

The background of the slide shows a classroom setting with several students. In the foreground, a young girl with dark hair in a ponytail, wearing a red shirt, has her right hand raised. To her right, another student in an orange shirt also has their hand raised. In the background, other students are visible, some with their hands raised, suggesting an interactive or active learning environment. The text is overlaid on this image.

2009-2010 School Improvement Plans

Leading the School Improvement Process

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Vision and Mission Statements

- Vision Statement- indicates what the school should ideally “look like” and what it is striving to achieve.
- Mission Statement- indicates what the school is charged to do or its basic purpose for existing.

School Profile and Demographics

- Brief History and Background of the School
 - Include background history of the school.
- Unique Strengths
 - Include unique strengths for the upcoming year (describe new initiatives, awards achieved by the school, administration, faculty, and/or staff).
- Unique Weaknesses
 - Include unique weaknesses for the upcoming year (i.e. the loss of the principal, assistant principals, budget cuts, drop in enrollment).
- Student Demographics
 - Describe the community of students the school serves. Include specific demographic background of students that contains race/ethnicity, ESE, ELL, and Free and Reduced Lunch Percentage.
- Student Attendance Rates
 - Discuss the school's attendance rate over the past three years and the district's average.

School Profile and Demographics

- Student Mobility
 - Discuss the mobility rate of students.
- Student Suspension Rates
 - Discuss the school's in-school and out-of-school suspension rate over the past three years.
- Student Retention Rates
 - Discuss the retention rate of students.
- Class Size
 - Discuss class size by grade level and subject area. Include ESE and ESOL classes.
- Academic Performance of Feeder Pattern
 - Describe the academic performance of schools in the feeder pattern. Include school grades and AYP status.
- Partnerships and Grants
 - Indicate partnerships with local businesses or the community and grants that the school has received.

Student Achievement Data

- School Grades Trend Data
- AYP Trend Data
- FCAT Trend Data
 - The links will open in a separate browser window.
 - Longitudinal data (School Grades, AYP, and FCAT) will be displayed in the print view of the SIP.

Highly Qualified Administrators

Include:

- Position
- Name
- Degree(s)/Certification(s)
- Number of years at Current School
- Number of Years as an Administrator
- Prior Performance Record
 - Schools Grades
 - FCAT Performance
 - AYP

Highly Qualified Instructional Coaches

Include:

- Subject Area
- Name
- Degree(s)/Certification(s)
- Number of Years at Current School
- Number of Years as Coach
- Prior performance
 - School Grades
 - FCAT Performance
 - AYP

Highly Qualified Teachers

- Describe school-based strategies used to recruit and retain high quality, highly qualified teachers to the school.
- Include:
 - Description of Strategy
 - Person Responsible
 - Projected Completion Date

Non-Highly Qualified Teachers

- List all instructional staff and paraprofessionals who are teaching out-of-field and/or are NOT highly qualified.
- Include:
 - Name
 - Certification (if any)
 - Teaching Assignment
 - PD/Support to become HQ

Staff Demographics

- Submit demographic information about instructional staff in the school.
 - Include any staff teaching at least one academic course.
- Include:
 - Total Number of Instructional Staff
 - % of First-Year Teachers
 - % of Teachers with 1-5 Years of Experience
 - % of Teachers with 6-14 Years of Experience
 - % of Teachers with 15+ Years of Experience
 - % of Teachers with Advanced Degrees
 - % Highly Qualified
 - % Reading Endorsed Teachers
 - % National Board Certified Teachers
 - % ESOL Endorsed

Teacher Mentoring Program

- Describe the school's teacher mentoring for new and struggling teachers.
- Include:
 - Mentor Name
 - Mentee Assigned
 - Rationale for Pairing
 - Planned Mentoring Activities

Coordination and Integration

(this section for Title I schools only)

- Describe how federal, state, and local services and programs will be coordinated and integrated in the school.
- Include:
 - Title I, Part A
 - Title I, Part C (Migrant)
 - Title I, Part D (Neglected and Delinquent)
 - Title II (Part D--)
 - Title III
 - Title IV (Part A- Safe and Drug Free Schools)
 - Title X (Homeless)
 - Supplemental Academic Instruction (SAI)
 - Violence Prevention Programs
 - Nutrition Programs
 - Housing Programs
 - Head Start
 - Adult Education
 - Career and Technical Education
 - Job Training
 - Other

Response to Instruction/Intervention

- School-based RtI Team
 - Identify the school-based RtI Leadership Team
 - Indicate who is on the team and their position.
 - Explain why they have been included on the team.
 - Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions)
 - Explain when the team will meet and what the focus of the meetings will be.
 - Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan.
 - Explain how the RtI Leadership Team contributed to the development of the SIP.

Response to Instruction/Intervention

- RtI Implementation
 - Describe the data management system used to summarize tiered data.
 - Describe the plan to train staff on RtI.

Florida's Continuous Improvement Model

PLAN

- Data Disaggregation 2008-2009 FCAT Data
 - What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?
- Instructional Calendar Development
 - What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?
 - When were the IFCs created?
 - Was data used to develop the IFCs?
 - Were teachers included in the development of the IFCs?
 - How were Benchmarks selected?
 - How was the duration of instruction selected for each Benchmark?
 - How will the administration ensure the IFCs are used by all teachers?
 - How will assistance be provided to teachers who struggle implementing the IFCs?
 - Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?
 - The explanation should be divided by subject area.

Florida's Continuous Improvement Model

PLAN

- Instructional Calendar Development
 - What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?
 - Were the learning gains of teachers analyzed to determine which teachers should teach certain students?
 - Are the most effective teachers instructing the weakest students?
 - How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
 - Explain elective courses that are offered to students for future employment or job skill training.
 - Explain school-wide instructional initiatives or programmatic initiatives that ensure content relates to students' everyday experiences.
 - 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?
 - Describe the courses that are offered to students outside the core and required curriculum.
 - How are students encouraged to select these classes?
 - How do students select elective courses?

Florida's Continuous Improvement Model

DO

- Direct the Instructional Focus
 - How are lesson plans and instructional delivery aligned across grade levels and subject areas?
 - Did grade level teachers work together to create the IFCs?
 - Will grade level teachers meet throughout the school year to share best practices and resources when implementing the IFCs?
 - How are instructional focus lessons developed and delivered?
 - How were instructional focus lessons developed?
 - How was it determined which lessons will be used?
 - When will the lessons be taught during the instructional period (beginning of the class, end of the class)?
 - Who will teach the focus lesson (content area teachers only)?
 - How will instructional focus lessons be revised and monitored?
 - What will determine if the focus lessons need to be revised?
 - How will teachers and administrators ensure that the focus lessons are effective?

Florida's Continuous Improvement Model

CHECK

- Assessment
 - Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.
 - What is the assessment used to determine student understanding of the IFCs?
 - How many questions will be used for each Benchmark?
 - How often will the assessments be administered?
 - How are assessments used to identify students reaching mastery and those not reaching mastery?
 - What will mastery be set at for the assessments? Explain the rationale for this decision.
 - How will the assessment results be used to redirect the IFCs and focus lessons?
 - How will teachers differentiate their instruction based on assessment results?

Florida's Continuous Improvement Model

CHECK

- Maintenance
 - How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?
 - How will teachers differentiate their instruction for students who are performing at mastery levels?
 - Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.
 - When and how often will teachers meet to review assessment data (formative and summative) by content area and grade level?
 - How will these meetings be facilitated and documented?

Florida's Continuous Improvement Model

CHECK

- Monitoring
 - Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.
 - How will the Principal and Leadership Team ensure that data analysis of assessment results is being used to differentiate instruction based on students' academic needs?
 - What role will instructional coaches play with the IFCs and focus lessons?

Florida's Continuous Improvement Model

ACT

- Supplemental and Intensive Instruction/Interventions
 - Identify the core, supplemental, and intensive instruction and interventions.
 - How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?
 - What materials or instructional strategies will be used to re-teach non-mastered target areas?
 - How does the school identify staff's professional development needs to improve their instructional strategies?
 - Data analysis? Administrative walkthroughs? Teacher requests?

Florida's Continuous Improvement Model

ACT

- Supplemental and Intensive Instruction/Interventions
 - Which students will be targeted for supplemental and intensive instruction/interventions?
 - How will it be determined which students receive supplemental and intensive instruction/interventions?
 - Will students not making mastery be offered after-school assistance or be assisted during the regular schedule (e.g. SES)?
 - How will the effectiveness of the interventions be measured throughout the year?
 - How will it be determined if the interventions applied to students not making mastery is successful?

Florida's Continuous Improvement Model

ACT

- Enrichment
 - Describe alternative instructional delivery methods to support acceleration and enrichment activities.
 - What courses or instructional programs are offered to students who exceed mastery levels?
 - Describe how students are identified for enrichment strategies.
 - What assessments are used to determine which students are placed in higher level courses and academic programs?
 - Do students and parents have input in this process?

Professional Learning Communities

- Describe the school's use of Professional Learning Communities as a vehicle for maintaining and improving the instructional focus.
- Include:
 - PLC Organization
 - Describe how the team is configured. Each team should be described in this section (i.e. grade level, content area).
 - PLC Leader
 - Who will create and facilitate the agenda for these meetings?
 - Frequency of PLC Meetings
 - How often will the team meet?
 - Schedule
 - When will the team meet (i.e. Mondays, after-school, common planning)?
 - Primary Focus of PLC (include Lesson Study and Data Analysis)
 - What activities will the team participate in?

NCLB School Choice

(this section for Title I SINI schools only)

Notification letters

- SINI Status
 - SINI 1+ schools
- SES Option
 - SINI 1+ schools
- CWT Option
 - SINI 2+ schools
- SINI Status and CWT notifications may be same letter

Pre-School Transition

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

Postsecondary Transition

- Describe strategies for improving student readiness for the public postsecondary level based on annual analysis.
- Use [High School Feedback Report](#).

Expected Improvements

Goals: Reading, Mathematics, Science, Writing, Parent Involvement, and Other(s)

- Identify Areas for Improvement
 - Use the “needs assessment” above the section to guide your determination of the areas that need to be improved.
- Objective Linked to Area of Improvement
 - The objective must be aligned with the area that needs to improve based on the needs assessment. This is where you identify your measurable goal in the area that must improve.
- Action Steps
 - Define the action step(s) that the school will implement to ensure the objective is met.
- Person Responsible for Monitoring Action Step
 - Identify the person who will be responsible to ensure the action step is implemented.
- Process Used to Determine Effectiveness of Action Step
 - Describe the process that will be used to determine if the action step is effective.
- Evaluation Tool
 - Describe/Name the assessment tool.

Chart for Goals

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Expected Improvements

Professional Development Aligned with Objective

Goals: Reading, Mathematics, Science, Writing, Parent Involvement, and Other(s)

Include:

- Objective Addressed
 - List each objective that will require PD.
- Content/Topic
 - What will be the focus of the PD?
- Facilitator
 - Who will provide the training?
- Target date
 - When will the training take place?
- Strategy for Follow-up/ Monitoring
 - How will the school determine if the PD is being used in the classroom and is effective?
- Person Responsible for Monitoring
 - Who is responsible to ensure that the strategies from the PD are implemented in the classroom?

Reading Goal

Responsibility for Teaching Reading for Every Teacher

- Describe the strategies to encourage and ensure all teachers in all content areas are using literacy strategies.

Budget Chart for Goals

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Sources	Available Amount
			Total:
Technology			
Objective	Description of Resources	Funding Sources	Available Amount
			Total:
Professional Development			
Objective	Description of Resources	Funding Sources	Available Amount
			Total:
Other			
Objective	Description of Resources	Funding Sources	Available Amount
			Total:

Differentiated Accountability

School-level Compliance

- Select Differentiated Accountability Status
 - Intervene
 - Correct II
 - Prevent II
 - Correct I
 - Prevent I
- Upload School's Checklist of Compliance

School Advisory Council

- Membership Compliance
 - The majority of the SAC members are not employed by the school district.
 - Select Compliance: Yes or No
 - If No, what measures are being taken to come into compliance?
- Projected Use of SAC Funds
- Upcoming Activities of SAC
- Membership Roster

A photograph of a classroom where several students are raising their hands. In the foreground, a young girl with dark hair in pigtails, wearing a red shirt, has her right hand raised. To her left, another student in a blue shirt has their hand raised. In the background, a student in an orange shirt also has their hand raised. The background is a chalkboard filled with faint, illegible mathematical formulas and equations. The word "Questions?" is overlaid in the center of the image.

Questions?