, parent involvement, and testing. Some schools may need to write additional goals as a result of specific challenges and concerns facing their school or school district.

For each of the areas requiring goals, the following three sections need to be completed:

- Objective
- Professional Development
- Budget

The Objective section looks a little different for each of the nine goal areas and will be described below. The Professional Development and Budget sections look the same for each goal area, therefore, one explanation of each has been included.

Objective

Each “Objective” section for the nine different goal areas in the template contains a “Help” link that will direct you to the “Guiding Questions to Inform the Problem-Solving Process.” These questions are intended to aid in the goal development process. Specific responses are not required for each question. The “Guiding Questions” are not included on the SIP online template or the Word template, but instead are listed in this Technical Assistance Guide for your reference.

The “Common Objective” sections for reading and mathematics are divided into five areas in the goals section; science has two areas and writing has three areas. These areas will be expounded upon in the sections that follow.

Each goal section should include:

- a narrative for the goal;
- the current level of performance (2010);
- the expected level of performance (2011);
- anticipated barrier(s);
- strategies that are **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**ime-bound (*SMART*);
- the person or position responsible for monitoring the implementation of the goal;
- the process used to determine the effectiveness of the strategy(ies); and
- evaluation tool(s).

Common Objective

The *Common Objective* link allows for strategies that fit across all subjects for the five goal areas to be placed in this section. You will have the ability to check the box “R” for reading, “M” for mathematics, “S” for science, and “W” for writing. Once the box has been checked and the strategy has been saved, it will pre-populate against all the subjects that were selected in their appropriate sections.

Florida Department of Education
 Florida Differentiated Accountability Program
 School Improvement Plan

District: Alachua /School: -- ALL STATE MIDDLE SCHOOL SAMPLE --

Common Objective:

[Help](#)

For guidance with this section or to view the guiding questions, click the "Help" link above.

Objectives

This section of the template allows for strategies implemented across multiple subject areas for the five goal areas (Reading, Mathematics, Science, and Writing) to be inputted.

1	Student achieving proficiency (Level 3) -- Goal #1
2	Student achieving above proficiency (Levels 4 and 5) -- Goal #2
3	Percentage of students making Learning Gains -- Goal #3
4	Percentage of students in Lowest 25% making learning gains -- Goal #4
5	Student subgroups not achieving Adequate Yearly Progress (AYP) in
	Goal #5A: Ethnicity
	Goal #5B: English Language Learners (ELL)
	Goal #5C: Students with Disabilities (SWD)
	Goal #5D: Economically Disadvantaged

Common Goal #1

Student achieving proficiency (Level 3) -- Goal #1

[Help](#)

For guidance with this section or to view the guiding questions, click the "Help" link above.

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Subject Selection
					<input type="checkbox"/> R <input type="checkbox"/> M <input type="checkbox"/> S

Click button to return to the list of objectives to continue working in this goal.

[Back to Common Objectives](#)

Common Goal #5A

Goal #5A: Ethnicity

[Help](#)

For guidance with this section or to view the guiding questions, click the "Help" link above.

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Subject Selection
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> R <input type="checkbox"/> M <input type="checkbox"/> W

Click button to return to the list of objectives to continue working in this goal. [Back to Common Objectives](#)

Guiding Questions for Reading

- Based on 2011 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
- Based on 2011 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
- Based on a comparison of 2010 FCAT data and 2011 FCAT data, what was the percentage point increase or decrease of students maintaining proficiency (FCAT Levels 3, 4, 5)?
- What are the anticipated barriers to increasing the percentage of students maintaining proficiency (FCAT Level 3) or moving above proficiency (FCAT Levels 4 or 5) on the 2012 FCAT?
- For students scoring FCAT Levels 1 or 2, what strategies will be implemented to provide remediation and increase achievement to proficiency (FCAT Level 3)?
- For students scoring FCAT Level 3, what strategies will be implemented to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5)?
- For students scoring FCAT Levels 4 or 5, what strategies will be implemented to maintain above proficiency and provide enrichment?
- What percentage of students made learning gains?
- What was the percentage point increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

- What percentage of students in the lowest 25% made learning gains?
- What was the percentage point increase or decrease in the lowest 25% of students making learning gains?
- What are the anticipated barriers to increasing learning gains in the lowest 25%?
- What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?
- Which student subgroups did not meet AYP targets?
- What are the anticipated barriers to increasing the number of subgroups making AYP?
- What strategies will be used to ensure students make AYP?
- What clusters/strands, by grade level, showed a decrease in proficiency?
- How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)?
- How will focus lessons be developed and revised to increase proficiency for these clusters/strands?
- In addition to the Baseline and Mid-Year assessment, how often will interim or mini-assessments be administered?
- How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- How will the Problem-Solving Model and progress monitoring be utilized to strengthen RtI Tier 1 instruction and differentiation?
- How will the Problem-Solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
- How will the Problem-Solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

Guiding Questions for Mathematics

- Based on 2011 data, what percentage of students achieved proficiency (Level 3)?
- Based on 2011 data, what percentage of students achieved above proficiency (Levels 4 or 5)?
- Based on a comparison of 2010 data and 2011 data, what was the percentage point increase or decrease of students maintaining proficiency (Levels 3, 4, 5)?
- What are the anticipated barriers to increasing the percentage of students maintaining proficiency (Level 3) or moving above proficiency (Levels 4 or 5) on the 2012 FCAT or End of Course (EOC) Exams?
- For students scoring Levels 1 or 2, what strategies will be implemented to provide remediation and increase achievement to proficiency (Level 3)?
- For students scoring Level 3, what strategies will be implemented to maintain proficiency and/or increase achievement to above proficiency (Levels 4 or 5)?
- For students scoring Levels 4 or 5, what strategies will be implemented to maintain above proficiency and provide enrichment?
- What percentage of students made learning gains?
- What was the percentage point increase or decrease of students making learning gains?

- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?
- What percentage of students in the lowest 25% made learning gains?
- What was the percentage point increase or decrease in the lowest 25% of students making learning gains?
- What are the anticipated barriers to increasing learning gains in the lowest 25%?
- What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?
- Which student subgroups did not meet AYP targets?
- What are the anticipated barriers to increasing the number of subgroups making AYP?
- What strategies will be used to ensure students make AYP?
- What clusters/strands, by grade level, showed a decrease in proficiency?
- How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)?
- How will focus lessons be developed and revised to increase proficiency for these clusters/strands?
- In addition to the Baseline and Mid-Year assessment, how often will interim or mini-assessments be administered?
- How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?
- How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
- How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

Entering Reading and Mathematics Goal(s)

To enter your goals for reading or mathematics:

- Click *Objective* under the appropriate goal section, either “Reading” or “Mathematics.”
- Required areas for inputting your goal details for “Reading” and/or “Mathematics” are listed in bold lettering. Click on one of the five goals listed below:
 1. Students achieving proficiency (FCAT Level 3) in Reading/Math
 2. Students achieving above proficiency (FCAT Levels 4 and 5) in Reading/Math
 3. Percentage of students making Learning Gains in Reading/Math
 4. Percentage of students in Lowest 25% making Learning Gains in Reading/Math
 5. Student subgroups not achieving Adequate Yearly Progress (AYP) in:

- a) Ethnicity
 - b) English Language Learners (ELL)
 - c) Students with Disabilities (SWD)
 - d) Economically Disadvantaged
- To update or change your goals click on the icon of the pencil.
 - For each of the required areas listed above the following details will need to be addressed:
 1. Narrative for the Goal
 2. 2011 Current Level of Performance
 3. 2012 Expected Level of Performance
 4. Problem-Solving Process to Increase Student Achievement
 - a. Anticipated Barrier
 - b. Strategy
 - c. Person or Position Responsible for Monitoring
 - d. Process Used to Determine Effectiveness of Strategy
 - e. Evaluation Tool

Click the “Save above modified data” button after entering information for each goal. In addition, click the floppy disk icon after adding or updating each strategy.

Reading Goal:

[Help](#)

For guidance with this section or to view the guiding questions, click the "Help" link above.

Objectives

1	Student achieving proficiency (FCAT Level 3) -- Goal #1
2	Student achieving above proficiency (FCAT Levels 4 and 5) -- Goal #2
3	Percentage of students making Learning Gains -- Goal #3
4	Percentage of students in Lowest 25% making learning gains -- Goal #4
5	Student subgroups not achieving Adequate Yearly Progress (AYP) in
	Goal #5A: Ethnicity
	Goal #5B: English Language Learners (ELL)
	Goal #5C: Students with Disabilities (SWD)
	Goal #5D: Economically Disadvantaged

Reading Goal

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:		* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).		
2011 Current Level of Performance:*		2012 Expected Level of Performance:*		
* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).		* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).		
<input type="button" value="Save above modified data"/>				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<div style="border: 1px solid gray; height: 100px;"></div>	<div style="border: 1px solid gray; height: 100px;"></div>	<div style="border: 1px solid gray; height: 100px;"></div>	<div style="border: 1px solid gray; height: 100px;"></div>	<div style="border: 1px solid gray; height: 100px;"></div>

Click button to return to the list of objectives to continue working in this goal.

Mathematics Goal

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in Mathematics					
Mathematics Goal #4:					
2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
Save above modified data					
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

Click button to return to the list of objectives to continue working in this goal. [Back to Mathematics Objectives](#)

Guiding Questions for Science

- Based on 2011 data, what percentage of students achieved proficiency (Level 3)?
- Based on 2011 data, what percentage of students achieved above proficiency (Levels 4 or 5)?
- What are the anticipated barriers to students achieving proficiency (Level 3) or above proficiency (Levels 4 or 5) on the 2012 FCAT or End of Course (EOC) Exam?
- What benchmarks/strands, by grade level, showed non-proficiency?
- How will the Instructional Focus Calendar be created to address areas of improvement (benchmark(s)/strand(s))?
- How will focus lessons be developed and revised to increase and maintain proficiency for these benchmarks/strands?
- In addition to the Baseline and Mid-Year assessment, how often will interim or mini-assessments be administered?
- How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?

- How will the Problem-Solving Model and progress monitoring be utilized to strengthen RtI Tier 1 instruction and differentiation?
- How will the Problem-Solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
- How will the Problem-Solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

Entering Science Goal(s)

To enter your goals for science:

- Click *Objective* under the “Science” section.
- Required areas for inputting your goal details for “Science” are listed in bold lettering. Click on one of the two goals listed below.
 1. Students achieving proficiency (FCAT Level 3) in Science
 2. Students achieving above proficiency (FCAT Levels 4 and 5) in Science
- To update or change your goals click on the icon of the pencil.
- For each of the required areas listed above the following details will need to be addressed:
 1. Narrative for the goal
 2. 2011 Current Level of Performance
 3. 2012 Expected Level of Performance
 4. Problem-Solving Process to Increase Student Achievement
 - a. Anticipated Barrier
 - b. Strategy
 - c. Person or Position Responsible for Monitoring
 - d. Process Used to Determine Effectiveness of Strategy
 - e. Evaluation Tool

Click the “Save above modified data” button after entering information for each goal. In addition, click the floppy disk icon after adding or updating each strategy.

Science Goal:

Help

For guidance with this section or to view the guiding questions, click the “Help” link above.



Objectives	

1	Student achieving proficiency (Level 3) -- Goal #1
2	Student achieving above proficiency (Levels 4 and 5) -- Goal #2

Science Goal

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:		<input type="text"/>			
2011 Current Level of Performance:*		2012 Expected Level of Performance:*			
<input type="text"/>		<input type="text"/>			
<input type="button" value="Save above modified data"/>					
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
vsdl;jfdl;aj	dfg;jdfj;j	fsad;fj;j	fgdsgjsda;j	vg;jsdj;	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

Click button to return to the list of objectives to continue working in this goal.

Guiding Questions for Writing

- Based on 2011 FCAT data, what percentage of students achieved Adequate Yearly Progress (AYP) (Levels 3.0 and higher)?
- What are the anticipated barriers to students achieving AYP on the 2012 FCAT?
- Which student subgroups did not achieve AYP targets on the 2011 FCAT?
- What are the anticipated barriers to increasing the number of subgroups achieving AYP on the 2012 FCAT?
- What strategies will be used to ensure students achieve AYP on the 2012 Writing FCAT?
- What types of writing (narrative, expository, persuasive), by grade level, showed a decrease in writing scores?
- How will the Instructional Focus Calendar be created to address areas of improvement for writing skills (focus, organization, support and conventions)?

- How will focus lessons be developed and revised to increase and maintain writing scores?
- In addition to the Baseline and Mid-Year assessment, how often will interim or mini-assessments be administered?
- How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- How will the Problem-Solving Model and progress monitoring be utilized to strengthen RtI Tier 1 instruction and differentiation?
- How will the Problem-Solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
- How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

Entering Writing Goal(s)

To enter your goals for writing:

- Click *Objective* under the “Writing” section.
- Required areas for inputting your goal details for “Writing” are listed in bold lettering. Click on one of the two goals listed below.
 1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in Writing
 2. Student subgroups not achieving Adequate Yearly Progress (AYP) in Writing:
 - a) Ethnicity
 - b) English Language Learners (ELL)
 - c) Students with Disabilities (SWD)
 - d) Economically Disadvantaged
- To update or change your goals click on the icon of the pencil.
- For each of the required areas listed above the following details will need to be addressed:
 1. Narrative for the Goal
 2. 2011 Current Level of Performance
 3. 2012 Expected Level of Performance
 4. Problem-Solving Process to Increase Student Achievement
 - a. Anticipated Barrier
 - b. Strategy
 - c. Person or Position Responsible for Monitoring
 - d. Process Used to Determine Effectiveness of Strategy
 - e. Evaluation Tool

Click the “Save above modified data” button after entering information for each goal. In addition, click the floppy disk icon after adding or updating each strategy.

Writing Goal:

[Help](#)

For guidance with this section or to view the guiding questions, click the "Help" link above.

Objectives

1	Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) -- Goal #1
2	Student subgroups not achieving Adequate Yearly Progress (AYP) in
	Goal #2A: Ethnicity
	Goal #2B: English Language Learners (ELL)
	Goal #2C: Students with Disabilities (SWD)
	Goal #2D: Economically Disadvantaged

Writing Goal

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing					
Writing Goal #2A:					
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)					
2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
Save above modified data					
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

Click button to return to the list of objectives to continue working in this goal.

Back to Writing Objectives

Guiding Questions for Attendance

- What was the attendance rate for 2010-2011?
- How many students had excessive absences (10 or more) during the 2010-2011 school year?
- What are the anticipated barriers to decreasing the number of students with excessive absences?
- What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2011-2012?
- How many students had excessive tardies (10 or more) during the 2010-2011 school year?
- What are the anticipated barriers to decreasing the number of students with excessive tardies?
- What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2011-2012?

Entering Attendance Goal(s)

To enter your goals for attendance:

- Click *Objective* under the “Attendance” section.
- “Attendance” is listed in bold lettering.
- For the required area listed above the following details will need to be addressed:
 1. Narrative for the Goal
 2. 2011 Current Attendance Rate
 3. 2012 Expected Attendance Rate
 4. 2011 Current Number of Students with Excessive Absences (10 or more)
 5. 2012 Expected Number of Students with Excessive Absences (10 or more)
 6. 2011 Current Number of Students with Excessive Tardies (10 or more)
 7. 2012 Expected Number of Students with Excessive Tardies (10 or more)
 8. Problem-Solving Process to Increase Student Achievement
 - a. Anticipated Barrier
 - b. Strategy
 - c. Person or Position Responsible for Monitoring
 - d. Process Used to Determine Effectiveness of Strategy
 - e. Evaluation Tool

Click the “Save above modified data” button after entering information for each goal. In addition, click the floppy disk icon after adding or updating each strategy.

Attendance Goal

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Attendance					
2011 Current Attendance Rate:*		2012 Expected Attendance Rate:*			
2011 Current Number of Students with Excessive Absences (10 or more)		2012 Expected Number of Students with Excessive Absences (10 or more)			
2011 Current Number of Students with Excessive Tardies (10 or more)		2012 Expected Number of Students with Excessive Tardies (10 or more)			
<div style="border: 1px solid black; padding: 2px; display: inline-block;">Save above modified data</div>					
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
					

Guiding Questions for Suspension

- What was the total number of in-school suspensions for 2010-2011?
- What was the total number of out-of school suspensions for 2010-2011?
- What was the total number of students suspended in school in 2010-2011?
- What was the total number of students suspended out of school in 2010-2011?
- What are the anticipated barriers to decreasing the number of suspensions?
- What are the anticipated barriers to decreasing the number of students suspended?
- What strategies and interventions will be utilized to decrease the number of suspensions for 2011-2012?
- What strategies and interventions will be utilized to decrease the number of students suspended for 2011-2012?

Entering Suspension Goal(s)

To enter your goals for suspension:

- Click *Objective* under the “Suspension” section.
- “Suspension” is listed in bold lettering.
- For the required area listed above the following details will need to be addressed:
 1. Narrative for the Goal
 2. 2011 Total Number of In-School Suspensions
 3. 2012 Expected Number of In-School Suspensions
 4. 2011 Total Number of Students Suspended in School
 5. 2012 Expected Number of Students Suspended in School
 6. 2011 Number of Out-of-School Suspensions
 7. 2012 Expected Number of Out-of-School Suspensions
 8. 2011 Total Number of Students Suspended Out of School
 9. 2012 Expected Number of Students Suspended Out of School
 10. Problem-Solving Process to Increase Student Achievement
 - a. Anticipated Barrier
 - b. Strategy
 - c. Person or Position Responsible for Monitoring
 - d. Process Used to Determine Effectiveness of Strategy
 - e. Evaluation Tool

Click the “Save above modified data” button after entering information for each goal. In addition, click the floppy disk icon after adding or updating each strategy.

Suspension Goal

* When using percentages, include the number of students the percentage represents (e.g., 70% (35))

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Suspension				
2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions			
<input type="text"/>	<input type="text"/>			
2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School			
<input type="text"/>	<input type="text"/>			
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions			
<input type="text"/>	<input type="text"/>			
2011 Total Number of Students Suspended Out of School	2012 Expected Number of Students Suspended Out of School			
<input type="text"/>	<input type="text"/>			
<input type="button" value="Save above modified data"/>				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Guiding Questions for Dropout Prevention

- What is the current dropout rate? What strategies and interventions will be utilized to decrease the dropout rate?
- What is the current graduation rate? What strategies and interventions will be utilized to increase the graduation rate?
- What is the total number of students retained at each grade level? What strategies and interventions will be utilized to decrease the retention rate?
- What data warning systems are currently in place to identify students at risk of being retained and/or dropping out of school?
- What school-wide activities, strategies, and/or interventions are in place to support students who are at risk of being retained and/or dropping out?
- How will barriers be addressed to prevent students from experiencing course failure, lack of credit attainment, and behavioral issues impacting student achievement?

Entering Dropout Prevention Goal(s)

To enter your goals for dropout prevention:

- Click *Objective* under the “Dropout Prevention” section.
- “Dropout Prevention” is listed in bold lettering.
- For the required area listed above the following details will need to be addressed:
 1. Narrative for the Goal
 2. 2011 Current Dropout Rate
 3. 2012 Expected Dropout Rate
 4. 2011 Current Graduation Rate
 5. 2012 Expected Graduation Rate
 6. Problem-Solving Process to Increase Student Achievement
 - a. Anticipated Barrier
 - b. Strategy
 - c. Person or Position Responsible for Monitoring
 - d. Process Used to Determine Effectiveness of Strategy
 - e. Evaluation Tool

Click the “Save above modified data” button after entering information for each goal. In addition, click the floppy disk icon after adding or updating each strategy.

Dropout Prevention Goal

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Dropout Prevention					
<i>*Please refer to the percentage of students who dropped out during the 2010-2011 school year.</i>					
2011 Current Dropout Rate:*		2012 Expected Dropout Rate:*			
2011 Current Graduation Rate:*		2012 Expected Graduation Rate:*			
<div style="border: 1px solid black; padding: 2px; display: inline-block;">Save above modified data</div>					
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

Guiding Questions for Parent Involvement

- Generally, what strategies or activities can be employed to increase parental involvement?
- How will the school correlate the parental involvement activities with student achievement?

Entering Parent Involvement Goal(s)

For schools that complete the Parent Involvement Policy Plan (PIP), a link is provided in this section for you to access the PIP template. If this plan is completed, the Parent Involvement Goal of the SIP does not need to be completed.

Online Parent Involvement Policy (PIP) Template


To enter your goals for parent involvement:

- Click on *Objective* under the “Parent Involvement” section.
- “Parental Involvement” is listed in bold lettering.
- For the required area listed above the following details will need to be addressed:
 1. Narrative for the goal
 2. 2011 Current Level of Parental Involvement
 3. 2012 Expected Level of Parental Involvement
 4. Problem-Solving Process to Increase Student Achievement
 - a. Anticipated Barrier
 - b. Strategy
 - c. Person or Position Responsible for Monitoring
 - d. Process Used to Determine Effectiveness of Strategy
 - e. Evaluation Tool

Click the “Save above modified data” button after entering information for each goal. In addition, click the floppy disk icon after adding or updating each strategy.

Parent Involvement Goal

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2011 Current Level of Parent Involvement:*			2012 Expected Level of Parent Involvement:*		
Save above modified data					
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
					

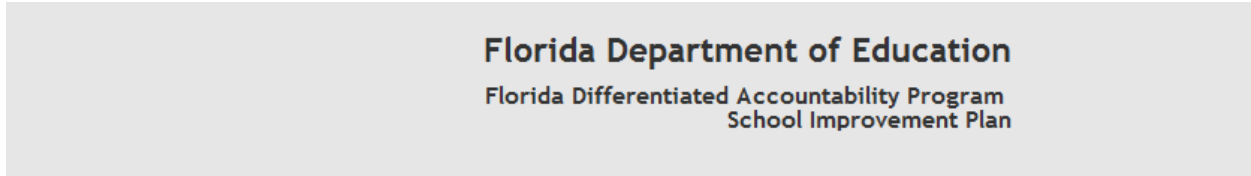
Additional Goal(s)

In this section schools have the option to add goals in categories of their choice. Some examples are Testing or Technology:

- Click on the link for *Additional Goal(s)*.
- Any "Additional Goals" that are already part of your SIP will be listed on this page; users have the option to edit or delete these goals.
- In the "Goal" field, enter the name of your additional goal.
- Click on the floppy disk to save your new goal.
- Next to each new goal that has been added will be links for objective, professional development, and budget. Select the objective link to begin adding strategies.
- The following details will need to be edited or added to the SIP:
 1. Narrative for the Goal
 2. 2011 Current Level of Performance
 3. 2012 Expected Level of Performance

4. Problem-Solving Process to Increase Student Achievement
 - a. Anticipated Barrier
 - b. Strategy
 - c. Person or Position Responsible for Monitoring
 - d. Process Used to Determine Effectiveness of Strategy
 - e. Evaluation Tool




Click the “Save above modified data” button after entering information for each goal. In addition, click the floppy disk icon after adding or updating each strategy.



District: Alachua /School: -- ALL STATE MIDDLE SCHOOL SAMPLE --

Additional Goal(s)

To add a new goal to the Additional Goal(s) section, simply enter a brief title for the goal in the text box below and click Add New Goal. You may edit or delete an existing other goal by clicking on the Edit or Delete Buttons.

Additional Goal(s)		
Technology	Objective	 
	Professional Development	
	Budget	
<div style="border: 1px solid #ccc; height: 100px; width: 100%;"></div>		

Professional Development

Each of the nine goal areas included in the SIP template (reading, mathematics, science, writing, attendance, suspension, dropout prevention, parent involvement, and additional goals) contains a link for Professional Development (PD). Professional Development should be aligned with strategies through either Professional Learning Communities (PLC) or Professional Development activities.

To enter the plans for professional development in each of the goal areas, the following pieces of information may be inputted directly into the SIP template in the table provided:

- PD Content/Topic/or PLC focus
- Grade Level/Subject
- PD Facilitator and/or PLC Leader
- PD Participants (e.g., PLC, subject, grade level, or school-wide)
- Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)
- Strategy for Follow-up/Monitoring
- Person or Position Responsible for Monitoring

Click the floppy disk icon after adding or updating each professional development activity.

Florida Department of Education
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 School Improvement Plan

District: Alachua /School: -- ALL STATE MIDDLE SCHOOL SAMPLE --

Writing Goal

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Budget

Each of the nine goal areas included in the SIP template (reading, mathematics, science, writing, attendance, suspension, dropout prevention, parent involvement, and additional goal(s)) contains a link for Budget. Filling in the Budget for each area saves the information to the “Final Budget” in the SIP template.

The SIP template allows for four separate areas in the budget. Each area includes space to detail the strategy being listed, a description of resources used, funding sources, and the amount. The four areas of the budget are:

- Evidence-based Program(s)/Materials


- Technology
- Professional Development
- Other

Click the floppy disk icon after adding or updating each budget item.


District: Alachua / School: -- ALL STATE MIDDLE SCHOOL SAMPLE --

Mathematics Budget


Evidence-based Program(s)/Materials

Strategy	Description of Resources	Funding Sources	Amount	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Subtotal: \$0.00				


Technology

Strategy	Description of Resources	Funding Sources	Amount	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Subtotal: \$0.00				

Professional Development

Strategy	Description of Resources	Funding Sources	Amount	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Subtotal: \$0.00				

Other

Strategy	Description of Resources	Funding Sources	Amount	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Subtotal: \$0.00				

Final Professional Development

As you complete the Professional Development section for each of the nine goal areas, the information will transfer to this page to create a document with all professional development activities listed in one convenient location.

Final Budget

As you complete the budget section for each of the nine goal areas, the information will transfer to this page to provide a total budget. Click on *Final Budget* in the navigation link to view the SIP template total budget.

Final Budget

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$1,000.00
				Subtotal: \$1,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$500.00
				Subtotal: \$500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$1,500.00

Differentiated Accountability

This section of the SIP allows schools to indicate their Differentiated Accountability status and to attach the Differentiated Accountability Checklist of Compliance.

To access the 2011-2012 School DA Checklists, click the link titled *Click here to access 2011-2012 School DA Checklists*. Once the checklist is completed, it may be saved and uploaded to your SIP template.

Select the radio button that corresponds with your school's DA status. To upload your compliance checklist:

- choose the "Browse" button.
- select the appropriate file from your computer.
- click "Open."
- click the "Upload File" button
- After the document saves, you can click "View uploaded file" to see the document. If you need to remove the document choose the "Delete File" button

Differentiated Accountability

School-level Differentiated Accountability Compliance

(Click Here to access 2011-2012 School DA Checklists)

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

Attach school's Differentiated Accountability Checklist of Compliance

[View uploaded file](#)

Note: If you upload a second file it would replace the existing file.

School Advisory Council (SAC)

The last segment of the SIP template contains four parts.

The first is the School Advisory Council Membership Compliance. This section contains a statement that addresses the requirements for membership of the School Advisory Council. Select the radio button for “Yes” or “No” to indicate whether or your School Advisory Council is in compliance.

The second part provides space for a description of the School Advisory Council for the upcoming year. You may click to check the spelling and then click “Save” to keep the details stored in the template.

The next part is a field titled *Projected use of SAC Funds*. In this space, enter the funds expected to be used by the School Advisory Council.

Florida Department of Education
 Florida Differentiated Accountability Program
 School Improvement Plan

District: Alachua / School: -- ALL STATE MIDDLE SCHOOL SAMPLE --

School Advisory Council

— School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes No

— Describe the Activities of the School Advisory Council for the Upcoming Year

[Check Spelling](#)

Projected use of SAC Funds	Amount	
	<input style="width: 50px;" type="text"/>	<input type="button" value="↓"/>

Final Submit

The final part, titled *Submit Final 2011-2012 School Improvement Plan*, provides a space for you to enter the name and position of the person submitting your school's SIP. After entering the information click the *Final Submit* button.

Submit Final 2011-2012 School Improvement Plan

If you have finished all parts of 2011-2012 School Improvement Plan and are ready to do the final submission, please fill in the following information and click the Final Submit button.

(Note: After successful submission, yourschool's SIP will be available for public viewing.)

School Name

-- ALL STATE MIDDLE
SCHOOL SAMPLE --

District

Alachua

Name of Submitting
Person:

Position of Submitting
Person

Final Submit

SIP submitted.



John L. Winn, Commissioner
Dr. Michael Grego, Chancellor, Division of Public Schools
www.fldoe.org
www.flbsi.org