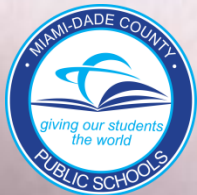


2009 – 2010 School Improvement Plans

Technical Assistance Meeting



The background of the slide features a close-up of wooden blocks and a red stamp on a piece of lined paper. The wooden blocks are light-colored and are arranged in a way that suggests they are being used for learning or play. The red stamp is partially visible, showing the letters 'A' and 'F'. The overall scene is brightly lit, with a warm, golden glow.

Welcome and Introductions

DR. MARIA P. DE ARMAS
ASSISTANT SUPERINTENDENT
CURRICULUM AND INSTRUCTION
K-12 CORE CURRICULUM

**Begin with an
End in Mind!**

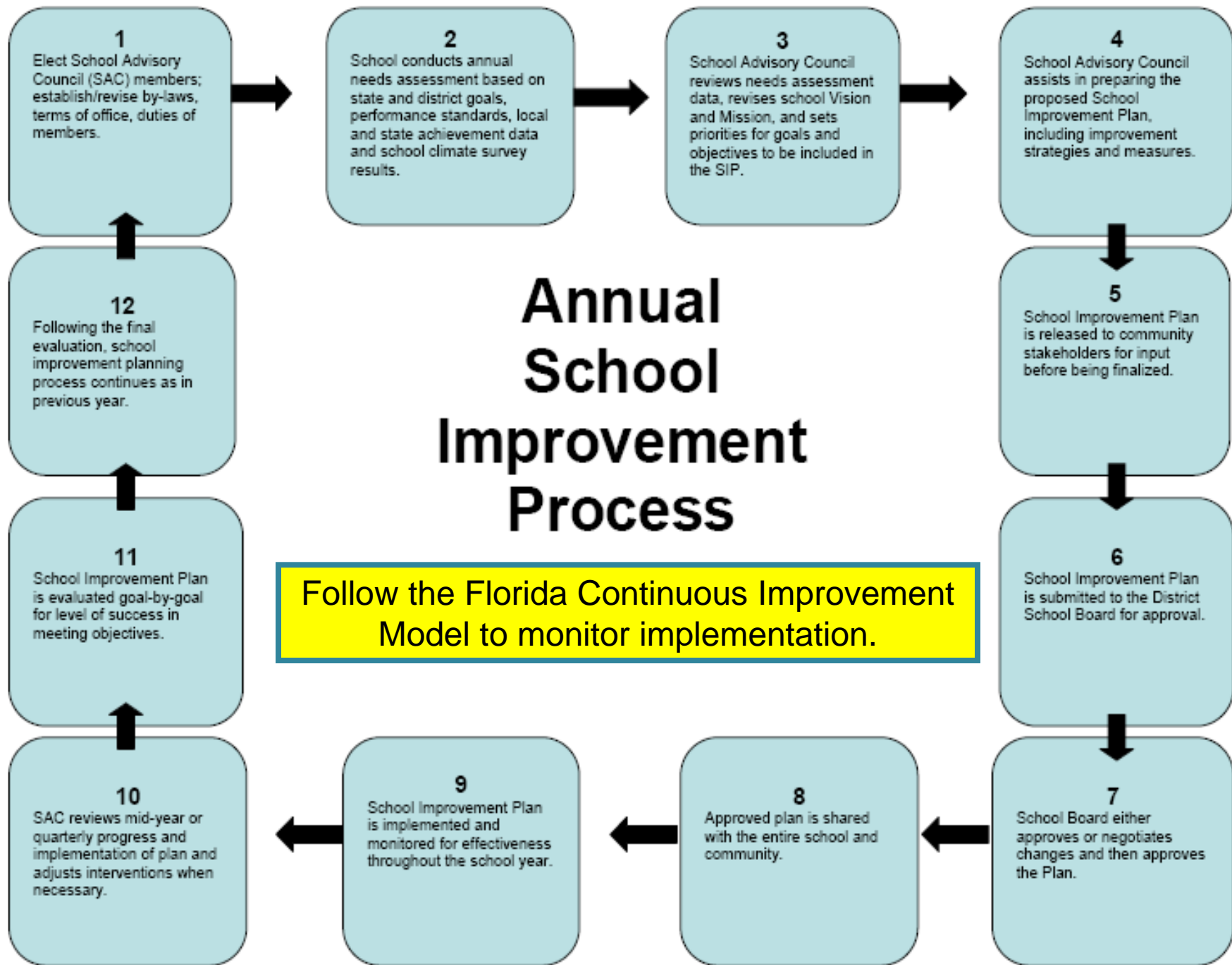
A+

A+



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.
- Stakeholders have provided feedback from the '08-'09 SIPs on the PDCA templates and the writing team has copies of the feedback.
- Adhere to the timelines for SIP development.
- Provide assurances through EESAC minutes.





Office of Strategic and School Improvement Planning



Wednesday May 20, 2009

STUDENTS

PARENTS

EMPLOYEES

COMMUNITY

- OSSIP Home
- School Improvement Plan
- EESAC
- Clearinghouse for Planning
- Restructuring Plans
- Data Analysis (ARDA)
- Data Spreadsheets



IMPORTANT LINKS

- 2009-10 SIP Development Tools
- School Site Performance Data
(Office of School Improvement)
- 2007-08 District and School Profiles (School Accountability Data)
(Assessment, Research, and Data Analysis)
- SIP Staff List Report
- Feeder Pattern Information

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Office of Strategic Planning

Wednesday May 20, 2009

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- OSSIP Home
- School Improvement Plan
- EESAC
- District Strategic Plan
- Clearinghouse for Planning

EESAC - Educational Excellence School Advisory Council - provides links to the selected school's EESAC ByLaws, Meeting Minutes, and Current Roster.

Please select the school(s) by using any one of the methods below:

1. Select a specific school and report from the appropriate list:

For ByLaws :

For Minutes :

For Roster :

2. Search for a school based on partial school name (3 or more letters)

Search

Clear

3. Use a combination of search fields to find a school

- Region
- Feeder
- Board Member
- School Grade
- AYP
- Performance
- School Size
- Title 1 Funded
- School Type

Getting Started.....

- District Name – Miami-Dade
- Superintendent – Alberto M. Carvalho
- Date of School Board Approval – Pending
- Update for approval will be done in November 2009



Correlate to Restructuring Plan

Color keys.....

- Use only those areas **applicable to your school.**
- **RED** areas must be used and the wording personalized to fit your school.
- **GREEN** areas are district provided language which may be incorporated into your response.

2009 – 2010

MODEL SCHOOL IMPROVEMENT PLAN

Guiding questions and additional information to be included are listed in blue.

Sample responses are included to help give schools an idea of expected responses.

School Name: Sunshine Middle School
District Name: Sunshine County Schools
Principal: Mr. Maurice Smith
SAC Chair: Ms. Samantha Healey
Superintendent: Mr. John Doe
Date of School Board Approval: Pending

Blue – Information provided by FLDOE

Red – MDCPS Response, leave as is

Green – Information provided by MDCPS District Offices

Black – FLDOE template and state sample answers

PART I: CURRENT SCHOOL STATUS
SCHOOL PROFILE/DEMOGRAPHICS

**PART I - DUE TO
REGIONAL OFFICES –
JUNE 12, 2009**

Brief History and Background of the School
Unique School Strengths for Next Year – DATA DRIVEN AND AWARDS/RECOGNITIONS
Unique School Weaknesses for Next Year – RESTRUCTURING SCHOOLS MAY LINK THIS SECTION TO THE CHALLENGES PRESENTED ON YOUR “RESTRUCTURING PLAN”. DATA DRIVEN
Student Demographics – BREAK THIS AREA DOWN BY SUBGROUPS
Student Attendance Rates – TREND DATA FOR THE PAST 3 YEARS. COGNOS
Student Mobility – LINK TO : http://oada.dadeschools.net/DSPfiles/0708Profiles.asp
Student Suspension Rates - LINK TO : http://oada.dadeschools.net/DSPfiles/0708Profiles.asp
Student Retention Rates - LINK TO : http://oada.dadeschools.net/DSPfiles/0708Profiles.asp
Class Size - LINK TO : http://oada.dadeschools.net/DSPfiles/0708Profiles.asp
Academic Performance of Feeder Pattern - LINK TO : http://osp.dadeschools.net/info
Partnerships and Grants





Assessment, Research, and Data Analysis



Wednesday, May 20, 2009

STUDENTS PARENTS EMPLOYEES COMMUNITY

- Home
- Accountability Data
- Adult Education Program
- AP Prediction Form
- AYP & AMAOs
- Compact City Analysis
- Contact Us
- FCAT
- Feeder Pattern Profiles
- Interim Assessment
- Membership
- OSSIP
- Program Evaluation
- PSAT SAT ACT
- Research Services
- SAT-10
- S.P.A.R.
- School Performance Grades
- Service Requests
- Sharepoint Discussion
- Staff
- Test Chairperson Info
- Test Information
- Testing Calendar

ACCOUNTABILITY DATA

INTRODUCTION

- 2009 SCHOOL PERFORMANCE TREND (XLS) OR (PDF) **NEW**
- DEMOGRAPHIC, RETENTION, MOVEMENT, AND MOBILITY RESULTS BY SCHOOL (XLS) OR (PDF)
- 2007-08 INSTRUCTIONAL STAFF ATTENDANCE
- 2007-08 DOE LONGITUDINAL GRADUATION RATES BY SCHOOL
- 2007-08 DOE LONGITUDINAL DROPOUT RATES BY SCHOOL
- 2008-07 MOBILITY INDEX, RETENTION, DROPOUT, GRADUATE, AND SUSPENSION DATA (ADOBE PDF)
- 2008-07 MOBILITY INDEX, RETENTION, DROPOUT, GRADUATE, AND SUSPENSION DATA (XLS FILE)

CLASS SIZE

2008-09 CLASS SIZE DATA BY SCHOOL (ADOBE PDF)

2008-09 SCHOOL PERFORMANCE TRENDS

No School Selected

MEMBERSHIP BY SCHOOL, GRADE, AND ETHNICITY

No School Selected

PREVIOUS YEARS

No Year Selected

Data files may be used to address areas on the School Profile/Demographics section.



0321 BISCAYNE ELEMENTARY

Region: 1

Differentiated Accountability Status

2008 - 09
N/A

Title I Status by Year

2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08	2008 - 09
Y	Y	Y	Y	Y	Y

School Performance Grades

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
School Grade	B	B	A	A	A
Points Earned	394	399	427	545	552

SCHOOL PERFORMANCE GRADE COMPONENTS

Percent Meeting High Standards

	2003-04	2004-05	2005-06	2006-07	2007-08
Reading	56	59	66	69	70
Math	59	61	65	71	68
Writing	83	78	85	91	85
Science	N/A	N/A	N/A	36	54

Percent Making Learning Gains

	2003-04	2004-05	2005-06	2006-07	2007-08
Reading	64	63	69	72	71
Math	66	74	72	69	68

Percent of Lowest 25% Making Learning Gains

	2003-04	2004-05	2005-06	2006-07	2007-08
Reading	66	64	70	67	68
Math	N/A	N/A	N/A	70	68

NO CHILD LEFT BEHIND (NCLB) - ADEQUATE YEARLY PROGRESS (AYP)

NCLB-AYP Meeting Criteria

	2003-04	2004-05	2005-06	2006-07	2007-08
Status by Year	NO	YES	YES	NO	YES
Percent Criteria Met	N/A	100	100	95	100

NCLB - AYP Criteria Met by Year by Ethnicity

	TOTAL	WH I TE	BLACK	H I SPANIC	ASIAN	INDIAN	F/R LUNCH	ELL	SWD
2005-06	Y	Y	Y	Y	Y	Y	Y	Y	Y
2006-07	Y	Y	Y	Y	Y	Y	Y	Y	N
2007-08	Y	Y	Y	Y	Y	Y	Y	Y	Y



STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)



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, including history of school grades, FCAT performance, and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator or	Prior Performance Record (Include prior School Grades, FCAT, and AYP information along with the associated school year)
Principal					
Assistant Principal					

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 a coach, and their prior performance record with increasing student achievement at each school, including history of school grades, FCAT performance, 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)	Number of Years at Current School	Number of Years as a Coach	Prior Performance Record (Including prior School Grades, FCAT, and AYP information along with the associated school year)

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)
1.			
2.			
3.			
4.			

DATA MUST BE USED TO SUPPORT ALL PERFORMANCE RECORD SECTIONS FOR ADMINISTRATORS AND INSTRUCTIONAL COACHES!





Office of Strategic and School Improvement Planning

Thursday May 21, 2009

STUDENTS

PARENTS

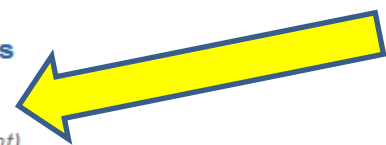
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COMMUNITY

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Office of Strategic and School Improvement Planning



Thursday, May 21, 2009

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Performance Data Spreadsheets

All file formats listed below are in Excel 2007. For users of Excel 97-2003, [click here to download the Compatibility Pack](#) so that you may view the files.

- 2005-09 AYP Performance Data
- 2005-09 FCAT Content Analysis Performance Data
- 2008-09 One year at a Glance Performance Data
- 2008-09 SIP Data Report MID-YEAR Performance Data
- 2008-09 School Performance Interactive Graph

2005-2009 FCAT Content Cluster Analysis and School Grade Overview



2005 to 2009 FCAT

- % Levels 3-5
- Content Cluster Analysis



2005-2009 School Grade

- % Meeting High Standards
- % Making Annual Learning Gains



2009 AYP

- Total
- Subgroups

2005-2009 School Grade and FCAT - Overview

OVERVIEW

The purpose of this file is to generate the 2005-2009 FCAT (Florida Comprehensive Assessment Test) content cluster report for individual schools in the areas of reading, writing, mathematics, and science. See the "Directions" for instructions on how to get the report.

Each report contains the following information:

- FCAT-Tested Year
- Total Students Tested
- % of Student Scoring FCAT levels 3 or higher
- Content Cluster Data:
 - Possible Points – the total number of items for that Cluster
 - Points Earned – the average number of points earned for that Cluster
 - Average % Correct – conversion of the points earned to a percentage unit (does not represent student percentage)

NOTE: The number of possible points may vary from year to year, and they are not statistically equated because the item content may differ in terms of difficulty.

This document was created and designed by Dr. Yuwadee Wongbundhit, Executive Director, Curriculum and Instruction. If you have any questions or suggestions, please contact her at 305-095-1988 or at ywongbundhit@dadeschools.net

2005-2009 School Grade and FCAT - Directions

Step 1: Select the appropriate grade-level and subject-area SHEET TAB located at the bottom of your screen. For example, Elementary Grades 3 to 5 can be accessed by clicking on the "Elem Gr 3-5" sheet tab; Middle School Math can be accessed by clicking on the "MDL Gr 6-8" sheet tab. NOTE: Reading, Writing, Math, and science results are on the same WORKSHEET.

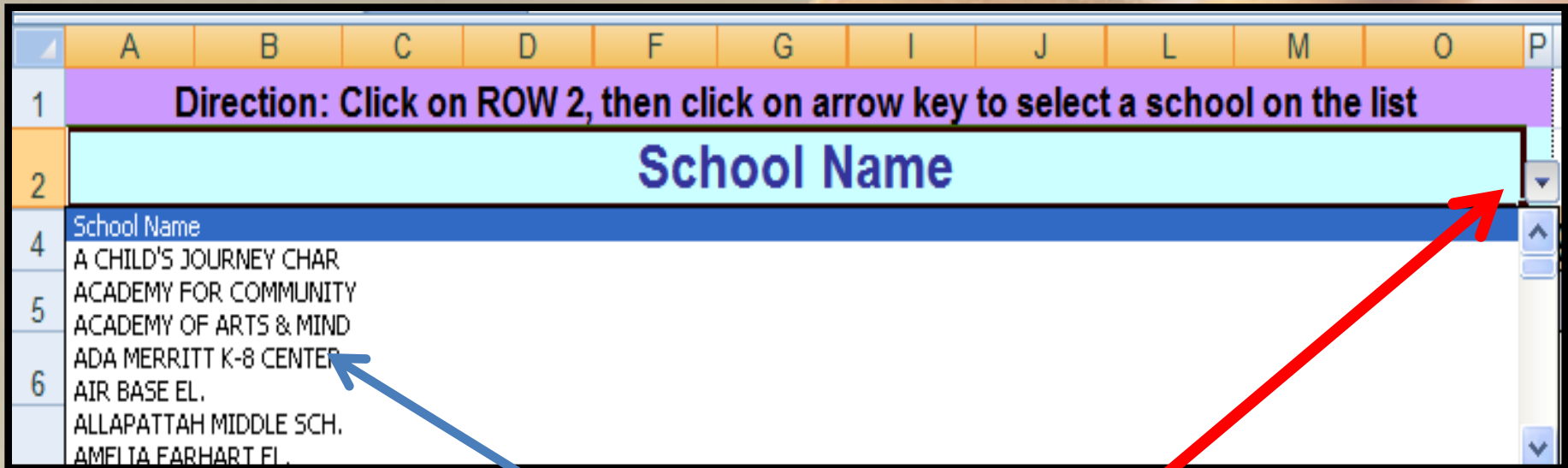
Step 2: To access data pertaining to a particular school, click on **Row 2** and click the arrow key to select a school.

Step 3: Print.

NOTE: Do not enter text in any cells, rows, or columns.

If you have any suggestions, comments, or need more information, please contact Dr. Yuwadee Wongburdhit, Executive Director, at 305-995-1988

2005-2009 FCAT Content Cluster Analysis



The screenshot shows an Excel spreadsheet with columns A through P and rows 1 through 6. Row 1 is highlighted in purple and contains the instruction: "Direction: Click on ROW 2, then click on arrow key to select a school on the list". Row 2 is highlighted in light blue and contains the text "School Name". A dropdown menu is open below row 2, listing several school names. A red arrow points from the instruction in row 1 to the dropdown arrow in row 2. A blue arrow points from the instruction in row 1 to the school name "ADA MERRITT K-8 CENTER" in row 6.

	A	B	C	D	F	G	I	J	L	M	O	P
1	Direction: Click on ROW 2, then click on arrow key to select a school on the list											
2	School Name											
4	School Name											
5	A CHILD'S JOURNEY CHAR											
5	ACADEMY FOR COMMUNITY											
5	ACADEMY OF ARTS & MIND											
6	ADA MERRITT K-8 CENTER											
6	AIR BASE EL.											
6	ALLAPATTAH MIDDLE SCH.											
6	AMELIA FARHART FL.											

Click on ROW 2, then click on arrow key, next select your school name from the drop-down list.

2005-2009 FCAT Content Cluster Analysis

Mathematics - Grade 5

Year	Total Students Tested	% Levels 3-5	Number Sense		Measurement		Geometry		Algebraic Thinking		Data Analysis	
			Possible Points	Avg. % Correct	Possible Points	Avg. % Correct	Possible Points	Avg. % Correct	Possible Points	Avg. % Correct	Possible Points	Avg. % Correct
2009												
2008	83	51	13	46%	11	55%	13	54%	11	64%	12	58%
2007	78	55	13	46%	11	45%	13	54%	11	45%	12	42%
2006	63	46	13	46%	11	45%	13	54%	11	45%	12	42%
2005	70	64	13	54%	11	55%	13	54%	11	55%	12	50%

FCAT,
%Levels 3-5

Average % Correct

Avg. % Correct of less than 51 are in red fonts

2005-2009 FCAT Content Cluster Analysis School Grades

2005 to 2009 School Grade Performance

Year	School Grade	% Meeting High Standards				% Making Learning Gains		% of Lowest 25% Making Learning Gains		Total Points (Earned 10 bonus pts shaded in Purple^)
		R	M	W	S	R	M	R	M	
2009*										
2008*	A	75%	92%	97%	62%	74%	83%	57%	85%	635^
2007*	B	70%	90%	98%	55%	66%	79%	48%	77%	593^
2006*	A	69%	90%	97%	NA	69%	82%	66%	NA	473
2005*	A	66%	89%	99%	NA	64%	81%	57%	NA	456

***School Grade Scaling**

2007-2009: F=0-394, D=395-434, C=435-494, B=495-524, A = 525-800
 2005-2006: F=0-279, D=280-319, C=320-379, B=380-409, A = 410-600

For high school only, purple shaded if school earned 10 bonus points.

Shade in red if value less than 50%

2005-2009 FCAT Content Cluster Analysis AYP

2008 AYP Information											
Sub-Group	95% Tested Reading? ¹		95% Tested Math? ¹		Reading Proficiency Met? ³			Math Proficiency Met? ⁴			Total Writing Proficiency Met? ²
	%Tested	Made AYP?	% Tested	Made AYP?	# of Students	% Proficient	Made AYP?	# of Students	% Proficient	Made AYP?	YES
TOTAL	100	YES	100	YES	239	52	NO	240	46	NO	
WHITE		NA		NA	2		NA	2		NA	Total Graduation Criteria Met? ⁵
BLACK	100	YES	100	YES	193	50	NO	194	43	NO	
HISP.	100	YES	100	YES	44	59	YES	44	59	NO	NA
ASIAN		NA		NA	0		NA	0		NA	
AM. IND.		NA		NA	0		NA	0		NA	
ECO DIS.	100	YES	100	YES	215	52	NO	216	47	NO	
ELL	100	YES	100	YES	27		NA	26		NA	
SWD	98	YES	100	YES	51	49	NO	52	52	NO	
Did the School Make Adequate Yearly Progress? NO Percent of Criteria Met: 74 %											

2008 AYP Criteria (School and subgroups not making AYP highlighted in red)	<ol style="list-style-type: none"> 1. Tested 95% of the students in reading/math 2. Improved performance by 1% or % proficient is >90. 3. 58% at or above grade level in reading or safe harbor method, or the growth model 4. 62% at or above grade level in math or safe harbor method, or the growth model 5. Increased graduation rate by 1% or the current rate is >85.
---	---

% Proficient 2009-2010: 72% for reading and 74% for math

2005-2009 AYP

Year	Schoolwide Status			TOTAL				AYP Criteria Note:						
	SCHOOL GRADE	AYP STATUS	% AYP MET	95% Tested Reading Met ¹		95% Tested Math Met ¹		Total Writing Met ²	Graduation Met ⁵	Year	Prof. TG Reading	Prof. TG Math	3-4. Met proficiency target (see table), Safe Harbor or Growth Model. 5. At least 1% improvement in graduation rate or has a graduation rate of 85% or better. 6. School grade not D or F.	
				% Tested	Made AYP?	% Tested	Made AYP?							
2008-09														
2007-08	A	YES	100%	99	YES	99	YES	NA	2008-09	65%	68%			
2006-07	D	NO	82%	99	YES	99	YES	NA	2007-08	58%	62%			
2005-06	C	NO	92%	99	YES	100	YES	NA	2006-07	51%	56%			
2004-05	C	YES	100%	Combined: 100%-YES				YES	YES	NA	2005-06	44%	50%	
				BLACK				HISPANIC						
Year	95% Tested Reading Met ¹		Math Proficiency Met ⁴			Year	95% Tested Reading Met ¹		Math Proficiency Met ⁴					
	% Tested	Made AYP?	Students	% Proficient	Made AYP?		% Tested	Made AYP?	Students	% Proficient	Made AYP?			
2008-09						2008-09								
2007-08	99	YES	0	62	YES	2007-08					NA			
2006-07	99	YES	7	43	NO	2006-07	100				NA			
2005-06	99	YES	11	44	NO	2005-06	100				NA			
2004-05	Combined: 100%-YES		400	53	YES	400	44	YES	Combined: 100%-YES		**	NA	**	
				WHITE				ASIAN						
Year	95% Tested Reading Met ¹		Math Proficiency Met ⁴			Year	95% Tested Reading Met ¹		Math Proficiency Met ⁴					
	% Tested	Made AYP?	Students	% Proficient	Made AYP?		% Tested	Made AYP?	Students	% Proficient	Made AYP?			
2008-09						2008-09								
2007-08						2007-08					NA			
2006-07						2006-07					NA			
2005-06						2005-06					NA			
2004-05						2004-05					NA			
				AMERICAN INDIAN				ENGLISH LANGUAGE LEARNERS						
Year	95% Tested Reading Met ¹		Math Proficiency Met ⁴			Year	95% Tested Reading Met ¹		Math Proficiency Met ⁴					
	% Tested	Made AYP?	Students	% Proficient	Made AYP?		% Tested	Made AYP?	Students	% Proficient	Made AYP?			
2008-09						2008-09								
2007-08						2007-08					NA			
2006-07						2006-07					NA			
2005-06						2005-06					NA			
2004-05	Combined: %-NA		**		NA	**		NA	Combined: %-NA		**	NA		
				ECONOMICALLY DISADVANTAGED				STUDENTS WITH DISABILITIES						
Year	95% Tested Reading Met ¹		Math Proficiency Met ⁴			Year	95% Tested Reading Met ¹		Math Proficiency Met ⁴					
	% Tested	Made AYP?	Students	% Proficient	Made AYP?		% Tested	Made AYP?	Students	% Proficient	Made AYP?			
2008-09						2008-09								
2007-08						2007-08					NA			
2006-07						2006-07	99				NA			
2005-06						2005-06	100				NA			
2004-05	Combined: 100%-YES		402	52	YES	402	45	YES	Combined: 100%-YES		33	NA	33	

Total

Black

Hispanic

White

Asian

American Indian

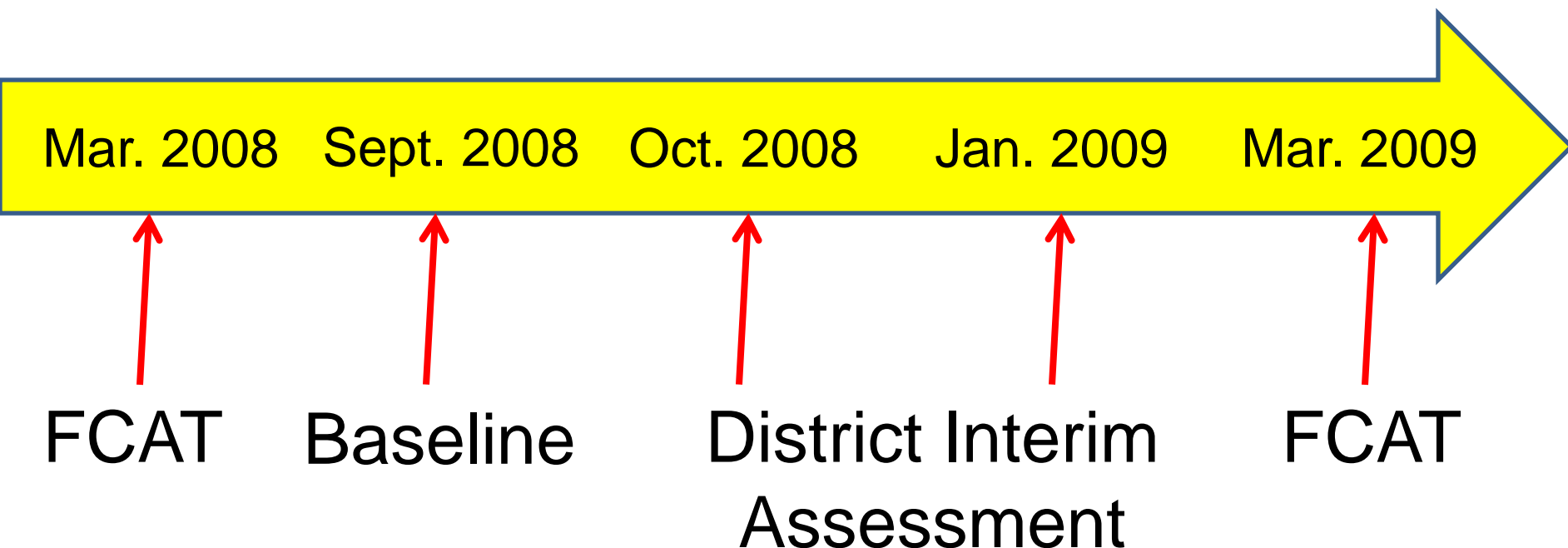
ELL

Eco. Disadv.

SWD

2008-09 One Year at a Glance

Performance and Content Cluster Analysis by Grade



2008-09 One Year at a Glance

Reading, Grade 3

Math, Grade 3

Reading, Grade 4

Math, Grade 4

Reading, Grade 5

Math, Grade 5

Science, Grade 5

2005 to 2008 School Grade Performance

School Grade

Mathematic - Grade 3

Assessment	Total	Number Scales	Measurement	Geometry	Algebraic Thinking	Data Analysis	Avg. % Correct
FCAT 2008							43%
IA-Jan. 09							34%
IA-Oct. 08							46%
BL-Sept. 08							32%
FCAT 2005							43%

Mathematic - Grade 4

Assessment	Total	Number Scales	Measurement	Geometry	Algebraic Thinking	Data Analysis	Avg. % Correct
FCAT 2008							49%
IA-Jan. 09							57%
IA-Oct. 08							40%
BL-Sept. 08							57%
FCAT 2005							57%

Mathematic - Grade 5

Assessment	Total	Number Scales	Measurement	Geometry	Algebraic Thinking	Data Analysis	Avg. % Correct
FCAT 2008							42%
IA-Jan. 09							48%
IA-Oct. 08							70%
BL-Sept. 08							44%
FCAT 2005							42%

NOTE

All Avg. % Correct of less than 51 are denoted in red.

Assessment	Assessment Description	% Proficient
FCAT 2009	FCAT 2009 (March 2009)	FCAT Level 3 or Higher
IA-Jan. 09	District Interim Assessment, Form B (January 2009)	Satisfactory Progress (Prediction of the % expected to score Level 3 or higher on the 2009 FCAT)
IA-Oct. 08	District Interim Assessment, Form A (October 2008)	Performance at Mastery (70% or higher)
BL-Sept. 08	District Baseline Assessment (September 2008)	Performance at Mastery (70% or higher)
FCAT 2008	FCAT 2008 (March 2008)	FCAT Level 3 or Higher

2008 AYP Information

Sub-Group	% Tested Reading ¹	% Tested Math ¹	Reading Proficiency Met ²	Math Proficiency Met ²	Total Writing Proficiency Met ³
TOTAL	100	100	NO	NO	YES
WHITE	100	100	NO	NO	NO
BLACK	100	100	NO	NO	NO
HISP.	100	100	NO	NO	NO
ASIAN	NA	NA	0	0	NA
AM. IND.	NA	NA	0	0	NA
ECC DIS.	100	YES	215	52	NO
ELL	100	YES	100	YES	27
DWD	98	YES	100	YES	51

Did the School Make Adequate Yearly Progress? NO

Percent of Criteria Met: 74 %

- *School Grade Scaling
- 2007-2009: F=0-394, D=395-434, C=435-494, B=495-524, A = 525-800
 2005-2008: F=0-279, D=280-319, C=320-379, B=380-409, A = 410-600
- 2008 AYP Criteria (School and subgroups not making AYP highlighted in red)
1. Tested 95% of the students in reading/math
 2. Improved performance by 1% or % proficient is >90.
 3. 58% at or above grade level in reading or safe harbor method, or the growth model
 4. 52% at or above grade level in math or safe harbor method, or the growth model
 5. Increased graduation rate by 1% or the current rate is >85.

2008-09 One Year at a Glance

Mathematics - Grade 5

Test	Total Students Tested	% Prof.	Number Sense		Measurement		Geometry		Algebraic Thinking		Data Analysis	
			Possible Points	Avg. % Correct	Possible Points	Avg. % Correct	Possible Points	Avg. % Correct	Possible Points	Avg. % Correct	Possible Points	Avg. % Correct
FCAT 09												
IA-J	74	39%	20	41%	12	40%	12	53%	4	73%	12	48%
IA-O	72	39%	14	62%	24	56%	7	65%	5	73%	5	79%
BL	66	3%	11	35%	9	38%	7	36%	6	57%	9	44%
FCAT 08	81	31%	13	38%	11	45%	13	46%	11	45%	12	42%

FCAT, %Levels 3-5, or Satisfactory, or Mastery

Average % Correct

Avg. % Correct of less than 51 are in red fonts

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

CONDUCT FINAL UPLOAD ON AUGUST 15TH

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course:

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

Please describe the school's teacher mentoring program for new and struggling teachers 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

- Access to all staffing information is found at: <http://osp.dadeschools.net/sip>
- All information is updated automatically as the administrator makes changes
- Scroll to the bottom of the file to access Staff Demographics
- Provide appropriate information to those staff members who are NOT highly qualified in order to assist them in becoming so.
- Select mentors according to HQ status, curriculum area, and grade levels for mentees



SIP Staff List



Tuesday May 19, 2009

STUDENTS

PARENTS

EMPLOYEES

COMMUNITY

Welcome to the SIP Staff List Report

Please enter you school number in the space provided

School Number:

← Insert WL #

← Click here

[Discover M-DCPS](#) | [Committees](#) | [Directories](#) | [Human Resources](#)

[Newsroom](#) | [School Board](#) | [Schools](#) | [Superintendent](#) | [Technology](#)

Miami-Dade County Public Schools : 1450 NE Second Avenue : Miami, FL 33132 : Phone: (305) 995-1000 : Copyright 2009

Each Thursday the HQT information will be updated based on the HOUSSE Survey information inputted prior to the previous Tuesday.

Staff List

School Name: Benjamin Franklin Elementary School

District:13

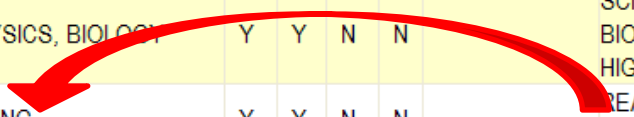
Name	Area(s) of Certification	Advanced Degree(s)				Endorsement(s)	Teaching Assignment(s)	Type of Certification	NBCT	Number of years teaching	Highly Qualified Teacher
		Bach.	Mast.	Spec.	Phd.						
- PATSY G. GRAHAM	E CHILD ED, ELEM ED	Y	Y	N	N	ESOL	4TH GRADE	RG	No	33	Yes
- MADDIE K. WOLFE	ART	Y	Y	N	N		ART	RG	No	31	Yes
- KELLYN W. JOHNSON	ADM SUPV, E CHILD ED, ELEM ED	Y	Y	N	N	ESOL	3RD GRADE	RG	No	34	Yes
- LUCY H. NEWBOLD	ELEM ED	Y	Y	N	N	ESOL	5TH GRADE	RG	No	34	Yes
- CLEMENTON B. SHIPP	ADM SUPV, ELEM ED	Y	Y	N	N	ESOL	2ND GRADE	RG	No	29	Yes
- KEVIN J. RUTLEDGE	MUSIC	Y	Y	N	N		MUSIC	RG	No	18	Yes
- HELEN E. HERRING	ELEM ED	Y	Y	N	N	ESOL	3RD GRADE	RG	No	26	Yes
- JOANNE D. BOLOTIN	E CHILD ED, ELEM ED	Y	Y	N	N	ESOL	4TH GRADE	RG	No	29	Yes
- LILLIAN J. HUNT	ELEM ED	Y	Y	N	N	ESOL	1ST GRADE	RG	No	27	Yes
- NERIDA GIL JIMENEZ	PK/PRIMARY	Y	Y	N	N		PRE-K	RG	No	10	n/a
- PRISCILLA A. PARRIS	BUS ED, ELEM ED	Y	Y	N	N	ESOL	2ND GRADE	RG	No	25	Yes
- CHRISTINE B. ALLEN	ELEM ED	Y	Y	N	N	ESOL, GIFTED	GIFTED-EXCEPTIONAL STUDEN	RG	No	25	Yes
- RAEANN C. STRADONE	ELEM ED	Y	N	N	N	ESOL	1ST GRADE	RG	No	25	Yes
- DANNA H. LOWE	ELEM ED, READING, PRIMARY ED	Y	Y	N	N	ESOL	KINDERGARTEN TCHR	RG	No	29	Yes
- JANETT RAYO	ELEM ED	Y	N	N	N	ESOL	4TH GRADE	RG	No	15	Yes

Staff List

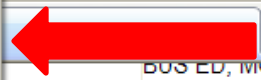
School Name: Benjamin Franklin Elementary School

District:13

Name	Area(s) of Certification	Advanced Degree(s)				Endorsement(s)	Teaching Assignment(s)	Type of Certification	NBCT	of years teaching	Highly Qualified Teacher
		Bach.	Mastr.	Spec.	Phd.						
WILLIAM P. COBB	ADM SUPV, PHYSICS, BIOLOGY	Y	Y	N	N		SCIENCE BIOLOGY SR HIGH	RG	No	37	Yes
CHERYL S. COLE	ENGLISH, READING	Y	Y	N	N		READING COACH	RG	Yes	28	n/a
SUSAN C. OCONNOR	ENGLISH, JOURNALISM	Y	N	N	N		LANGUAGE ARTS READING SR	RG	Yes	30	n/a
WALTER S. GREEN	HISTORY, MG SOCIAL SCI					MIDDLE GRADES	SOCIAL STUDIES SR HIGH	RG	No	34	Yes
DAVID K. EMMONS	HEALTH ED, MATH, PHYS ED, P E K-8	Y	N	N	N	DRIVER ED	MATHEMATICS SR HIGH	RG	No	31	Yes
MARY M. ELLMORE	PRAC NURSE	Y	N	N	N		EDUCATIONAL SPECIALIST	RG	No	28	n/a
BARBARA M. STIEF	MNTL HNDCP						ESE-VARYING EXCEPTIONAL	RG	No	29	Yes
KENNETH DODD	PHYS ED, HEALTH	Y	N	N	N	DRIVER ED	PHYSICAL EDUCATION SR HIG	RG	No	29	n/a
KATHLEEN P. SANDS	E CHILD ED, ELEM ED, ED LEADERSHIP	Y	Y	N	N		LANGUAGE ARTS ENGLISH SR	RG	No	27	Yes
JOSIF GREZLOVSKI	BIOLOGY, PHYS ED, P E K-8	Y	Y	Y	N		SCIENCE GENERAL SR HIGH	RG	No	28	Yes
WILLIAM E. HUMPHREY	JOURNALISM, SOCIAL SCIENCE	Y	Y	Y	N		ATHLETIC DIRECTOR	RG	No	33	n/a
BRENDA C. PRATT	BUS ED, ADM, VOE	Y	Y	N	N	READING	READING COACH	RG	No	30	n/a



Cut Ctrl+X
 Copy Ctrl+C
 Paste Ctrl+V
Select All Ctrl+A
 Find on this Page... Ctrl+F



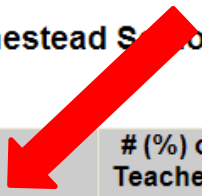
- Click the **Select All** choice
- Select **Copy**
- Paste into an **MSWord** document
- The **MSWord** document is the one that must be uploaded to the BSI website.

Staff List
School Name: Homestead Senior High School
District:13

Name	Area(s) of Certification	Advanced Degree(s)				Endorsement(s)	Teaching Assignment (s)	Type of Certification	NBCT	Number of years teaching	Highly Qualified Teacher
		Bach.	Mast.	Spec.	Phd.						
293250 - TIMOTHY T. MCNICHOLS		Y	Y	N	N		JROTC INSTRUCTOR		No	0	n/a
293767 - JOHN F. SANIN	ART	Y	Y	N	N		ART	RG	No	0	Yes
296861 - KENNETH J. RICHARDSON	MG MATH	Y	N	N	N		MG MATH	TT	No	0	Yes
297997 - HOPE F. SANDERS							JROTC INSTRUCTOR		No	0	n/a

Staff Summary
School Name: Homestead Senior High School
District:13

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 Teachers*	# (%) Reading Endorsed Teachers	# (%) National Board Certified Teachers	# (%) ESOL Endorsed Teachers
154	11 (7.14%)	55 (35.71%)	49 (31.82%)	39 (25.32%)	71 (46.10%)	79 (87.78%)	11 (7.14%)	6 (3.90%)	14 (9.09%)



* The "Total Number of Instructional Staff" used for this calculation has been reduced by the number of staff who are classified as "n/a" in the "Highly Qualified Teachers" column.

FEEDER PATTERN INFORMATION

Dadeschools.net - Windows Internet Explorer

http://osp.dadeschools.net/info

Dadeschools.net x Dadeschools.net Florida Department of E...

SCHOOL INFORMATION CLEARINGHOUSE
giving our students the world

Wednesday May 20, 2009

STUDENTS PARENTS EMPLOYEES COMMUNITY

- Use the pull down/fill-in boxes to select the appropriate "search fields". Use as many or as few as you wish.
- Select the type of background map you wish to view.
- Click in the button labeled "SEARCH" to process your search request.
- The report is sorted by "school number".

Search/Filter Fields: Map Type **Basic - Dade Map**

School Name text search (e.g., coral, middle, elem, senior.): Updated as needed

Geographic/configuration data:

Region Office: Any Region Office Updated as needed

Board Member: Any Member Updated Nov '08

Feeder Pattern: Any Feeder Updated March '09

Type of School: All Schools Updated as needed

Title I Funded: Any Value Updated March '09

Grade Organization: Any Value Updated March '09

House & Senate Officials: Any Senator Any State Rep. Any Cong. Rep. Updated July '07

Program data:

Academies/Magnet Programs: Any Value Any Value Any Program Updated Apr '09

Demographic data:

Total population: Low bound = High bound = Updated Oct. '08 FTE

Ethnic Configuration: Any Value Any Value Any Value Updated Oct. '08 FTE


Free/Reduced Price Lunch: Low bound = % High bound = % Updated Oct. '08 FTE

Testing/performance data: <CTRL><Click> for multiple selections


Differentiated Accountability: Any Value Schools in Need of Improvement (SINI) Status: Any value Updated March '09

School Grades:	Adequate Yearly Progress
2007-2008 <input type="text"/> Any grade <input type="button"/>	2007-2008 <input type="text"/> Any Value <input type="button"/>
2006-2007 <input type="text"/> Any grade <input type="button"/>	2006-2007 <input type="text"/> Any Value <input type="button"/>
2005-2006 <input type="text"/> Any grade <input type="button"/>	2005-2006 <input type="text"/> Any Value <input type="button"/>
2004-2005 <input type="text"/> Any grade <input type="button"/>	2004-2005 <input type="text"/> Any Value <input type="button"/>
2003-2004 <input type="text"/> Any grade <input type="button"/>	2003-2004 <input type="text"/> Any Value <input type="button"/>
2002-2003 <input type="text"/> Any grade <input type="button"/>	2002-2003 <input type="text"/> Any Value <input type="button"/>
2001-2002 <input type="text"/> Any grade <input type="button"/>	2001-2002 <input type="text"/> Any Value <input type="button"/>
2000-2001 <input type="text"/> Any grade <input type="button"/>	
1999-2000 <input type="text"/> Any grade <input type="button"/>	
1998-1999 <input type="text"/> Any grade <input type="button"/>	

SEARCH **Reset**



1



2

Comparison to 2007-2008 Administration

Drop in Grade: 2		No Change in Grade: 8		Improvement in Grade: 1		Newly Graded: 0		Total Graded: 11			
Number of schools		2007-2008 Administration									
		A	B	C	D	F	I	N	P	Not Graded	Total
2006-2007 Administration	A	7	2				0	0	0	0	9
	B	1					0	0	0	0	1
	C			1			0	0	0	0	1
	D						0	0	0	0	0
	F						0	0	0	0	0
	I						0	0	0	0	0
	N						0	0	0	0	0
	P						0	0	0	0	0
	Not Graded						0	0	0	0	0
Total	8	2	1	0	0	0	0	0	0	11	

Grading Scale (2006-2007): A=525 or more, B=495-524, C=435-494, D=395-434, F=0-394, I=Incomplete, N=Indicates a new school no grade, P=Points calculated but no grade, NA=Grade Not Available
 Grading Scale (2000-2006): A=410 or more, B=380-409, C=320-379, D=280-319, F=0-279, I=Incomplete, N=Indicates a new school no grade, P=Points calculated but no grade, NA=Grade Not Available

Oct Student Membership denotes student membership as of last October FTE. Type denotes E = elementary, M = middle, S = senior, C = combination and O = other.
 Zone and Stellar schools are designated with a "Z" or "S" next to the region number.
 Performance grades with an "*" denote the year where the Federal definition for Adequate Yearly Progress (AYP) was not met.
 Performance grades with an "" denotes schools receiving Title 1 funding that year.

Map Coordinate Reference 2006-2007 vs 2007-2008 for Feeder Pattern = Miami Coral Park Senior



Num. Map	School Name	Diff. Acct. SINI Stat.	Oct Student Memb.	Reg	Board Member	School Grade Designations												
						07-08	06-07	05-06	04-05	03-04	02-03	01-02	00-01	99-00	98-99			
1.	J-13 0201-Banyan Elementary School	Unclassified SINI: 0	Elem 433 Stu.	3	8.Dr. Marta Perez	A	A	A	A	A	B*	A	B	C	C			
2.	I-12 1001-Coral Park Elementary School	Unclassified SINI: 0	Elem 1,039 Stu.	3	8.Dr. Marta Perez	A	A	A	A	A*	A*	A	A	B	C			
3.	J-12 1721-Everglades K-8 Center	Unclassified SINI: 0	K-8 1,195 Stu.	3	8.Dr. Marta Perez	A	A	A	A	A*	A*	A	A	A	C			
4.	J-11 2331-Charles R. Hadley Elementary School	Unclassified SINI: 0	Elem 1,112 Stu.	3	5.Mr. Renier Diaz de la Portilla	A	A	A	A	A*	A*	B	A	C	A			
5.	I-12 4721-Rockway Elementary School	Unclassified SINI: 0	Elem 538 Stu.	3	8.Dr. Marta Perez	B*	A*	A	A	A*	A*	A	C	C	C			
6.	J-11 4921-Seminole Elementary School	Unclassified SINI: 0	Elem 573 Stu.	3	8.Dr. Marta Perez	B*	A	A	A	A*	A*	A	B	C	C			
7.	I-11 5381-E. W. F. Stirrup Elementary School	Unclassified SINI: 0	Elem 904 Stu.	3	5.Mr. Renier Diaz de la Portilla	A	A	A	A	A	A*	B	A	A	C			
8.	H-11 5431-Sweetwater Elementary School	Unclassified SINI: 0	Elem 1,002 Stu.	3	8.Dr. Marta Perez	A	A	A	A	A*	B*	B	C	A	C			
9.	I-11 8121-RubÃn DarÃo Middle School	Correct-I SINI: 4	Midd 798 Stu.	3	5.Mr. Renier Diaz de la Portilla	A*	B	A	C*	C*	B*	B	C	C	C			
10.	I-12 6821-Rockway Middle School	Unclassified SINI: 0	Midd 1,371 Stu.	3	8.Dr. Marta Perez	A*	A*	A	A	A*	A*	A	C	C	C			
11.	I-12 7271-Miami Coral Park Senior High School	Unclassified SINI: 0	Seni 3,406 Stu.	3	8.Dr. Marta Perez	C*	C*	C*	C*	C*	C*	C	C	C	C			

ADDITIONAL REQUIREMENTS

Coordination and Integration (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.

Information will be provided by the District to identify means of coordination of programs for your school. You will fill in only sections which are applicable to your school.

Go to Appendix II for a List of Programs available at your school for the 2009-2010 school year.

+

Title I, Part A

State Sample:

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

MDCPS District response:

ST2 schools are provided with the support from a Professional Development Curriculum Support Specialist which is funded from Title I, part A funds. ST2 is a state approved RtI model for elementary schools.

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start

MDCPS District response:

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education (High Schools only)

MDCPS District response:

High school completion courses are available to all eligible (School's Name) students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

MDCPS District response:

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications.

Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

State Sample:

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12.

- This section should be filled out by **Title I schools only**.
- If a program is NOT applicable to your school, write N/A.
- Refer to Appendices II & III for additional information.
- All sections in **RED** must be included and the wording specific to your school.

Response to Instruction/Intervention (Rtl)

School-based Rtl Team

Identify the school-based Rtl Leadership Team.

Describe how the school-based Rtl Leadership Team functions (e.g. meeting processes and roles/functions).

Describe the role of the school-based Rtl Leadership Team in the development and implementation of the school improvement plan.

Rtl Implementation

Describe the data management system used to summarize tiered data.

Describe the plan to train staff on Rtl.

- Go to **Appendix IV** for additional assistance
- Recommended membership are those on the ST2
- 2009-2010 new assessments include: FAIR & data should drive instruction
- Make a plan to train staff on Rtl

School Wide Florida's Continuous Improvement Model

*** CROSS CHECK ALL WORDING TO ASSURE THAT THE WORD "FLORIDA" PREFACES ALL CONTINUOUS IMPROVEMENT MODEL STATEMENTS.**

PLAN:

Data

- Use 2009 FCAT data to identify strengths and weaknesses
- Drill down to Clusters and Strands
- Refer back to "School Profiles/Demographics"

IFC Development

- Follow and respond to **ALL** of the guide questions provided by the State in blue
- Adjustments may be made throughout the year

DO:

- Follow and respond to **ALL** of the guide questions
- Short and precise

CHECK:

- Continue to follow the state guide questions
- The section in **RED** under "**Monitoring**" must be included by Title I schools. Include only relevant sections.

ACT:

- Under Enrichment include all programs which the school offers

Professional Learning Communities

Describe the school's use of Professional Learning Communities as a vehicle for maintaining and improving the instructional focus. Include the following:

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)

If you have an established PLC, follow the **BLUE** questions provided by the state and provide the answers.

Otherwise, use the **GREEN** responses.

PLC leader/facilitator training and support is available to elementary schools participating in Ready Schools Miami.

NCLB Public School Choice (for Title I schools only) (The required letters will be posted to: <http://OSSIP.dadeschools.net> as they are received from the District office. Do **NOT** use any school generated letters.)

Notification of School in Need of Improvement (SINI) Status

- Attach a copy of the Notification of SINI Status to Parents*
 - *SINI 1+ schools*

Public School Choice with Transportation (CWT) Notification

- Attach a copy of the CWT Notification to Parents*
 - *SINI 2+ schools*

Supplemental Educational Services (SES) Notification

- Attach a copy of the SES Notification to Parents*
 - *SINI 1+ schools*
 - *SINI Status and CWT notifications may be the same letter*

Pre-School Transition

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

- **Head Start or other school programs which move students into your school's kindergarten or VPK.**
- **This is not the movement of your VPK students into your kindergarten.**
- **Focus on ongoing opportunities for feeder schools to visit your program.**
- **How are you providing assistance and inviting students to your school?**

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](#) (This provides data to 2007. If you have internal data, you may use it.) Refer to **Appendix II** further assistance

- **Provide ongoing collaboration with postsecondary institutions.**
- **Monthly meetings with institution representatives**
- **Programs in place to aid the transition process**

Feedback report is found at: <http://data.fldoe.org/readiness/default.cfm>

PART II: EXPECTED IMPROVEMENTS

Reading Goal Area – Appendix V

The FLDOE reading minimum target for 2009-2010 is **72%** of the designated students scoring **Level 3 or higher**. Schools which scored higher than **72%** on the 2009 FCAT should write an objective for the total group of at least 1 % higher than the % of proficiency.
All subgroups not making AYP in 2009 will be written to at least **72%**.



Mathematics Goal Area – Appendix VI

The FLDOE mathematics minimum target for 2009-2010 is **74%** of the designated students scoring Level 3 or higher. Schools which scored higher than **74%** on the 2009 FCAT should write an objective for the total group of at least 1% higher than the % of proficiency.
All subgroups not making AYP in 2009 will be written to at least **74%**.



*Needs Assessment: **Points of discussion by school stakeholders, to be addressed in the first column of the chart.***

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?


Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Chart Sample:



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
<p>In grades 6-8, 46% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents a decrease of 8% compared to 54% who achieved mastery in 2008. Eighth grade students scored lowest mastery in Number Sense (42%) and this continues to be their lowest scoring area.</p>	<p>1. Given instruction using the Sunshine State Standards, 74% of students in grade 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.</p>	<p>1. Common board configuration including objectives, essential questions, date, agenda, and homework assignment.</p>	<p>1. Principal, Mathematics Coach</p>	<p>1. Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.</p>	<p>1. Reports generated from walkthroughs.</p>
		<p>2. Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment.</p>	<p>2. Principal, Mathematics Coach</p>	<p>2. Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.</p>	<p>2. Progress of all students on assessment.</p>
<p>In grades 6-8, 23% of Students With Disabilities achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents a decrease of 7% compared to 30% of SWD students who achieved mastery in 2008. SWD sixth graders scored lowest mastery in geometry(25%) and seventh grade SWD scored lowest mastery in measurement.</p>	<p>2. Given instruction using the Sunshine State Standards, 74% of Students With Disabilities in grades 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.</p>	<p>1. Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.</p>	<p>1. Principal, Mathematics Coach</p>	<p>1. Math Coach will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.</p>	<p>1. Progress of students on assessments.</p>
		<p>2. Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.</p>	<p>2. Principal, Mathematics Coach</p>	<p>2. Maintain a record of strategies and interventions utilized with the lowest 25 percentile.</p>	<p>2. Increased achievement between assessments.</p>

Professional Development Aligned with Objective

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
<ul style="list-style-type: none"> List each objective that will require PD. 	<ul style="list-style-type: none"> What will be the focus of the PD? 	<ul style="list-style-type: none"> Who will provide the training? 	<ul style="list-style-type: none"> When will the training take place? 	<ul style="list-style-type: none"> How will the school determine if the PD is being used in the classroom and is effective? 	<ul style="list-style-type: none"> Who is responsible to ensure that the strategies from the PD are implemented in the classroom?
In grade 6-8, 74% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	1. Effective Implementation of the Instructional Focus Calendar	Mathematics Coach	August 2009	Modeling of Lessons Classroom Visits	Principal, Mathematics Coach

Budget - Refer to Appendix VIII , Programs and Funding

Evidence-based Program(s)/Materials(s) -- **ONLY INCLUDE THOSE ITEMS PURCHASED FOR 2009-2010**

Objective	Description of Resources	Funding Source	Available Amount
In grades 6-8, 74% of Students With Disabilities will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Manipulatives and Various Math supplies	Title I (Could include District, Grants, EESAC, Title II, Title III.....)	5,000

Total: \$ 5,000

Science Goal

- Refer to **Appendix VII** for suggested Action Steps and Programs
- District minimum target is 50% of students at mastery level
- If over 50% mastery on 2009 FCAT, increase target by 10%

Writing Goal

- Refer to **Appendix V** for suggested Action Steps and Programs
- If the 2009 FCAT was 90 – 99% mastery, write to maintain or increase
- Never write to a lower % expectancy
- Writing mastery remains at 3.5

Parental Involvement

- Title I schools must include the sections highlighted in **RED** including the Objective, Professional Development, and Budget areas.
- Identify areas which impact student achievement.

Other Goals - Graduation Goal

- All Senior High Schools must write to this Goal
- Refer to the Postsecondary Transition Narrative
- No other Goals are required by M-DCPS

- **Final Budget** - will be automatically calculated when the Goal areas' budgets are inputted
- **Differentiated Accountability**
 - Put an “X” in the appropriate category based on the 2009-2010 designation
 - The School Check List will be posted to the FLBSI website
 - Correct II (D and F schools) and Intervene schools must have Reading Coaches who are endorsed or certified.
- **School Advisory Councils (EESACs)**
 - Majority of members must be non-District employees
 - Schedule appropriate meetings
 - Names on the SIP should be the same ones as on the EESAC roster, list only the **Voting Members**.

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 state legislation: 50% plus one member of the EESAC must be non-DISTRICT employees.
- Print the Process Timeline document, found at: <http://ossip.dadeschools.net/>, to assure District and State compliance for posting.

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