

The background of the slide features a close-up, slightly blurred image of a typewriter keyboard. The keys are a reddish-brown color. In the foreground, a white document is visible, featuring a large, red, stylized stamp that appears to be the letters 'A' and 'F'. The overall lighting is warm and focused on the keyboard and document.

**2008-2009**  
**Florida Department of Education**  
**&**  
**Bureau of School Improvement**

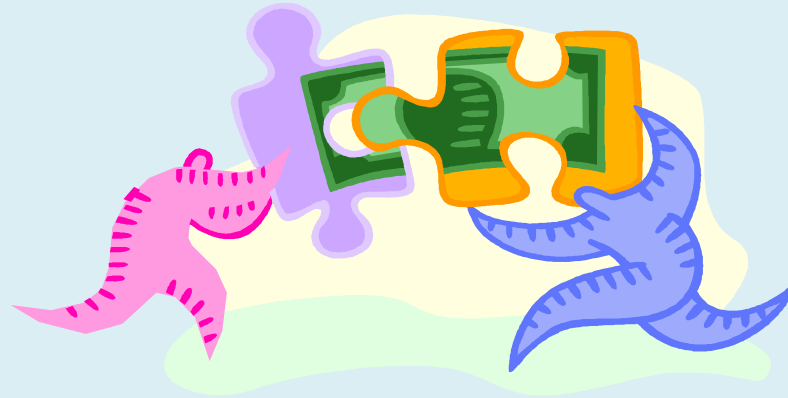
**Timelines, Reports, &**  
**School Improvement Plans**



**Welcome &  
Introductions**  
*Ms. Jennifer Steven*



# Making the Connection



## VISION

We are committed to provide educational excellence for all.

## MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

## CORE VALUES

### Excellence

We pursue the highest standards in academic achievement and organizational performance.

### Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

### Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

### Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.



## DISTRICT GOALS

Ensure achievement of high academic standards by all students

Develop our students so that they are able to successfully compete in the global economy

Actively engage family and community members to become our partners in raising and maintaining high student achievement

Reform business practices to ensure efficiency, effectiveness and high ethical standards

Recruit, develop and retain high-performing, diverse, and motivated faculty and staff

## Florida Education Priorities (1000.3(5)(a)-(f), F.S.)

- Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education
- Student Performance
- Alignment of Standards and Resources
- Educational Leadership
- Workforce Education
- Parental, Student, Family, Education Institution, and Community Involvement

# **Begin With an End in Mind**

*Ms. Sherian Demetrius*

*Ms. Linda Fife*

*Mr. Eddie Chaves*

# FLORIDA DEPARTMENT OF EDUCATION *Bureau of School Improvement*

- QUICK NAV**
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  - School Improvement Plan
  - District Improvement and Assistance and Intervention Plan
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- News & Current Information**
- NEW** School Improvement Plan Template
  - NEW** 2008-2009 School Improvement Plan (Word Document)
  - NEW** 2008-2009 Reporting Timelines
  - NEW** 2008 School Improvement Guide
  - NEW** 2008 DART (Word Document)
  - NEW** 2008 Legislation Updates impacting School Advisory Councils
  - NEW** School Advisory Council Frequently Asked Questions

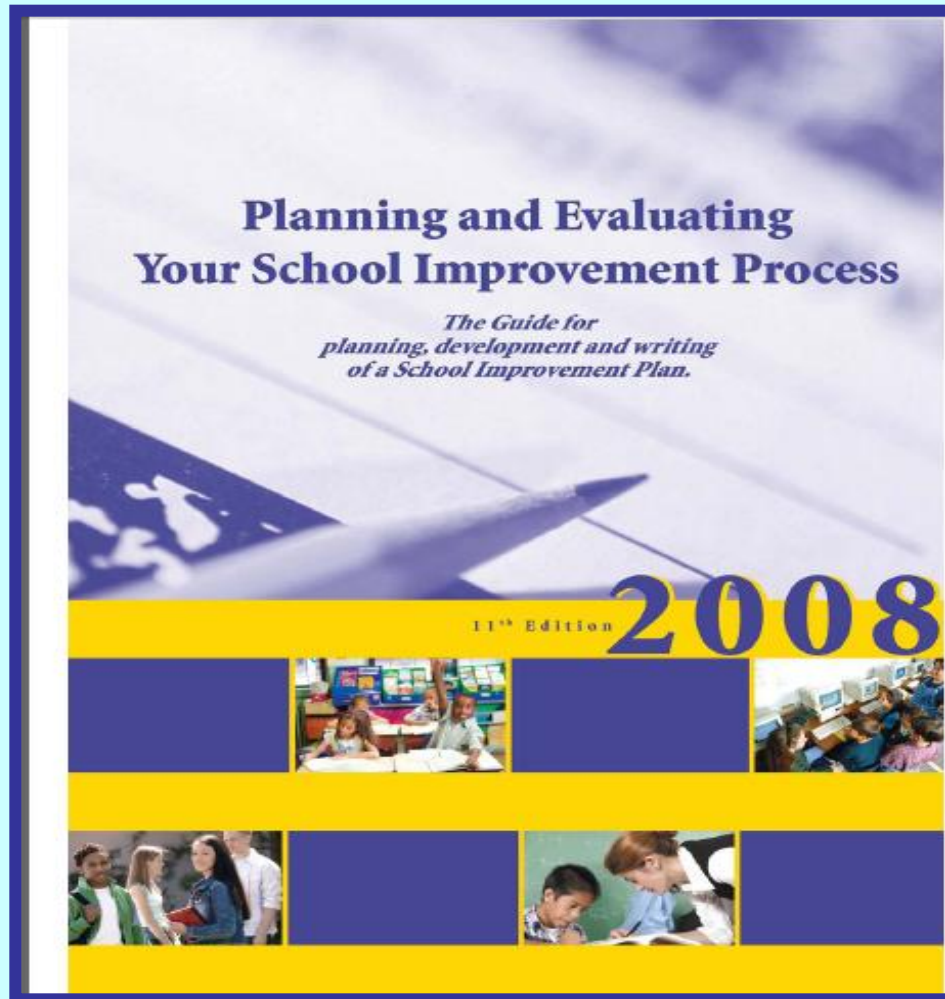
- Conferences & Workshops**

**Google™**

WWW
  flbsi.org

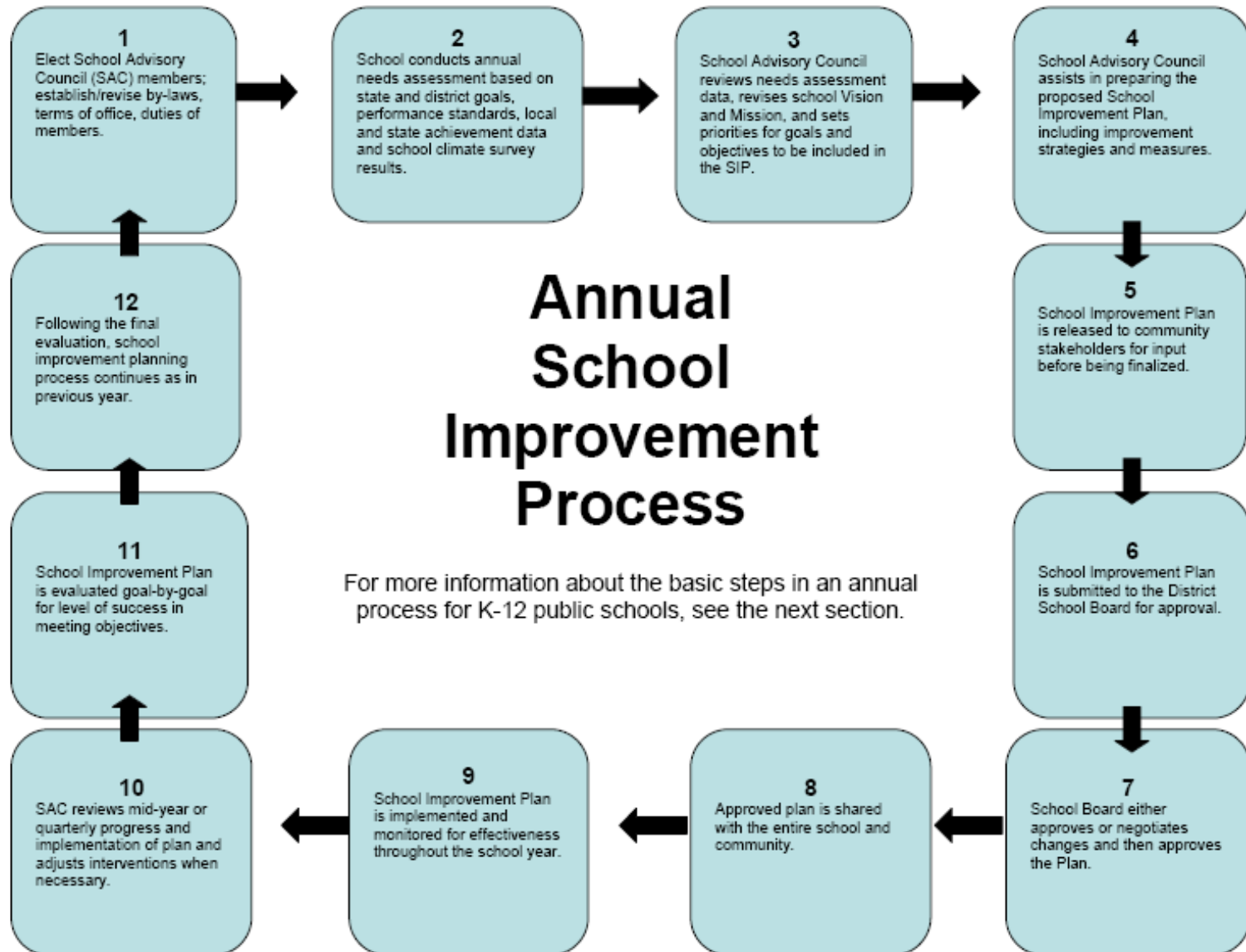
Google Search

# Planning and Evaluating Your School Improvement Process





# Linking the SIP to Your EESAC



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

- Remember that this is a team process.
- Communication is ongoing for all stakeholders.
- Updates can be made throughout the year based on evaluations.
- Work towards consensus that will impact student achievement.
- Hire and retain highly qualified teachers.
- Provide relevant professional development.



# Bureau of School Improvement

## 2008-2009 School Improvement Reporting Deadlines

School Improvement Plan	
Repeating F Schools & Schools in Restructuring	September 5, 2008
F Schools, D former F (2005-2008), and all Schools In Need of Improvement (SINIs)	September 19, 2008
Approved by the District School Board	December 1, 2008
Progress Reports	
Schools graded F, D former F (2005-2008), and all Schools In Need of Improvement (SINIs)	
Baseline Data	September 30, 2008
Mid-year Report	February 26, 2009
School in Restructuring End of Year Report	June 5, 2009
District Improvement; Assistance and Intervention Plan (DI&AIP)	
Repeating F Schools and Schools in Restructuring	September 5, 2008
Schools graded F, D former F (2005-2008), and all SINIs	September 19, 2008

### Select Type of Plan:

School Improvement Plan

### Select District:

Alachua

### Select School:

-- ALL STATE MIDDLE SCHOOL (SAMPLE) --

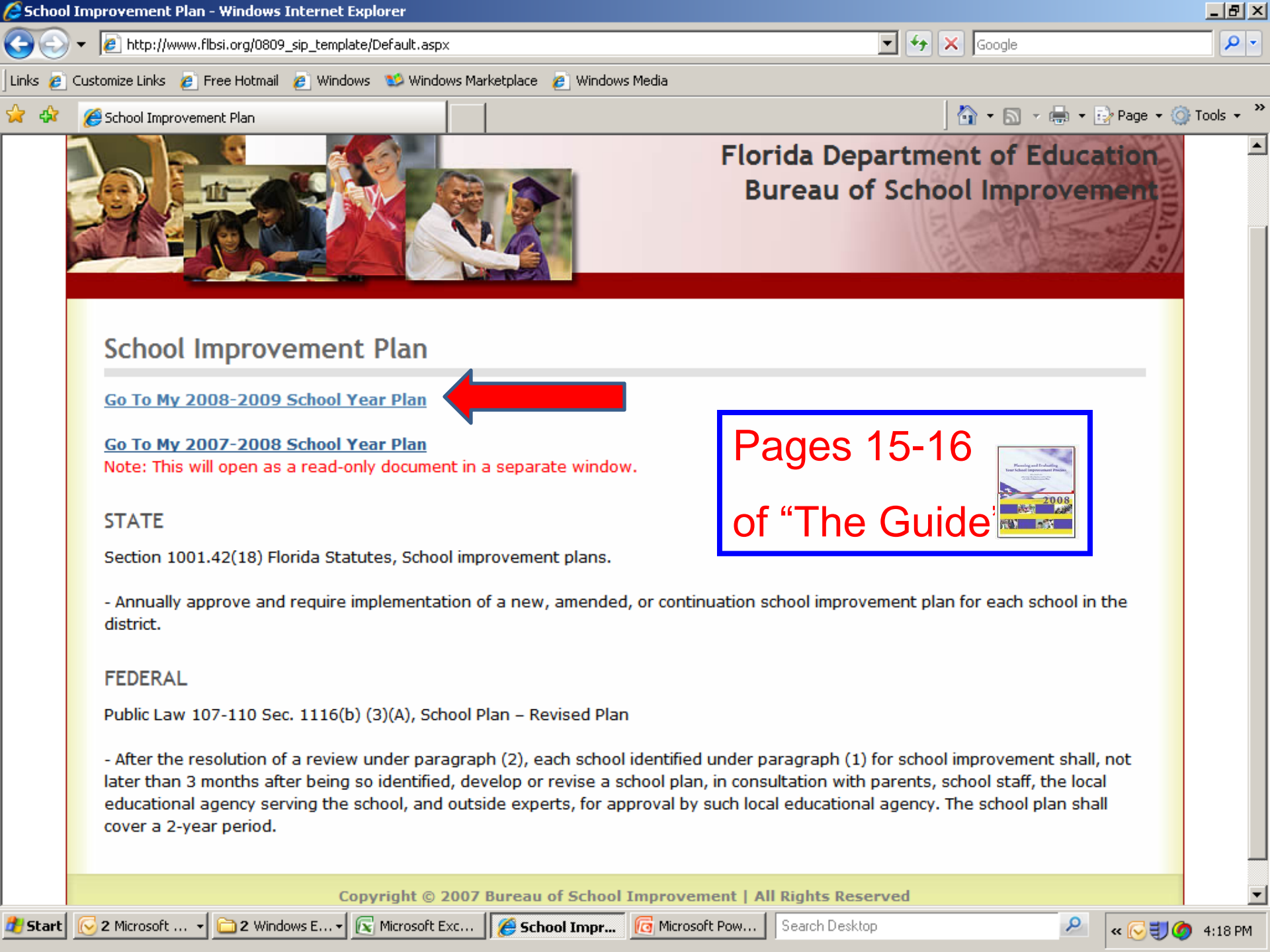
Type Password:

[Click Here to Login](#)

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

Pages 13 – 14  
of “The Guide”





# Florida Department of Education Bureau of School Improvement



## School Improvement Plan

[Go To My 2008-2009 School Year Plan](#)



[Go To My 2007-2008 School Year Plan](#)

Note: This will open as a read-only document in a separate window.

Pages 15-16  
of "The Guide"



### STATE

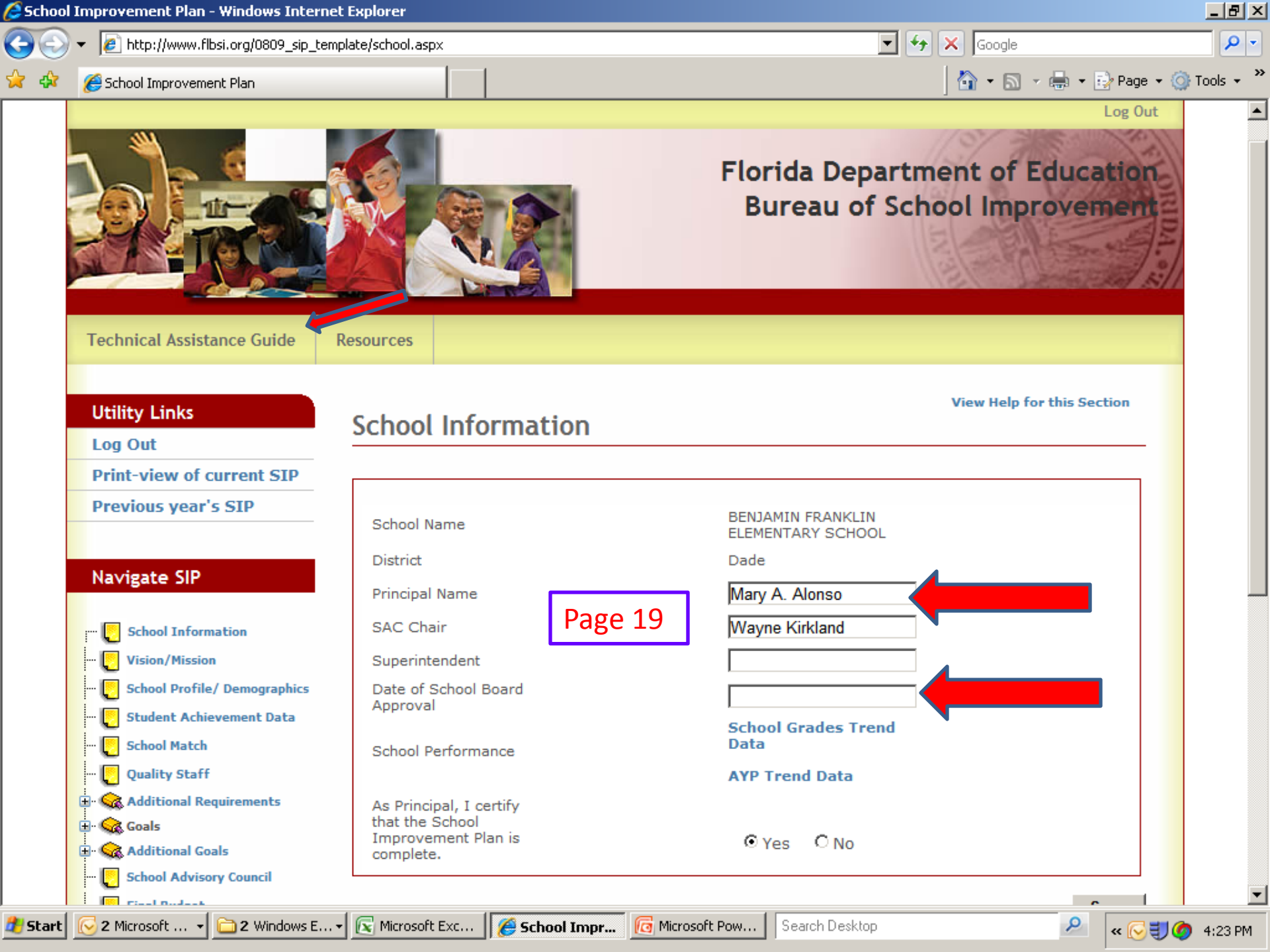
Section 1001.42(18) Florida Statutes, School improvement plans.

- 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.



Log Out

# Florida Department of Education Bureau of School Improvement



Technical Assistance Guide Resources

## Utility Links

- Log Out
- Print-view of current SIP
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## Navigate SIP

- School Information
- Vision/Mission
- School Profile/ Demographics
- Student Achievement Data
- School Match
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- Additional Requirements
- Goals
- Additional Goals
- School Advisory Council
- Final Report

[View Help for this Section](#)

## School Information

School Name	BENJAMIN FRANKLIN ELEMENTARY SCHOOL
District	Dade
Principal Name	<input type="text" value="Mary A. Alonso"/>
SAC Chair	<input type="text" value="Wayne Kirkland"/>
Superintendent	<input type="text"/>
Date of School Board Approval	<input type="text"/>
School Performance	

Page 19

**School Grades Trend Data**

**AYP Trend Data**


As Principal, I certify that the School Improvement Plan is complete.

Yes  No



Save

Pages 17-19 of  
"The Guide"

















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### Navigate SIP

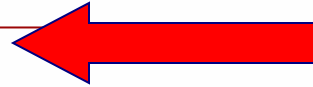
-  [School Information](#)
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### DI&AIP Links

[View School](#)

## Vision/Mission

Note: Required for Title I



(Graphs and images cannot be inserted into this textbox.)

VISION STATEMENT

We believe all children can learn when they are taught by creative and positive adults in a clean and safe environment. Our intent is to ensure that all students will become life-long learners and productive citizens in our community.

MISSION STATEMENT

[Check Spelling](#)

Save

Page 20 of "The Guide",  
Note the Required for Title I  
statement.



## Utility Links

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[View Help for this Section](#)

## School Profile/Demographics

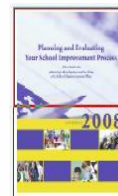
(Graphs and images cannot be inserted into this textbox.)

approximately 760 students, is located in the city's largest African American community that borders a large Haitian community to the east and an even larger Hispanic community to the south. The ethnic distribution of the student population is 60 percent African American (including Haitian) and 40 percent Hispanic. Of the total student population, approximately 100 students are in the English Languages Learners (ELL) program, seven of whom are in New Beginnings; and approximately 90 students are Students With Disabilities, 9 students

[Check Spelling](#)

Save

**See page 21 in “The GUIDE”.**  
**There are specific requirements**  
**to be addressed.**





## Utility Links

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## DI&AIP Links

[View School](#)

## School Match

This is for "D" or "F" schools only!

[View Help for this Section](#)

Note: Required for all Assistance Plus Schools

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

Carrie P. Meek/Westview Elementary School in Miami, Florida. Carrie P. Meek/Westview Elementary uses rigorous assessments to drive instruction and incorporate high expectation for its students. The student population at Carrie P. Meek/Westview is comprised of subgroups similar to those at Benjamin Franklin. The school earned a grade of "B" based on the 2007 school performance accountability results. It is anticipated that Benjamin Franklin Community School will benefit from the collaborative relationship with Carrie P. Meek/Westview Elementary

[Check Spelling](#)

Save

Page 23 of "The Guide".

Note: Required for all Assistance Plus Schools.



Print-view of current SIP

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**DIG&AIP Links**

- View School Restructuring Plan
- View Corrective Action Plan

---

**Highly Qualified Certified Administrators & Assistance Plus**

Note: Required for Title I

List your school's highly qualified administrators and briefly describe their credentials and their experience increasing student academic achievement.

The administrative staff of Benjamin Franklin Community School is comprised of a principal, and two assistant principals.

Ms. Mary Ann Alonso began her career as a teacher at Allapattah Elementary School where she taught third grade, Academic Excellence, served as a member of the School Advisory Council, and Grade Level Chairperson. Three years later, she completed her Master's Degree in Administration and Supervision. Immediately following, she was assigned

Check Spelling

---

**Recruitment/Retention of Highly Qualified Teachers & Assistance Plus**

Note: Required for Title I

Describe strategies to recruit and retain high-quality, highly qualified teachers to high-need academic area and schools.

In order to assist with the process of teacher recruitment/retention the following procedures have been established:

A yearly orientation meeting is conducted with newly hired teachers to our school by the Principal and Assistant Principal where teachers have an opportunity to meet with one another and where policies and procedures are explained in a more intimate setting and in more detail.

Check Spelling

---

**Staff List & Assistance Plus**

Please attach a copy of the Staff List in MS Word .doc format only! [Name, Area(s) of Certification, Endorsement(s), Teaching Assignment(s), Type of Certificate, Number of years teaching]

- Pages 24-27 of "The Guide",
- Required for all schools
- Staff list will be provided by M-DCPS.


















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-  Schools Offering Primarily Grades 6 through 12
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-  Additional Goals
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-  Reporting



You must click on the “+” to open the narrative sections

Additional Requirements

Coordination and Integration

Note: Required for Title I

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Please include other Title programs, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and/or job training, as applicable.

Check Spelling

& Assistance Plus

Schoolwide Improvement Model

Note: Required for Title I

Describe the evidence-based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

Benjamin Franklin Community School is implementing the research-based Eight-Step Continuous Improvement Model (CIM). The CIM is a data-driven, results-oriented improvement model that was successfully implemented by the Brazosport Independent School District in Texas.

Step 1  
The CIM begins with test score desegregation. Benjamin Franklin will be using the Disaggregate, Assess, Review and Target model (DART) which

Check Spelling

**M-DCPS letter notifying parents that the school is an "F".**

**M-DCPS letter notifying parents that the school is in SINI status.**

NCLB Public School Choice

Note: Required for Title I

**& Assistance Plus**

Describe the process used to provide parents with written notification on the academic progress of their child's school in a format and language parents can easily understand.

Parents of students will continue to be apprised of the school's direction and expectations through open meeting forums such as: Title I Parent Orientation, Open House School Advisory Council and PTA meetings. Other parent involvement activities will include: Parent Workshops, Grade Level Family Nights and a Parent Resource Computer Center. Parents will be encourage to actively participate in all activities that impact their child's academic success.

[Check Spelling](#)

Public School Choice Notice to Parents

Please attach a copy of the Public School Choice Notice to Parents in MS Word .doc format only!

[Browse...](#)

[Upload File](#)

<http://oada.dadeschools.net/SSIP/0809SIP.asp>

Notification of SINI Status

Please attach a copy of the Notification of SINI Status to Parents in MS Word .doc format only!

[Browse...](#)

[Upload File](#)

Preschool Transition

Note: Required for Title I

**& Assistance Plus**

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

Benjamin Franklin Community School offers a Voluntary Pre-Kindergarten (VPK) program. The Early Screen Inventory for Kindergarten Readiness (ESI-K) is administered to all pre-K students as a pre and post test. The low performing students are targeted early for further assessment. Once areas in need are identified, certified teachers work with these

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## Mentoring & Extended Learning Opportunities

### Teacher Mentoring

Note: Required for Title I

**& Assistance Plus**

Describe your school's Teacher Mentoring Program.

In an effort to develop highly trained teachers to provide effective teacher instruction Benjamin Franklin Community School mentoring program will target all beginning teachers as well as those teachers in need of improvement. This program will be spearheaded by the Administration who will meet with these teachers before the opening of school. This meeting will orient the teachers with the purpose and expectations of the program and mentoring activities. Additionally, a needs assessment survey will be completed to prioritize the type of

[Check Spelling](#)

### Teacher Mentoring List

Please attach a copy of the Teacher Mentoring List in MS Word .doc format only! [Mentor Name, Proven Student Achievement, Mentee Assigned, Planned Mentoring Activities]

Note: You may download a blank word document by [Clicking Here](#). Save this document in your computer, complete it and then upload it using the box below.

### Extended Learning Opportunities

Home Insert Page Layout References Mailings Review View Acrobat

Clipboard Font Paragraph Styles

Times New Roman 14 A A

B I U abc x<sub>2</sub> x<sup>2</sup> Aa ab A

Emphasis Heading 1 Normal Strong

Change Styles

Security Warning M...

Options...

## Teacher Mentoring List

**School Name:**

**District:**

Mentor Name	Proven Student Achievement	Mentee Assigned	Planned Mentoring Activities

*Note: To insert additional rows, click in any cell of the last row of this table. Then on the top menu bar of MS-Word, select the menu item "Table" then expand the item "Insert" and finally select the "Rows Below" option.*



Technical Assistance Guide

Resources

ction

## Schools Graded C or Below

**ALL SCHOOLS** as it applies!

Section 1001.42(16) Florida Statutes

### Utility Links

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[Print-view of current SIP \(HTML\)](#)

[Print-view of current SIP \(PDF\)](#)

[Previous year's SIP \(HTML\)](#)

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### D&AIP Links

[View School](#)

[Restructuring Plan](#)

[View Corrective Action](#)

[Plan](#)

### Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

on the two days prior to teachers reporting back to school in August.

### Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

### Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress.

Beginning in August, students will begin taking monthly summative assessments. These assessments will be computer generated using the Brainchild Online Assessment and the SuccessMaker computer programs. Additionally, students will take district directed interim tests.

### Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods used to support remediation, acceleration, and enrichment strategies.

Learning style research indicates that individuals learn in different ways. As a result, teachers are urged to approach material in as many modalities as possible. When possible, a concept is addressed with visual, auditory, and kinesthetic approaches.

In addition, the one size fits all approach to education does not work. North Glade Elementary pledges to fit its program to the child rather than to fit the child into our program. With this pledge comes

[Check Spelling](#)

Save

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# Schools Offering Primarily Grades 6 through 12

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## Secondary School Redesign (Section 1003.413 Florida Statutes)

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign.

### Different Innovative Approaches to Instruction

### Responsibility of Teaching Reading for Every Teacher

### Quality Professional Development for Teachers and Leaders

### Small Learning Communities (SLC)

### Intensive Intervention in Reading and Mathematics

### Parental Access and Support

### Applied and Integrated Courses

### Course Choice Based on Student Goals / Interests / Talent

### Master Schedules Based on Student Needs

### Academic and Career Planning

Check Spelling

DI&AIP Links

- View School Restructuring Plan
- View Corrective Action Plan

Save





Pages 39-45, "The Guide"  
Directions repeated for each Goal.



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## Reading: Needs Assessment

Note: Required for Title I

Did all student subgroups meet AYP targets?  
Did 50% or more of lower 25% make learning gains?  
Did 50% or more make learning gains?  
Did the percent proficient increase?



the district and state average in each cluster. The mean points were lowest in Words and Phrases and Main Idea/Purpose. In Comparison students scored 53% mastery, 12 percent below the district and state mean. In Main Idea/Purpose students scored 47% mastery, 18 percent below the district and state mean. In Reference/Research students scored 50% mastery, equivalent to the district and state mean and 56% mastery in Words/Phrases 11% below the district and state mean. In Grade 4, 53% of students scored at Level 3 and above. Grade Level data

Check Spelling

Save

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[View Help for this Section](#)

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    - Budget
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  - Writing
  - Science
  - Parental Involvement
  - Return on Investment

Needs Assessment

[Show Needs Assessment](#)

Note: Please refer to the District K-12 CRP Contact for content related questions.



Objective

Note: Required for Title I

Enter objective in the text box below

**65%**

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading comprehension level as evidenced by 58 percent of the students reaching the state required mastery level of 3 or above as documented by scores on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students in grades three through five will increase their reading comprehension

[Check Spelling](#)

### Comprehensive K-12 Research Based Reading Plan

Strategies

Note: Required for Title I

1. Provide after-school tutoring for students performing in the lowest 35 percent.
2. Utilize Reading Plus for students performing in the lowest 35 percent whose Assigned Reading Level (ARL) and Assigned Vocabulary Level (AVL) is greater than 1.5 during the school day.
3. Implement K-12 Comprehensive Research-based Reading Plan with intensive focus on Black, Hispanic, Economically Disadvantaged and Limited English Proficiency students using guided reading to increase

[Check Spelling](#)




- Final Budget
- Implementation Evaluation
- Additional Resources
- Reporting

**DI&AIP Links**

- View School Restructuring Plan
- View Corrective Action Plan

Pages 50-52,  
"The Guide"



**Evaluation**

Note: Required for Title I

- \* Bi-weekly assessments
- \* Reading diagnostic tests
- \* Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- \* Accelerated Reader
- \* Soar to Success,
- \* Diagnostic Assessment of Reading (DAR)
- \* District Interim Assessment (FCAT Practice Test)
- \* 2008 FCAT Test

Check Spelling


**Evidence-based Program**

Note: Required for Title I

Houghton-Mifflin Reading Series, Early Success, Soar to Success, Elements of Reading: Vocabulary, Reading Plus, and Voyager Passport.

Check Spelling

Note: Please refer to the District K-12 Comprehensive Reading Plan



**Professional Development Aligned with this Objective**

Note: Required for Title I

- \* Houghton Mifflin Reading Series
- \* Early Success
- \* Soar to Success, Elements of Reading: Vocabulary
- \* Reading Plus
- \* Voyager Passport

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    - Budget**
    - Non-Highly Qualified Instructors
  - Mathematics
  - Writing
  - Science
  - Parental Involvement
  - Return on Investment
  - Additional Goals

## Reading: Budget

Note: Required for Title I

### Evidence-based Program(s)/Materials

Description of Resources	Funding Sources	Amount	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<a href="#">Add Budget Item</a>

**Total Amount: \$0.00**

### Technology

Description of Resources	Funding Sources	Amount	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<a href="#">Add Budget Item</a>

**Total Amount: \$0.00**

### Professional Development

Description of Resources	Funding Sources	Amount	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<a href="#">Add Budget Item</a>

**Total Amount: \$0.00**

### Other

Description of Resources	Funding Sources	Amount	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<a href="#">Add Budget Item</a>

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[View Help for this Section](#)

## Parental Involvement: Needs Assessment

Note: Required for Title I

Parent needs surveys indicate a desire for ESOL, citizenship, family literacy, and GED programs.

[Check Spelling](#)

[Save](#)

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  - Science
  - Parental Involvement
  - Return on Investment**
  - Additional Goals

## Return on Investment: Needs Assessment

Please contact your district finance office for assistance with this goal.

Data from the 2004-2005 Department of Education Return on Investment (ROI) Index indicates a percentile rank of 31. The Percent of Highest ROI Value is 51 percent. The Total Program Cost per WFTE is \$7,404.

**2006-2007 data is available @**  
<http://roi.fldoe.org//>

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## Additional Goals

**Note:** Additional Goals are now optional.

To add a new goal to the additional goals 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 additional goal by clicking on the Edit or Delete Buttons.

Goal:

Additional Goal		
-----------------	--	--

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Repeated requirement for Reading, Mathematics, and Science.  
List only those teachers who are **NOT** highly qualified.

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  - Schools Offering Primarily Grades 6 through 12
- Goals
- Reading
  - Objective

## Reading: Non-Highly Qualified Instructors

### Non-Highly Qualified Certified Out-of-Field Instructors

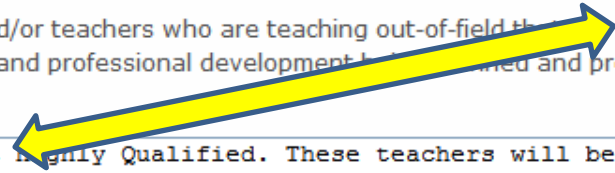
**Note: Required for Title I**

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are **NOT** highly qualified. Describe the support and professional development that is planned and provided for these professionals.

The following teachers are not Highly Qualified. These teachers will be provided a mentor, as well as District and Regional Curriculum Support Specialist who will assist the teacher with developing their planning, organizing and instructional delivery that will maximize student learning. In addition, on-going professional development from both the school-site and the District will be provided. These teachers will further have to demonstrate through observed lessons the strategies they have obtained through these Professional Development activities.

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## 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, junior high 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

#### Measures Being Taken to Comply with SAC Requirement

The School Advisory Council (SAC) at Benjamin Franklin Community School meets at different times monthly to provide support and assistance for the preparation and implementation of the School Improvement Plan. The Council provides specific, but is not limited to, support as follows:

- (1) participates in budget in-service activities to increase their cognizance of budgetary matters.
- (2) analyzes needs of the school to best determine their budgetary

#### SAC Membership Roster

##### Add a New Member

Name:

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# Final Budget

## Evidence-based Program(s)/Material(s)

Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>

## Technology

Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>

## Professional Development

Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>

## Other

Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>

**Final Total: \$0.00**



# Bureau of School Improvement

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## Implementation Evaluation

Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.

Pre, Mid-Year, and Post Assessment meetings to analyze quarterly assessments and benchmark testing are scheduled for each school by the Region Center to review the School Improvement Plan (SIP). Present are the school principal, the School Advisory Council (SAC) chair, the United Teachers of Dade steward, a SAC parent representative and a SAC community/business representative. The assessment meetings are held at the Region Center. At this meeting, the school representatives make a presentation of the findings. Included in these presentations are data

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# Additional Resources

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

[Florida Department of Education Resources](#)

[NCLB School Public Accountability Reports](#)

[Teacher Professional Development](#)

[Promising Practices Resources](#)

[Promising Practices Framework - Self-Audits; Just for the Kids](#)

[The Toolbelt: A Collection of Data-Driven Decision-Making Tools for Educators; NCREL](#)

[Tools for School Improvement Planning; Annenberg](#)

[Promising Instructional Practices from the School Recognition Database](#)

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  - [Mid-Year Report](#)
  - [School In Restructuring End of Year Report](#)

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## Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

### Baseline Data Report

**September 30th**

Please attach a copy of the report document in MS Word .doc format only!

Browse...

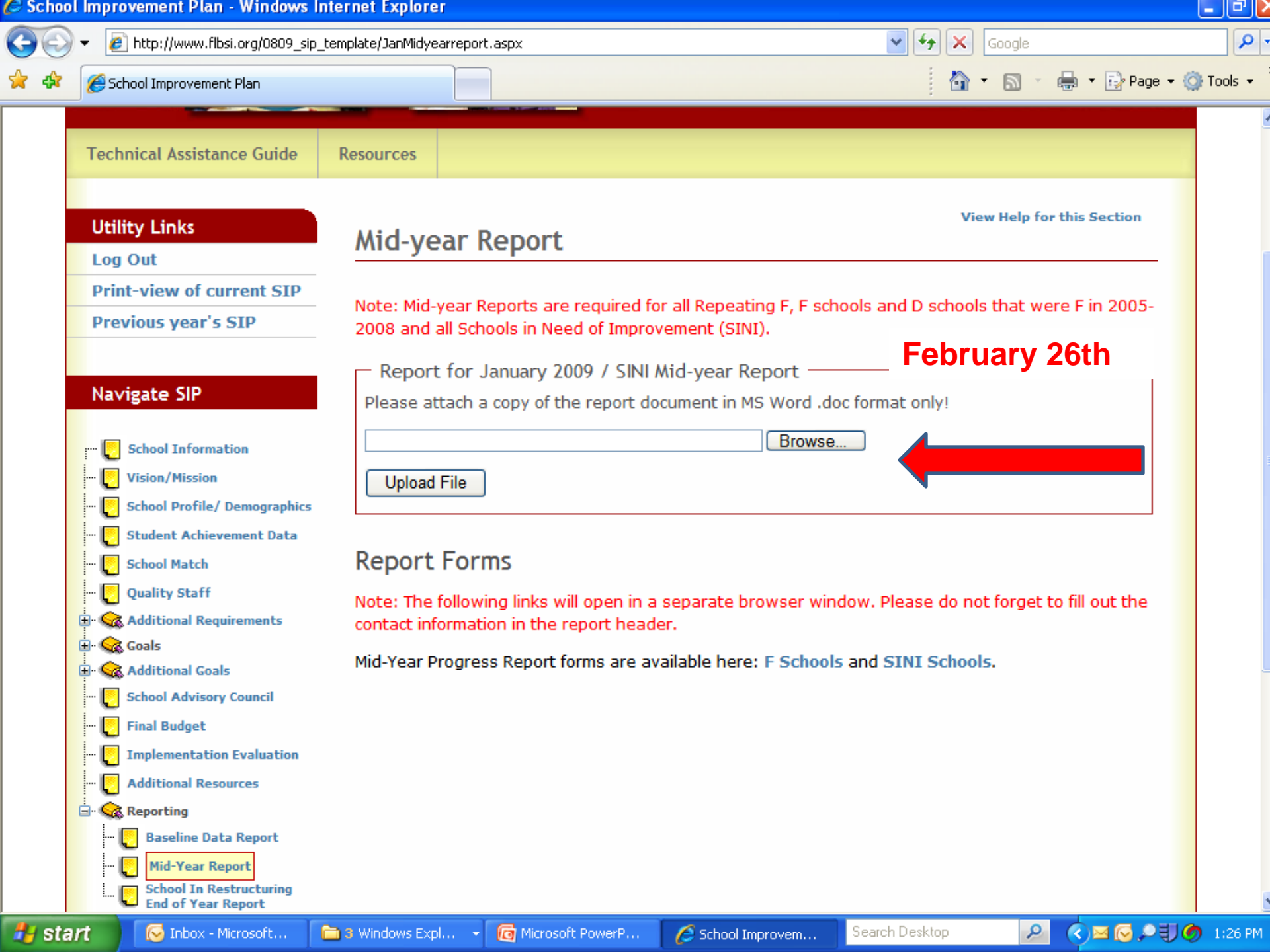


Upload File

## Report Forms

Note: The following links will open in a separate browser window. Please do not forget to fill out the contact information in the report header.

Progress Report forms are available [here](#).



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## Mid-year Report

Note: Mid-year Reports are required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

**February 26th**

Report for January 2009 / SINI Mid-year Report

Please attach a copy of the report document in MS Word .doc format only!

## Report Forms

Note: The following links will open in a separate browser window. Please do not forget to fill out the contact information in the report header.

Mid-Year Progress Report forms are available here: [F Schools](#) and [SINI Schools](#).

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## School In Restructuring End of Year Report

**Note: End of Year Reports are required for all School in Restructuring.**

**June 5th**

School In Restructuring End of Year Report

Please attach a copy of the report document in MS Word .doc format only!



### Report Forms

**Note: The following links will open in a separate browser window. Please do not forget to fill out the contact information in the report header.**

Progress Report forms are available [here](#).

# Next Steps

- Make sure that your SIP writing team is ready to go.
- Review all FCAT and relevant data/information.
- Schedule voting for open EESAC positions per your by-laws.
- Per new state legislation: 50% plus one member of the EESAC must be a non-DISTRICT employee.
- Schedule an EESAC meeting prior to Labor Day to approve the SIP.





**Office of Strategic & School Improvement Planning**

7/18/2008

305.995.2744



**2008-2009 Suggested School Improvement Reporting Timelines**

ID	July 31, 2008 Meeting @ Miami Jackson SHS 9:00 a.m. – 11:00 a.m.	Start	Finish	Duration	2008-2009 Suggested School Improvement Reporting Timelines																																																										
					Jul 2008													Aug 2008													Sep 2008																																
					17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13
1	"F" & "D" Former "F" & SINI Levels 1-4 are working on SIP's	7/30/2008	8/20/2008	16d														★																																													
2	Plans are reviewed by Regional Center Offices	8/20/2008	8/27/2008	6d														★																																													
3	Plans are returned to Schools	8/27/2008	9/3/2008	6d																											★																																
4	Plans are sent back to Regional Center Offices for Final Review	9/3/2008	9/10/2008	6d																											★																																
5	Schools Post Plans to <a href="http://www.flbsi.org">http://www.flbsi.org</a>	9/10/2008	9/12/2008	3d																											★																																
6	Schools notify the Office of Strategic & School Improvement Planning @ emails: JSteven@dadeschools.net LFife@dadeschools.net	9/10/2008	9/12/2008	3d																											★																																

**2008-2009 Suggested School Improvement Reporting Timelines**

ID	July 17, 2008 Meeting @ Miami High 9:00 a.m. – 11:00 a.m.	Start	Finish	Duration	2008-2009 Suggested School Improvement Reporting Timelines																																																										
					Jul 2008													Aug 2008													Sep 2008																																
					17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Repeating "F" & Schools in Restructuring (SINI 5 & 6) are working on SIP's	7/18/2008	8/7/2008	15d	★																																																										
2	Plans are reviewed by Regional Center Offices	8/8/2008	8/14/2008	5d														★																																													
3	Plans are returned to Schools	8/14/2008	8/15/2008	2d														★																																													
4	Schools update Plans	8/15/2008	8/22/2008	6d														★																																													
5	Plans are sent back to Regional Center Offices for Final Review	8/22/2008	8/29/2008	6d																											★																																
6	Schools Post Plans to <a href="http://www.flbsi.org">http://www.flbsi.org</a>	8/22/2008	8/29/2008	6d																											★																																
7	Schools notify the Office of Strategic & School Improvement Planning @ emails: JSteven@dadeschools.net LFife@dadeschools.net	8/22/2008	8/29/2008	6d																											★																																

## Web Connection

<http://oada.dadeschools.net/SSIP/0809SIP.asp>

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