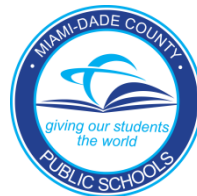


2010 – 2011 School Improvement Plans

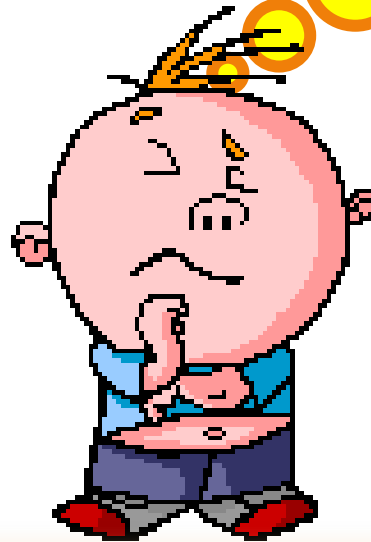
Technical Assistance Workshop



Prior to the start of the workshop:

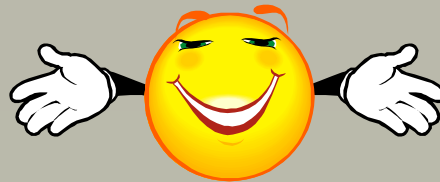
- **Please find your school's table and**
- **Add your comments to the CHALK TALK WALL!**

There is a need to create a School Improvement Plan.



CHALK TALK.....

Welcome and Introductions



Office of School Improvement

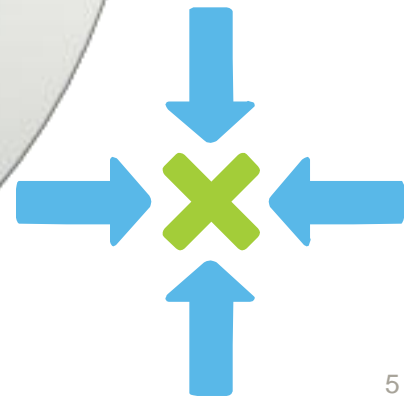
Workshop Objectives

Participants will:

- ❑ Develop essential skills and tools for the completion of the 2010-2011 SIP
- ❑ Identify resources available to be used to complete the 2010-2011 SIP
- ❑ Increase the understanding of the school improvement process

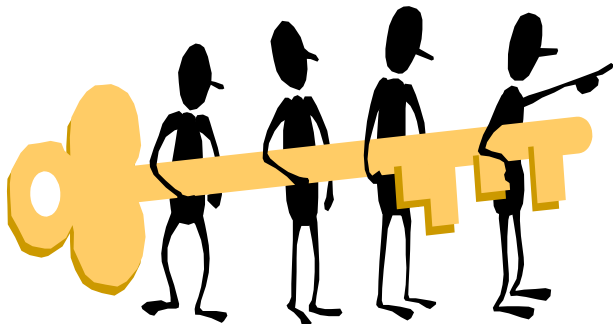


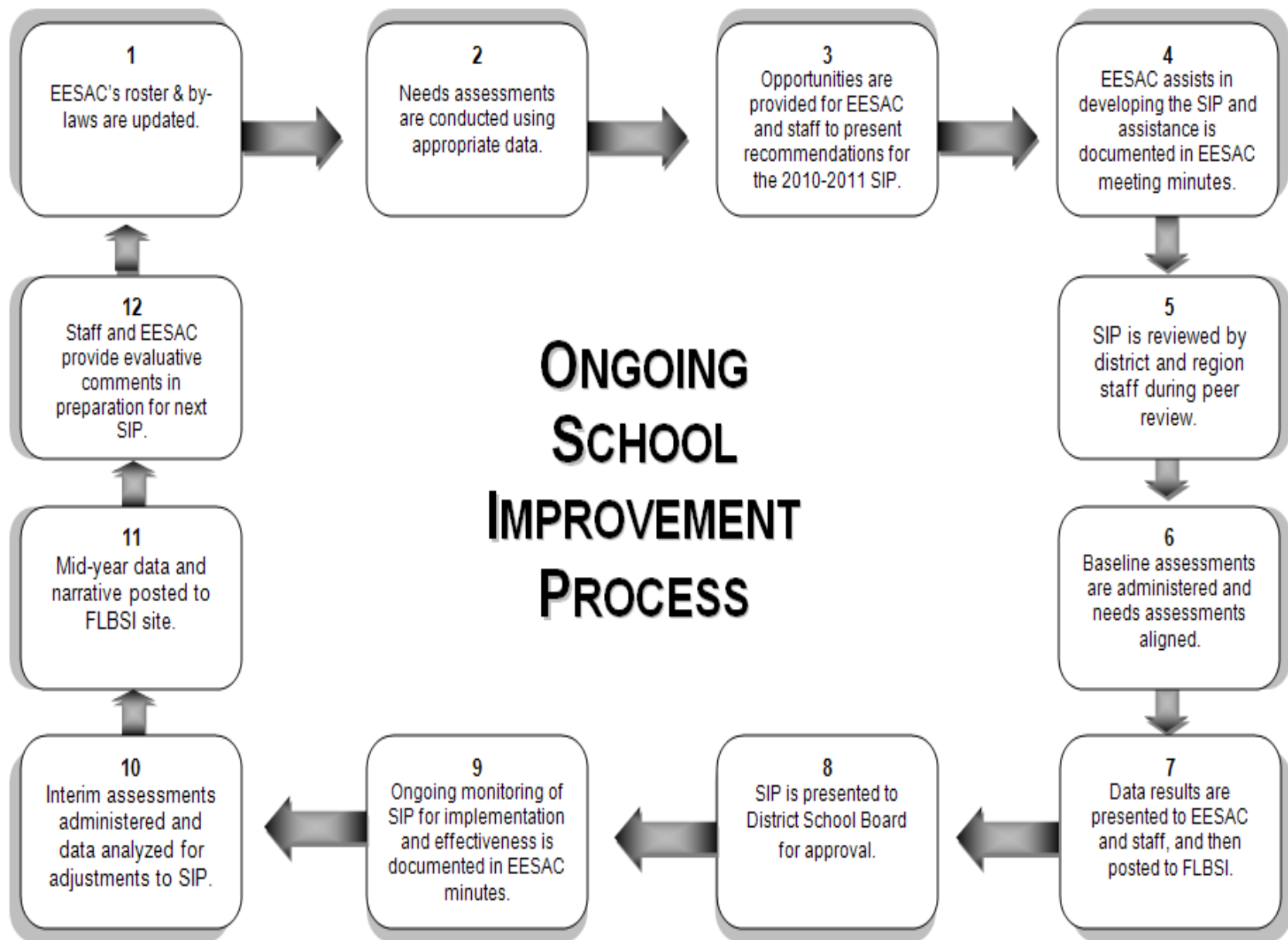
**Student
Achievement**



Keep in mind that SIPs require...

- a **team process**
- ongoing **communication**
- stakeholders' feedback/input
- ongoing **reviews** documented in EESAC minutes
- **timeline** development
- updates based on **data analysis** and **students' needs**





EESAC/SIP Recommendations



- ❑ Minimum number of meetings: 4 per school year
- ❑ Include SIP and Data Reviews on Meeting Agenda
- ❑ Document reviews in EESAC Minutes
- ❑ Include SIP on Faculty Meeting Agenda
- ❑ Minimum Requirements for Five Star Award: A minimum number of EESAC meetings with 80% of members in attendance



<http://osi.dadeschools.net/>

Office of School Improvement



Friday April 30, 2010

STUDENTS

PARENTS

EMPLOYEES

COMMUNITY

- OSI Home
- School Improvement Plan
- EESAC
- About EESAC
- Resources/Downloads
- Training
- View Minutes/Bylaws
- Edit Minutes/Bylaws
- Rosters 09-10
- Archives
- Clearinghouse for Planning
- Restructuring Plans
- Data Analysis (ARDA)
- Data Spreadsheets
- Staff

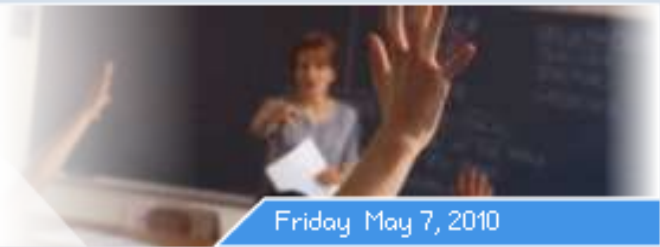
IMPORTANT LINKS

2010-11 SIP Development Tools

- Technical Assistance Workshop
- School Site Performance Data
- District and School Profiles (Including Suspension & Attendance Data)
(Assessment, Research, and Data Analysis)
- SIP Leadership Team & Instructional Staff Lists
- Feeder Pattern Information
- SSS Benchmarks and 2005-2009 Content Focus
- 2009-10 SIP Development Tools
- 2009-10 Baseline and Interim Assessments Spreadsheets



Office of School Improvement



Friday, May 7, 2010

STUDENTS

PARENTS

EMPLOYEES

COMMUNITY

- Performance Reporting
- Strategic Framework Home
- District Strategic Framework
- School Info Search

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)

3. Use the Clearinghouse

Getting Started



Getting Started..... Insert the following:

2010 – 2011 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name:	District Name:
Principal:	Superintendent:
SAC Chair:	Date of School Board Approval:

Student Achievement Data:

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](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

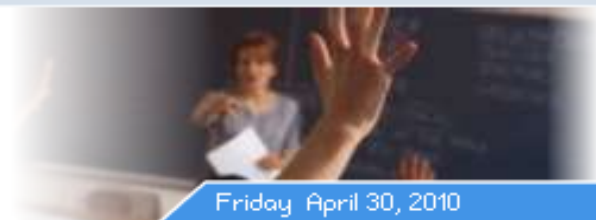
[Adequate Yearly Progress \(AYP\) Trend Data](#) (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

Highly Qualified Administrators (Make sure that you use the OSI website for this information.)

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal					
Assistant Principal					



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

IMPORTANT LINKS

- **2010-11 SIP Development Tools**
 - **Technical Assistance Workshop**
- **School Site Performance Data**
- **District and School Profiles (Including Suspension & Attendance Data)**
(Assessment, Research, and Data Analysis)
- **SIP Leadership Team & Instructional Staff Lists**
- **Feeder Pattern Information**
- **SSS Benchmarks and 2005-2009 Content Focus**
- **2009-10 SIP Development Tools**
- **2009-10 Baseline and Interim Assessments Spreadsheets**



SIP Staff List



Monday April 5, 2010

STUDENTS

PARENTS

EMPLOYEES

COMMUNITY

Welcome to the SIP Staff List Report

Please enter your school number in the space provided

Charter schools are not included in these staff listings since the staff of a charter school is not employed by M-DCPS and staffing data is not available

Instructional Staff

or

School Number:
EESAC Principal Verification Password:

[Lost your password? Click here.](#)

Generate Instructional Staff Report

If requested, the principal's EESAC Verification code will be emailed directly to him/her.

Leadership Team (Includes Coaches)

School Number:
EESAC Principal Verification Password:

[Lost your password? Click here.](#)

Generate Leadership Team Report

HIGHLY QUALIFIED ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record(include School Grades, FCAT, [High Standards, Learning Gains, Lowest 25%], and AYP information along with the associated school year)																																																																		
Principal	Sherian Demetrius	Elem. Ed. Primary Ed. Ed. Leadership	5	7	<p>(Data must align with district spreadsheet)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">'10</td> <td style="text-align: center;">'09</td> <td style="text-align: center;">'08</td> <td style="text-align: center;">'07</td> <td style="text-align: center;">'06</td> </tr> <tr> <td>School Grades</td> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">F</td> <td style="text-align: center;">B</td> </tr> <tr> <td>AYP</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td style="text-align: center;">N</td> <td style="text-align: center;">N</td> <td style="text-align: center;">P</td> </tr> <tr> <td>High Standards –</td> <td colspan="5"></td> </tr> <tr> <td>Rdg</td> <td style="text-align: center;">65</td> <td style="text-align: center;">56</td> <td style="text-align: center;">59</td> <td style="text-align: center;">47</td> <td style="text-align: center;">64</td> </tr> <tr> <td>High Standards –</td> <td colspan="5"></td> </tr> <tr> <td>Math</td> <td style="text-align: center;">74</td> <td style="text-align: center;">65</td> <td style="text-align: center;">62</td> <td style="text-align: center;">43</td> <td style="text-align: center;">68</td> </tr> <tr> <td>Lrng Gains-Rdg</td> <td style="text-align: center;">65</td> <td style="text-align: center;">62</td> <td style="text-align: center;">64</td> <td style="text-align: center;">48</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Lrng Gains-Math</td> <td style="text-align: center;">68</td> <td style="text-align: center;">67</td> <td style="text-align: center;">64</td> <td style="text-align: center;">46</td> <td style="text-align: center;">71</td> </tr> <tr> <td>Gains-R-25</td> <td style="text-align: center;">58</td> <td style="text-align: center;">57</td> <td style="text-align: center;">62</td> <td style="text-align: center;">52</td> <td style="text-align: center;">48</td> </tr> <tr> <td>Gains-M-25</td> <td style="text-align: center;">80</td> <td style="text-align: center;">75</td> <td style="text-align: center;">69</td> <td style="text-align: center;">64</td> <td style="text-align: center;">46</td> </tr> </table>		'10	'09	'08	'07	'06	School Grades	A	B	C	F	B	AYP	Y	N	N	N	P	High Standards –						Rdg	65	56	59	47	64	High Standards –						Math	74	65	62	43	68	Lrng Gains-Rdg	65	62	64	48	60	Lrng Gains-Math	68	67	64	46	71	Gains-R-25	58	57	62	52	48	Gains-M-25	80	75	69	64	46
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Gains-R-25	58	57	62	52	48																																																																		
Gains-M-25	80	75	69	64	46																																																																		

READING COACH - SAMPLE

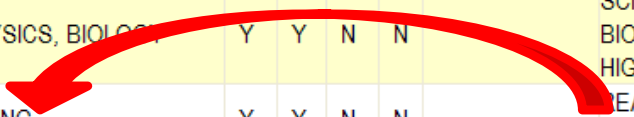
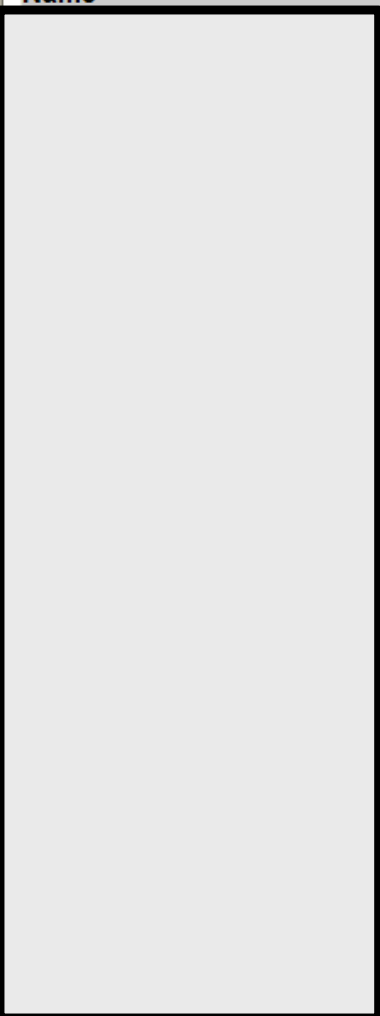
Certificate Expiration Date: 2011 Certifications/Endorsements: ELEM ED, EXCEPTIONAL STUDENT EDUCATION, READING, ESOL, PRIMARY ED, ED LEADERSHIP

Location	Position	Pos Start Date	Time in Pos.	Leave Start/End	Grades								AYP								
					09	08	07	06	05	04	03	02	09	08	07	06	05	04	03	02	
[REDACTED]	READING COACH	8/14/2009	2 Years 3 months	-	C	C	C	C	C	C	C	C	C	N	N	N	N	N	N	N	Y
	LANGUAGE ARTS READING SR	8/29/2008	11 months	-	C	C	C	C	C	C	C	C	C	N	N	N	N	N	N	N	Y
	REG TEACHER/3100 POST	2/15/2008	5 months	-	C	C	C	C	C	C	C	C	C	N	N	N	N	N	N	N	Y
	4TH GRADE	9/1/2006	8 months	3/21/2007 - 6/2/2007	A	A	A	A	A	A	A	A	A	N	N	Y	Y	Y	Y	N	Y
	2ND GRADE	1/6/2006	7 months	-	A	A	A	A	A	A	A	A	A	N	N	Y	Y	Y	Y	N	Y

FCAT Accountability Scores

R				M				W				S	RG				MG				RG25				MG25																														
09	08	07	06	05	04	03	02	09	08	07	06	05	04	03	02	09	08	07	06	05	04	03	02	09	08	07	06	05	04	03	02	09	08	07	06	05	04	03	02	09	08	07	06	05	04	03	02								
47	42	38	34	31	29	29	28	76	70	64	59	59	52	51	50	80	81	77	77	86	92	93	91	34	34	37	53	51	49	49	50	46	47	56	76	75	74	66	72	66	68	63	49	52	54	48	58	45	50	62	66	68	70		
47	42	38	34	31	29	29	28	76	70	64	59	59	52	51	50	80	81	77	77	86	92	93	91	34	34	37	53	51	49	49	50	46	47	56	76	75	74	66	72	66	68	63	49	52	54	48	58	45	50	62	66	68	70		
47	42	38	34	31	29	29	28	76	70	64	59	59	52	51	50	80	81	77	77	86	92	93	91	34	34	37	53	51	49	49	50	46	47	56	76	75	74	66	72	66	68	63	49	52	54	48	58	45	50	62	66	68	70		
86	87	83	87	86	83	86	79	88	88	84	89	87	80	76	79	98	99	100	94	100	93	97	88	51	57	61	73	74	75	71	79	66	79	75	74	72	61	77	80	81	70	89	65	61	76	63	64	63	83	75	63	75	61		
86	87	83	87	86	83	86	79	88	88	84	89	87	80	76	79	98	99	100	94	100	93	97	88	51	57	61	73	74	75	71	79	66	79	75	74	72	61	77	80	81	70	89	65	61	76	63	64	63	83	75	63	75	61		

Name	Area(s) of Certification	Advanced Degree(s)				Endorsement(s)	Teaching Assignment(s)	Type of Certification	NBCT	of years teaching	Highly Qualified Teacher
		Bach.	MAst.	Spec.	Phd.						
	ADM SUPV, PHYSICS, BIOLOGY	Y	Y	N	N		SCIENCE BIOLOGY SR HIGH	RG	No	37	Yes
	ENGLISH, READING	Y	Y	N	N		READING COACH	RG	Yes	28	n/a
	ENGLISH, JOURNALISM	Y	N	N	N		LANGUAGE ARTS READING SR	RG	Yes	30	n/a
	HISTORY, MG SOCIAL SCI					MIDDLE GRADES	SOCIAL STUDIES SR HIGH	RG	No	34	Yes
	HEALTH ED, MATH, PHYS ED, P E K-8	Y	N	N	N	DRIVER ED	MATHEMATICS SR HIGH	RG	No	31	Yes
	PRAC NURSE	Y	N	N	N		EDUCATIONAL SPECIALIST	RG	No	28	n/a
	MNTL HNDCP						ESE-VARYING EXCEPTIONAL	RG	No	29	Yes
	PHYS ED, HEALTH	Y	N	N	N	DRIVER ED	PHYSICAL EDUCATION SR HIG	RG	No	29	n/a
	E CHILD ED, ELEM ED, ED LEADERSHIP	Y	Y	N	N		LANGUAGE ARTS ENGLISH SR	RG	No	27	Yes
	BIOLOGY, PHYS ED, P E K-8	Y	Y	Y	N		SCIENCE GENERAL SR HIGH	RG	No	28	Yes
	JOURNALISM, SOCIAL SCIENCE	Y	Y	Y	N		ATHLETIC DIRECTOR	RG	No	33	n/a
	BUS ED, ADM, VOE	Y	Y	N	N	READING	READING COACH	RG	No	30	n/a



HIGHLY QUALIFIED INSTRUCTIONAL COACH

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT [High Standards, Learning Gains, Lowest 25%], and AYP information along with the associated school year)																																																						
Reading	Grace Jones	Elementary Education Reading Endorsement	4 (If this is the first year at the school, use "1" instead of "0" for the number of years.)	2	<p>(Data must align with district spreadsheet)</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="border-bottom: 1px solid black;"></th> <th style="border-bottom: 1px solid black; text-align: center;">'10</th> <th style="border-bottom: 1px solid black; text-align: center;">'09</th> <th style="border-bottom: 1px solid black; text-align: center;">'08</th> <th style="border-bottom: 1px solid black; text-align: center;">'07</th> <th style="border-bottom: 1px solid black; text-align: center;">'06</th> </tr> </thead> <tbody> <tr> <td style="border-bottom: 1px solid black;">School Grades</td> <td style="border-bottom: 1px solid black; text-align: center;">A</td> <td style="border-bottom: 1px solid black; text-align: center;">B</td> <td style="border-bottom: 1px solid black; text-align: center;">C</td> <td style="border-bottom: 1px solid black; text-align: center;">F</td> <td style="border-bottom: 1px solid black; text-align: center;">A</td> </tr> <tr> <td style="border-bottom: 1px solid black;">AYP</td> <td style="border-bottom: 1px solid black; text-align: center;">Y</td> <td style="border-bottom: 1px solid black; text-align: center;">N</td> <td style="border-bottom: 1px solid black; text-align: center;">N</td> <td style="border-bottom: 1px solid black; text-align: center;">N</td> <td style="border-bottom: 1px solid black; text-align: center;">Y</td> </tr> <tr> <td style="border-bottom: 1px solid black;">High Standards – Rdg</td> <td style="border-bottom: 1px solid black; text-align: center;">65</td> <td style="border-bottom: 1px solid black; text-align: center;">56</td> <td style="border-bottom: 1px solid black; text-align: center;">59</td> <td style="border-bottom: 1px solid black; text-align: center;">47</td> <td style="border-bottom: 1px solid black; text-align: center;">74</td> </tr> <tr> <td style="border-bottom: 1px solid black;">High Standards – Math</td> <td style="border-bottom: 1px solid black; text-align: center;">74</td> <td style="border-bottom: 1px solid black; text-align: center;">65</td> <td style="border-bottom: 1px solid black; text-align: center;">62</td> <td style="border-bottom: 1px solid black; text-align: center;">43</td> <td style="border-bottom: 1px solid black; text-align: center;">78</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Lrng Gains-Rdg</td> <td style="border-bottom: 1px solid black; text-align: center;">65</td> <td style="border-bottom: 1px solid black; text-align: center;">62</td> <td style="border-bottom: 1px solid black; text-align: center;">64</td> <td style="border-bottom: 1px solid black; text-align: center;">48</td> <td style="border-bottom: 1px solid black; text-align: center;">85</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Lrng Gains-Math</td> <td style="border-bottom: 1px solid black; text-align: center;">68</td> <td style="border-bottom: 1px solid black; text-align: center;">67</td> <td style="border-bottom: 1px solid black; text-align: center;">64</td> <td style="border-bottom: 1px solid black; text-align: center;">46</td> <td style="border-bottom: 1px solid black; text-align: center;">75</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Gains-R-25</td> <td style="border-bottom: 1px solid black; text-align: center;">58</td> <td style="border-bottom: 1px solid black; text-align: center;">57</td> <td style="border-bottom: 1px solid black; text-align: center;">62</td> <td style="border-bottom: 1px solid black; text-align: center;">52</td> <td style="border-bottom: 1px solid black; text-align: center;">83</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Gains-M-25</td> <td style="border-bottom: 1px solid black; text-align: center;">80</td> <td style="border-bottom: 1px solid black; text-align: center;">75</td> <td style="border-bottom: 1px solid black; text-align: center;">69</td> <td style="border-bottom: 1px solid black; text-align: center;">64</td> <td style="border-bottom: 1px solid black; text-align: center;">81</td> </tr> </tbody> </table>		'10	'09	'08	'07	'06	School Grades	A	B	C	F	A	AYP	Y	N	N	N	Y	High Standards – Rdg	65	56	59	47	74	High Standards – Math	74	65	62	43	78	Lrng Gains-Rdg	65	62	64	48	85	Lrng Gains-Math	68	67	64	46	75	Gains-R-25	58	57	62	52	83	Gains-M-25	80	75	69	64	81
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Gains-M-25	80	75	69	64	81																																																						

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.			

Non-Highly Qualified Instructors

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

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

Staff Demographics

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

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

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

Staff Summary

School Name:

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.

HIGHLY QUALIFIED TEACHERS

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.						
	DANCE	Y	N	N	N		FINE ARTS DANCE MIDDLE	RG	No	11	n/a
	CHEMISTRY, BIOLOGY, MG/MAT	Y	Y	N	N	READING	SCIENCE BIOLOGY SR HIGH	RG	No	12	Yes
	EXCEPTIONAL STUDENT EDUCATION	Y	N	N	N		ESE-PROFOUNDLY MENT HANDI	RG	No	7	<u>No</u>
	PHYS ED	Y	N	N	N		PHYS EDUC 6-12	RG	No	10	n/a
	SPEC LEARN DISAB	Y	N	N	N		ESE-VARYING EXCEPTIONAL	RG	No	11	n/a
	EMTL HNDCP	Y	N	N	N	ESOL	ESE-VARYING EXCEPTIONAL	RG	No	11	<u>No</u>
	MG SOCIAL SCI	Y	N	N	N		MIDDLE GRADE-SOCIAL STUDI	RG	No	10	Yes
	ELEM ED, FRENCH	Y	N	N	N	ESOL	FRENCH K-12	RG	No	10	Yes
	ENGLISH	Y	N	N	N		LANGUAGE ARTS ENGLISH SR	RG	No	9	Yes
	BIOLOGY	Y	Y	N	N		SCIENCE BIOLOGY SR HIGH	RG	No	11	Yes
	BIOLOGY, MG GENERAL SCI, ED LEADERSHIP	Y	Y	N	N		SCIENCE BIOLOGY SR HIGH	RG	No	11	Yes
	BUS ED	Y	N	N	N		STUDENT ACTIVITIES DIRECT	RG	No	11	n/a
	PHYS ED, P E K-8, ART	Y	N	N	N		FINE ARTS ART SR HIGH	RG	No	11	Yes
	QUAN FOOD	N	N	N	N		VOC HOME EC SR HIGH	DR	No	9	n/a
	ENGLISH	Y	N	N	N		LANGUAGE ARTS ENGLISH SR	RG	No	6	Yes

This is a preliminary list, we are aware of issues with the certification data.
Please be patient as these lists are corrected and updated.

Monitor new hires throughout the year.

09-10 Year Staff List

School Name:

District: 13

4/6/2010 10:03:41 AM

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.	Maet.	Spec.	Phd.						
[Redacted]	ART	Y	Y	N	N		ART	RG	No	32	Yes
	ADM SUPV, ELEM ED	Y	Y	N	N	ESOL	2ND GRADE	RG	No	30	No
	MUSIC	Y	Y	N	N		MUSIC	RG	No	19	Yes
	ELEM ED	Y	Y	N	N	ESOL	3RD GRADE	RG	No	27	Yes
	ELEM ED	Y	Y	N	N	ESOL	2ND GRADE	RG	No	25	Yes
	E CHILD ED, ELEM ED	Y	Y	N	N	ESOL	4TH GRADE	RG	No	30	Yes
	PK/PRIMARY	Y	Y	N	N		PRE-K	RG	No	11	n/a
	BUS ED, ELEM ED	Y	Y	N	N	ESOL	2ND GRADE	RG	No	26	Yes
	ELEM ED	Y	Y	N	N	ESOL, GIFTED	GIFTED-EXCEPTIONAL STUDEN	RG	No	26	Yes
	ELEM ED	Y	N	N	N	ESOL	1ST GRADE	RG	No	26	Yes
	ELEM ED, READING, PRIMARY ED	Y	Y	N	N	ESOL	KINDERGARTEN TCHR	RG	No	30	Yes
	ELEM ED	Y	N	N	N	ESOL	4TH GRADE	RG	No	16	Yes
	EXCEPTIONAL STUDENT EDUCATION	Y	N	N	N	ESOL	ESE-EMOTIONALLY HAND	RG	No	4	Yes
	EMTL HNDCP, SOCIAL SCIENCE	Y	Y	N	N		ESE-EMOTIONALLY HAND	RG	No	21	Yes
	EMTL HNDCP, MG MATH	Y	Y	N	N		READING COACH	RG	Yes	20	n/a

This is a preliminary list, we are aware of issues with the certification data.
Please be patient as these lists are corrected and updated.

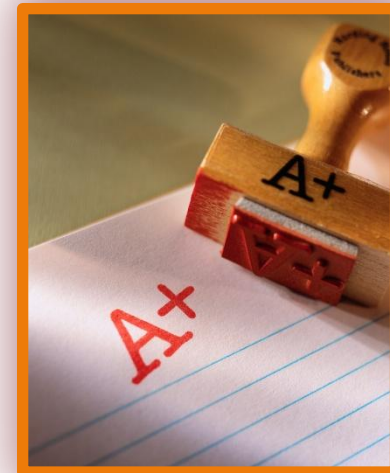
Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

Teacher Mentoring


- Confirm certification of mentor
- May insert TBA in "Mentee" column pending start of school year
- Pairing should be by grade level/subject area
- Activities should be ongoing



Coordination and Integration -Title I Schools Only

Complete only those sections which are applicable to your school.

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


Title 1, Part A
Title 1, Part C- Migrant
Title 1, Part, D
Title 11
Title 111
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 (Rtl)

School-based Rtl Team - APPENDIX IV

Identify the school-based Rtl Leadership Team.

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

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

Rtl Implementation

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

Describe the plan to train staff on Rtl.

Literacy Leadership Team (LLT)

Align to the District CRRP - <http://www.justreadflorida.com>

*Identify the school-based Literacy Leadership Team (LLT). **(Identify by Name & Position)***

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

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

NCLB Public School Choice (for Title I schools only) (The required letters will be posted to: <http://osi.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*

Elementary Title I Schools Only

Pre-School Transition

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

For Schools with Grades 6-12

Describe the plan to ensure all teachers incorporate reading instruction in all classes.

High Schools Only

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

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.
- Schools may use additional in-house information to respond to this section, making sure that it is aligned to the Feedback report.

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

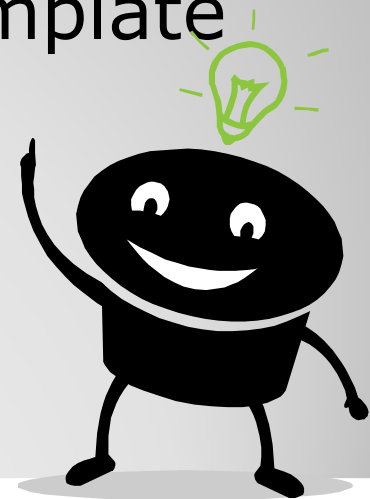


PART II: GOAL AREAS



Guiding Questions

- Included in each Goal Area
- Use data sources to analyze and define areas in need of improvement
- Specific responses are not required to be written onto the SIP template



GOAL AREAS

- READING
- MATHEMATICS
- SCIENCE
- WRITING
- ATTENDANCE
- SUSPENSIONS
- PARENTAL INVOLVEMENT



Accessing & Analyzing Available Data

- ❑ Replace hunches with facts
- ❑ Identify causes (**Barriers**) of a problem not just the symptoms
- ❑ Assess needs and target resources
- ❑ Make **informed** decisions
- ❑ Set goals and keep track of progress
- ❑ Align professional development with the needs of the staff



Office of School Improvement



Thursday April 29, 2010

STUDENTS

PARENTS

EMPLOYEES

COMMUNITY

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

IMPORTANT LINKS

- 2010-11 SIP Development Tools
 - Technical Assistance Workshop
- School Site Performance Data
- District and School Profiles (Including Suspension & Attendance Data)
(Assessment, Research, and Data Analysis)
- SIP Leadership Team & Instructional Staff Lists
- Feeder Pattern Information
- SSS Benchmarks and 2005-2009 Content Focus
- 2009-10 SIP Development Tools

- 2009-10 Baseline and Interim Assessments Spreadsheets

The Office of School Improvement (OSI) assists schools in developing School Improvement Plans (SIPs) that are in alignment with the District Strategic Plan and state and federal requirements.

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

IMPORTANT LINKS

- 2010-11 SIP Development Tools
 - Technical Assistance Workshop
- School Site Performance Data
- District and School Profiles (Including Suspension & Attendance Data)
(Assessment, Research, and Data Analysis)
- SIP Leadership Team & Instructional Staff Lists
- Feeder Pattern Information
- SSS Benchmarks and 2005-2009 Content Focus
- 2009-10 SIP Development Tools
- 2009-10 Baseline and Interim Assessments Spreadsheets

- Access through <http://osi.dadeschools.net>
- Click here to open data files
- Click on your selected file in the next window.

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

Performance Data Spreadsheets

All file formats listed below are in Excel 2007. All schools have Office 2007 installed on the HP computer used for COGNOS.

- 2005-09 AYP Performance Data
- 2005-09 FCAT Content Analysis, School Grades, and AYP Performance Data
- 2008-09 One year at a Glance Performance Data
- 2009-10 One year at a Glance Performance Data
- 2008-09 SIP Data Report MID-YEAR Performance Data
- 2008-09 School Performance Interactive Graph

Accountability School Performance Trend

<http://oada.dadeschools.net>

2009-10 Accountability School Performance Trends

0461	Region 2	Differentiated Accountability Status	SINI Status
Brentwood Elementary School		2009-10 *	2008-09 PREVENT I
			2009-10 0

School Performance Grades and Title I Status by year						
	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
School Grade	B	A	D	C	C	C
Points Earned	507	553	433	348	373	358
Title I Status	Y	Y	Y	Y	Y	Y

School Performance Grade Components

Percent Meeting High Standards by year						
	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Reading	58	55	46	53	55	42
Math	67	64	44	46	47	35
Writing	88	88	84	84	97	96
Science	35	43	21	*	*	*

Percent Making Learning Gains						
	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Reading - All Students	62	66	61	51	59	64
Math - All Students	70	82	59	55	69	63
Reading - Lowest 25%	60	68	50	59	46	58
Math - Lowest 25%	67	87	68	*	*	*

No Child Left Behind (NCLB) - Adequate Yearly Progress (AYP) Components

NCLB - AYP Meeting Criteria						
	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Percent Criteria Met	100	100	82	92	100	*
Status by Year	YES	YES	NO	NO	YES	NO
Reading - Percent Proficient	57	53	45	51	54	41
Math - Percent Proficient	66	62	43	44	46	34

NCLB - AYP Criteria Met by Ethnicity - Reading									
	Total	White	Black	Hispanic	Asian	Indian	F/R Lunch	ELL	SWD
2008-09	Y	*	Y	*	*	*	Y	*	*
2007-08	N	*	N	*	*	*	N	*	*
2006-07	N	*	N	*	*	*	N	*	*
2005-06	Y	*	Y	*	*	*	Y	*	*

NCLB - AYP Criteria Met by Ethnicity - Math									
	Total	White	Black	Hispanic	Asian	Indian	F/R Lunch	ELL	SWD
2008-09	Y	*	Y	*	*	*	Y	*	*
2007-08	Y	*	Y	*	*	*	N	*	*
2006-07	N	*	N	*	*	*	N	*	*
2005-06	N	*	N	*	*	*	Y	*	*

* Denotes that the information is not applicable



SCHOOL
PERFORMANCE
TRENDS



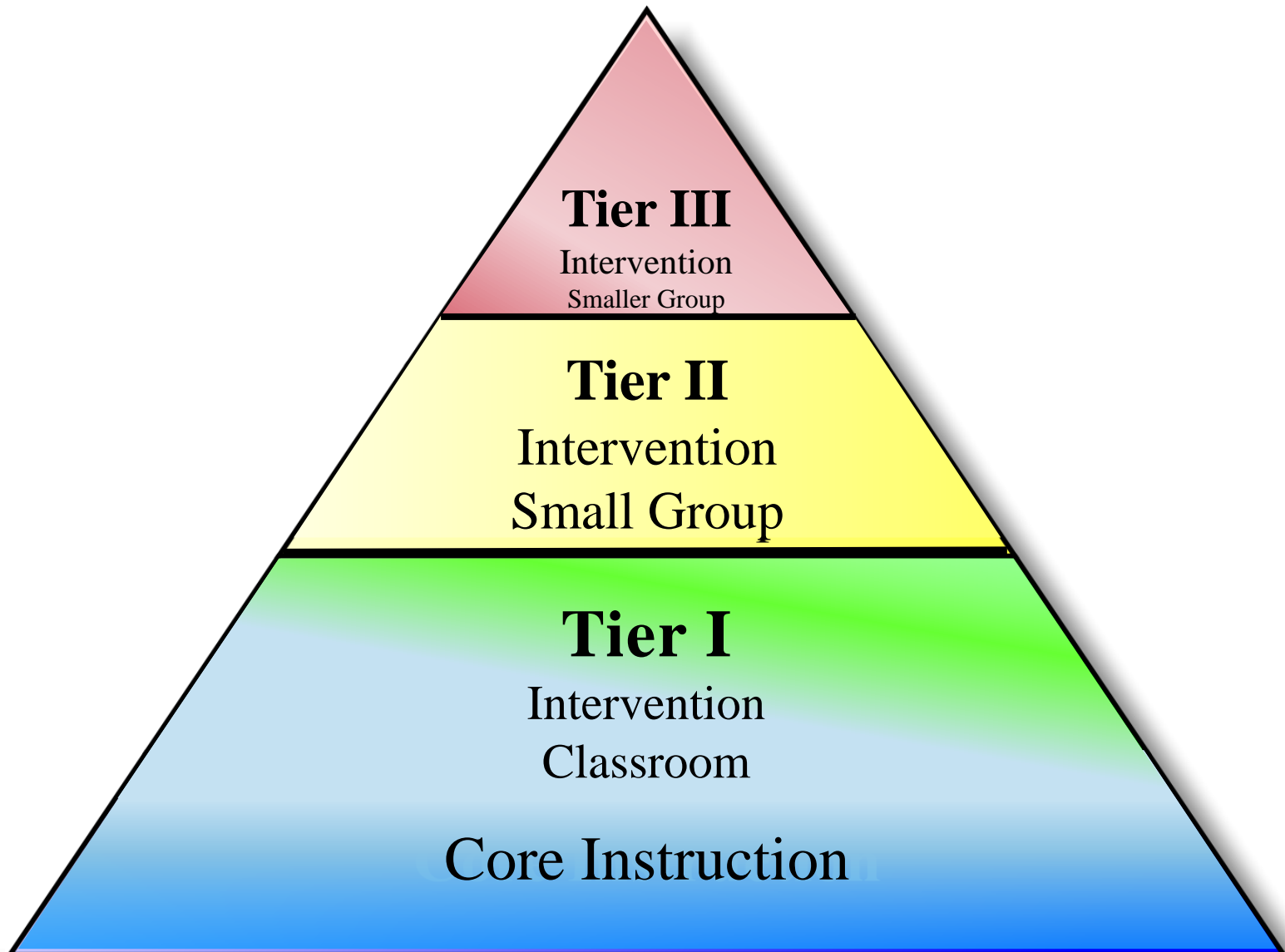
- ❑ Using the SIP EOY Review worksheets, identify the following for your assigned subject:
 - Successes
 - Challenges
- ❑ List Successes and Challenges on chart paper
- ❑ Prepare to share with whole group



GUIDING QUESTIONS TO INFORM THE PROBLEM SOLVING PROCESS

GUIDING QUESTIONS	Reading	Math	Science	Writing
Based on 2010 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?	✓	✓	✓	✓
Based on 2010 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4&5)?	✓	✓	✓	
Based on a comparison of 2009 FCAT data and 2010 FCAT data, what was the percent increase or decrease of students maintaining proficiency (FCAT Levels 3, 4, 5)?	✓	✓		
What are the anticipated barriers to increasing the percentage of students maintaining proficiency (FCAT Level 3)?	✓	✓		
For students scoring FCAT Levels 1 or 2, what strategies will be implemented to provide remediation and increase achievement to proficiency (FCAT Level 3)?	✓	✓		
For students scoring FCAT Level 3, what strategies will be implemented to maintain proficiency and/or increase achievement to above proficiency (FCAT Level 4 & 5)?	✓	✓	✓	
For students scoring FCAT Levels 4 or 5, what strategies will be implemented to maintain above proficiency and provide enrichment?	✓	✓		
Based on 2010 FCAT data, what percentage of students achieved proficiency (FCAT Level 3.0-3.9)?				✓
What are the anticipated barriers to increasing the percentage of students maintaining proficiency (FCAT Level 3.0-3.9) or above proficiency (FCAT Levels 4.0-6.0) on the 2011 FCAT?				✓
Which student subgroups did not meet AYP targets on the 2010 FCAT?				✓
What are the anticipated barriers to increasing the number of subgroups making AYP on the 2011 FCAT?				✓
What strategies will be used to ensure students make AYP on the 2011 FCAT?				✓
Based on 2010 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4.0 – 6.0)?				✓
What percentage of students achieved learning gains?	✓	✓		
What was the percent increase or decrease of students making learning gains?	✓	✓		
What are the anticipated barriers to increasing the percentage of students making learning gains?	✓	✓		
What strategies will be implemented to increase and maintain proficiency for these students?	✓	✓		
What additional supplemental interventions/remediation will be provided for students not achieving learning gains?	✓	✓	✓	✓
What percentage of students in the lowest 25% achieved learning gains?	✓	✓		
What was the percent increase or decrease in the lowest 25% of students making learning gains?	✓	✓		
What are the anticipated barriers to increasing learning gains in the lowest 25%?	✓	✓		
What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?	✓	✓		
List the student subgroups that did not meet AYP.	✓	✓		
What are the anticipated barriers to increasing the number of subgroup making AYP?	✓	✓		
What strategies will be used to ensure students make AYP?	✓	✓		
What clusters/strands, by grade level, showed a decrease in proficiency?	✓			
What reporting categories/big ideas, by grade level/content area, showed a decrease in proficiency?		✓		
What bench mark/strands, by grade level, showed non-proficiency?			✓	
What types of writing (narrative, expository, persuasive) by grade level, showed a decrease in proficiency?				✓
How will the Instructional calendar be created to address area(s) of improvement (cluster/strands)?	✓	✓	✓	✓
How will focus lessons be developed and revised to increase and maintain proficiency for these clusters/strands?	✓	✓	✓	✓
In addition to the baseline and mid-year assessments, how often will interim or mini-assessments be administered?	✓	✓	✓	✓
How often will teacher and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?	✓	✓	✓	✓
How often will data chats be held at each of the following levels: Teacher/student, teacher/administration?	✓	✓	✓	✓
How will the Problem Solving Model and progress monitoring be utilized to strengthen Response to Intervention (RTI) Tier 1 instruction and differentiation?	✓	✓	✓	✓
How will the Problem Solving Model and progress monitoring be utilized to identify students in need of RTI Tier 2 supplemental interventions?	✓	✓	✓	✓
How will the Problem Solving Model and progress monitoring be utilized to identify students in need of RTI Tier 3 intensive interventions?	✓	✓	✓	✓

Core Instruction and Interventions



Problem-Solving Model for Response to Intervention

Define the Problem

Directly observe behavior – gather data

Analyze the Problem & Develop an Intervention Plan

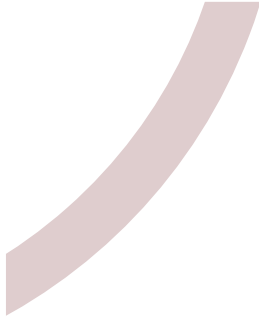
Identify barriers to solving the problem – Develop a plan

Implement the Plan & Progress Monitor

Monitor implementation and progress-Involve Stakeholders

Evaluate the Results

How well did students respond?
Is there still a problem?



2011 School Improvement Plan - Current and Expected Performance Values

Sample School

Goal	Description	Reading			Mathematics			Writing			Science				
		2010 Met AYP**	2010 Current Perf.	2011 Expected Perf.	2010 Met AYP**	2010 Current Perf.	2011 Expected Perf.	Goal	Description	2010 Met AYP*	2010 Current Perf.	2011 Expected Perf.	Goal	2010 Current Perf.	2011 Expected Perf.
1	% FCAT Level 3	NA			NA			1	% FCAT Level 3.0-3.9	YES			Goal 1: % FCAT Level 3		
2	% FCAT Levels 4 and 5	NA			NA			2	% FCAT Levels 4.0 - 6.0	YES			Goal 2: % FCAT Levels 4 and 5		
3	Overall Learning Gains	NA	74% (246)	84% (260)	NA	67% (223)	77% (256)	3A	WHITE**	YES			Attendance		
4	Low25% Learning Gains	NA	67% (56)	77% (64)	NA	52% (63)	62% (52)	3A	BLACK**	NA			Goal 1	2010 Current Perf.	2011 Expected Perf.
5A	WHITE**	Yes-AB	86% (187)	87% (190)	Yes-AB	83% (181)	84% (183)	3A	HISP.**	YES			Average Daily Attendance Rate	98.35% (916)	96.65% (921)
5A	BLACK**	NA			NA			3A	ASIAN**	NA			Suspensions		
5A	HISP.**	Yes-AB	81% (187)	82% (189)	Yes-AB	76% (176)	79% (182)	3A	AM. IND.**	NA			Goal 1	2010 Current Perf.	2011 Expected Perf.
5A	ASIAN**	NA			NA			3B	ELL**	NA			Total Number of Suspensions		
5A	AM. IND.**	NA			NA			3C	SWD**	NA			Total Number of Days Suspended		
5B	ELL**	NA			NA			3D	ED**	YES			Total Number of Students Suspended		
5C	SWD**	NA			NA			* **Yes* if proficient is improved by 1 % point. **State does not provide data for proficiency values <=5% and >=95% in order to maintain the anonymity and privacy of students.			Data Source				
5D	ED**	Yes-AB	75% (125)	78% (130)	Yes-AB	72% (120)	75% (125)				Attendance and Suspensions are from COGNOS as of June 1, 2010. http://www.fldoe.org				

**Yes-AB=Met AYP via Annual Benchmark; Yes-SH=Met AYP via Safe Harbor; Yes-GM=Met AYP via Growth Model.

What's New on the Template

READING GOAL

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

READING			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:			1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2010 Current Level of Performance: * Enter numerical data for current level of performance in this box.	2011 Expected Level of Performance: * Enter numerical data for expected level of performance in this box.					
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:			2.1.	2.1.	2.1.	2.1.	2.1.
Enter narrative for the goal in this box.	2010 Current Level of Performance: * Enter numerical data for current level of performance in this box.	2011 Expected Level of Performance: * Enter numerical data for expected level of performance in this box.					
3. Percentage of students making Learning Gains in reading Reading Goal #3:			3.1.	3.1.	3.1.	3.1.	3.1.
Enter narrative for the goal in this box.	2010 Current Level of Performance: * Enter numerical data for current level of performance in this box.	2011 Expected Level of Performance: * Enter numerical data for expected level of performance in this box.					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in reading <u>Reading Goal #4:</u> <i>Enter narrative for the goal in this box.</i>			4.1.	4.1.	4.1.	4.1.	4.1.
2010 Current Level of Performance: * 2011 Expected Level of Performance: * <i>Enter numerical data for current level of performance in this box.</i>							
5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5A:</u>			5A.1.	5A.1.	5A.1.	5A.1.	5A.1.
Reading Goal #5A: Ethnicity (White, Black, Hispanic, American Indian)			5A.1. White: 5A.1. Black: 5A.1. Hispanic: 5A.1. Asian: 5A.1. American Indian:	Ethnicities			
<i>Enter narrative for the goal in this box.</i>							
2010 Current Level of Performance: * 2011 Expected Level of Performance: * <i>Enter numerical data for current level of performance in this box.</i>							
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5B:</u>			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Reading Goal #5B: English Language Learners (ELL)							
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5C:</u>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: Students with Disabilities (SWD)			AYP Classifications				
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5D:</u>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: Economically Disadvantaged							

2011 School Improvement Plan - Current and Expected Performance Values

Sample School

Goal	Description	Reading			Mathematics						2011 Expected Perf.			
		2010 Met AYP**	2010 Current Perf.	2011 Expected Perf.	2010 Met AYP**	2010 Current Perf.	2011 Expected Perf.							
1	% FCAT Level 3	NA			NA									
2	% FCAT Levels 4 and 5	NA			NA									
3	Overall Learning Gains	NA	74% (246)	84% (280)	NA	67% (223)	77% (255)							
4	Low25% Learning Gains	NA	67% (56)	77% (64)	NA	52% (53)	62% (55)				2011 Expected Perf.			
5A	WHITE**	Yes-AB	86% (187)	87% (190)	Yes-AB	83% (181)	84% (183)	3A	HISP.**	YES		Average Daily Attendance Rate	96.55% (916)	96.85% (921)
5A	BLACK**	NA			NA			3A	ASIAN**	NA		Suspensions		
5A	HISP.**	Yes-AB	81% (187)	82% (189)	Yes-AB	76% (176)	79% (182)	3A	AM. IND.**	NA		Goal 1	2010 Current Perf.	2011 Expected Perf.
5A	ASIAN**	NA			NA			3B	ELL**	NA		Total Number of Suspensions		
5A	AM. IND.**	NA			NA			3C	SWD**	NA		Total Number of Days Suspended		
5B	ELL**	NA			NA			3D	ED**	YES		Total Number of Students Suspended		
5C	SWD**	NA			NA			* "Yes" if proficient is improved by 1 % point.			Data Source			
5D	ED**	Yes-AB	75% (125)	78% (130)	Yes-AB	72% (120)	75% (125)	**State does not provide data for proficiency values <=5% and >=95% in order to maintain the anonymity and privacy of students.			Attendance and Suspensions are from COGNOS as of June 1, 2010. http://www.fldoe.org			

Goals 1, 2, and 5

Current Level of Performance	Expected Level of Performance (2011)
1-70%	Decrease non-prof. by 10%
71-80%	Increase by 3 percentage pts.
81-95%	Increase by 1 percentage pt.
96-100%	Maintain

Goals 3 and 4 – Learning Gains

Current Level of Performance	Expected Level of Performance (2011)
1-80%	Increase by 10 percentage pts.
81-100%	Maintain

**Yes-AB=Met AYP via Annual Benchmark; Yes-SH=Met AYP via Safe Harbor; Yes-GM=Met AYP via Growth Model

READING GOAL SAMPLE

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

READING			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:			1.1. The area of deficiency as noted on the 2010; 2009; and 2008 administration of the FCAT Reading Test was Reporting Category 1 Vocabulary (Words and Phrases). Students lack the vocabulary necessary to be successful readers.	1.1. During pre-reading activities, teachers will instruct students in the use of concept maps and word walls to help build their knowledge of word meanings and relationships.	1.1. Rtl Leadership Team, Assistant Principal and Reading Coach	1.1. Ongoing classroom assessments focusing on students' knowledge of word meanings and relationships.	1.1. Mini-assessments
Our goal for the 2010-2011 school year is to increase the percentage of students achieving at or above proficiency.	2010 Current Level of Performance:* 46% (121) <i>(Out of 264 Students)</i>	2011 Expected Level of Performance:* 51% (134)	2010 Grade 3 : 46% Grade 4 : 44% Grade 5 : 50% 2009 Grade 3 : 44% Grade 4 : 45% Grade 5 : 43% 2008 Grade 3 : 42% Grade 4 : 39% Grade 5 : 44%	(Appendix V)			
			1.2. The area which demonstrated declines or no changes in the average percent correct when comparing the 2009 & 2010 administrations of the FCAT Reading Test was Reporting Category 2 Reading Application (Main Idea/Authors Purpose). These students are marginal proficiency; therefore need specific monitoring to assure growth.	1.2. Utilizing graphic organizers such as note taking and mapping students will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and analyzing the author's purpose in order to understand how it affects meaning.	1.2. Rtl Leadership Team, Assistant Principal and Reading Coach	1.2. Ongoing classroom assessments focusing on students' ability to utilize graphic organizers in order to comprehend text.	1.2. Mini-assessments
			Grade 3 : decreased from 55% to 54% (1ppt.) Grade 4 : remained the same at 50% Grade 5 : decreased from 72% to 62% (10 ppt.)	(Appendix V)			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2: Our goal for the 2010-2011 school year is to maintain achievement above proficiency and provide enrichment opportunities to increase the percentage of students scoring above proficiency.			2.1. The area which showed substantial levels of proficiency and would require students to maintain or improve performance as noted on the 2010 administration of the FCAT Reading Test was Reporting Category 4 Informational Text/Research Process (Reference and Research). There are minimal classroom resources to support enrichment in this area. Level 4 & 5 Students Grade 4 : 75% Grade 5 : 82%	2.1. Use Project Based Learning in order to move students from guided learning to more independent learning: For Grade 4 Use real-world documents such as, how-to articles, brochures, fliers and websites use text features to locate, interpret and organize information. For Grade 5 , Use how-to articles, brochures, fliers and other real-world documents to identify text features and to locate, interpret and organize information. Help students recognize the characteristics of reliable and valid information. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach. (Appendix V)	2.1. Rtl Leadership Team, Assistant Principal and Reading Coach	2.1. Ongoing classroom assessments/observations focusing on students' ability to complete assignments as teacher become facilitator guiding students to become independent learners. Rubrics will be developed to use to assess students learning.	2.1. Student work/teacher feedback			
	<table border="1"> <thead> <tr> <th>2010 Current Level of Performance:*</th> <th>2011 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>35% (92)</td> <td>42% (111)</td> </tr> </tbody> </table>	2010 Current Level of Performance:*	2011 Expected Level of Performance:*	35% (92)	42% (111)					
2010 Current Level of Performance:*	2011 Expected Level of Performance:*									
35% (92)	42% (111)									



Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making Learning Gains in reading <u>Reading Goal #3:</u> Our goal for the 2010-2011 school year is to provide appropriate interventions, remediation and enrichment opportunities to increase the number of students making learning gains.			3.1. The percent of students making learning gains decreased by 2 percentage points as noted on the 2010 administration of the FCAT Reading Test. 2010 : 65% 2009 : 67% 2008 : 70% Limited availability of technology has hindered past software usage.	3.1. Increase the implementation of SuccessMaker from 15 minutes to 25 minutes, 5 times a week.	3.1. Rtl Leadership Team Assistant Principal and Reading Coach	3.1. Review SuccessMaker reports to ensure students are making adequate progress.	3.1. SuccessMaker reports
	<u>2010 Current Level of Performance:*</u> 65% (172)	<u>2011 Expected Level of Performance:*</u> 75% (198)					
4. Percentage of students in Lowest 25% making learning gains in reading <u>Reading Goal #4:</u> Our goal for the 2010-2011 school year is to provide appropriate interventions, remediation to increase the percent of students in the lowest 25% making learning gains.			4.1. As noted on the administration of the 2010 FCAT Reading Test, the number of students in the lowest 25% making learning gains increased by 2 percentage points. 2010 : 55% 2009 : 53% 2008 : 56% Tutoring options were limited to before school only.	4.1. Tutoring before and after school 3 times per week utilizing Soar to Success supplemental material.	4.1. Rtl Leadership Team Assistant Principal and Reading Coach	4.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed.	4.1. Formative bi-weekly assessment/ data reports
	<u>2010 Current Level of Performance:*</u> 55% (41) <i>(66 Students)</i>	<u>2011 Expected Level of Performance:*</u> 65% (43)					

Specific Barrier 

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool						
5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5A:</u>	Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		5A.1. Black: As noted on the administration of the 2010 FCAT Reading Test, the Black subgroup did not make AYP.	5A.1. Identify Tier 2 and 3 students, place in appropriate interventions, and monitor student progress using data.	5A.1. Rtl Leadership Team Assistant Principal and Reading Coach	5A.1. Rtl Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data.	5A.1. FAIR, District, and School-site assessment data					
	Our goal for the 2010-2011 school year is to provide appropriate interventions and remediation to increase the percent of students in the Black and Hispanic subgroups making learning gains.	<table border="1"> <thead> <tr> <th>2010 Current Level of Performance:*</th> <th>2011 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>B: 43% (47) <i>(110 Students)</i></td> <td>B: 44% (48) <i>(110 Students)</i></td> </tr> <tr> <td>H: 42% (61) <i>(146 Students)</i></td> <td>H: 43% (63) <i>(146 Students)</i></td> </tr> </tbody> </table>	2010 Current Level of Performance:*	2011 Expected Level of Performance:*	B: 43% (47) <i>(110 Students)</i>	B: 44% (48) <i>(110 Students)</i>	H: 42% (61) <i>(146 Students)</i>	H: 43% (63) <i>(146 Students)</i>	Appropriate and timely placement of students in interventions has been an obstacle. Hispanic: As noted on the administration of the 2010 FCAT Reading Test, the Hispanic subgroup did not make AYP. Appropriate and timely placement of students in interventions has been an obstacle.			
2010 Current Level of Performance:*	2011 Expected Level of Performance:*											
B: 43% (47) <i>(110 Students)</i>	B: 44% (48) <i>(110 Students)</i>											
H: 42% (61) <i>(146 Students)</i>	H: 43% (63) <i>(146 Students)</i>											
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5D:</u>	Reading Goal #5D: Economically Disadvantaged		5D.1. As noted on the administration of the 2010 FCAT Reading Test Economically Disadvantaged subgroups did not make AYP.	5D.1. Identify Tier 2 and 3 students, place in appropriate interventions, and monitor student progress using data.	5D.1. Rtl Leadership Team Assistant Principal and Reading Coach	5D.1. Rtl Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data.	5D.1. FAIR, District, and School-site assessment data					
	Our goal for the 2010-2011 school year is to provide appropriate interventions and remediation to increase the percent of students in the Economically Disadvantaged subgroup making learning gains.	<table border="1"> <thead> <tr> <th>2010 Current Level of Performance:*</th> <th>2011 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>39% (79) <i>(202 students)</i></td> <td>40% (81)</td> </tr> </tbody> </table>	2010 Current Level of Performance:*	2011 Expected Level of Performance:*	39% (79) <i>(202 students)</i>	40% (81)	Appropriate and timely placement of students in interventions has been an obstacle.	5D.2. 5D.3.	5D.2. 5D.3.	5D.2. 5D.3.	5D.2. 5D.3.	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*											
39% (79) <i>(202 students)</i>	40% (81)											

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CRISS Training	K-5	District CRISS Trainer	K-5	September 21, 2010	Mini-assessments and student work folders.	RtI Leadership Team, Assistant Principal and Reading Coach
Title I in Action	K-5	Reading Coach Community Involvement Specialist (CIS)	Parents	September 9, 2010	Review sign in sheets/logs to determine the number of parents attending	School Administration, Reading Coach, CIS

+ Reading Budget

Include only school-based funded activities/materials and exclude district funded activities/materials.

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

Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
1.1, 1.2, & 2.1	CRISS Training Materials	School Based Budget	\$980.00
Subtotal:			

Other

Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Reading Goals

MATHEMATICS GOAL

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

MATHEMATICS	Problem-Solving Process to Increase Student Achievement								
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.				
Enter narrative for the goal in this box. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 15%; text-align: center; font-size: x-small;"><u>2010 Current Level of Performance: *</u></td> <td style="width: 15%; text-align: center; font-size: x-small;"><u>2011 Expected Level of Performance: *</u></td> </tr> <tr> <td style="font-size: x-small;">Enter numerical data for current level of performance in this box.</td> <td style="font-size: x-small;">Enter numerical data for expected level of performance in this box.</td> </tr> </table>	<u>2010 Current Level of Performance: *</u>	<u>2011 Expected Level of Performance: *</u>	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.	1.2.	1.2.	1.2.	1.2.	1.2.
<u>2010 Current Level of Performance: *</u>	<u>2011 Expected Level of Performance: *</u>								
Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.								
	1.3.	1.3.	1.3.	1.3.	1.3.				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	2.1.	2.1.	2.1.	2.1.	2.1.				
Enter narrative for the goal in this box. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 15%; text-align: center; font-size: x-small;"><u>2010 Current Level of Performance: *</u></td> <td style="width: 15%; text-align: center; font-size: x-small;"><u>2011 Expected Level of Performance: *</u></td> </tr> <tr> <td style="font-size: x-small;">Enter numerical data for current level of performance in this box.</td> <td style="font-size: x-small;">Enter numerical data for expected level of performance in this box.</td> </tr> </table>	<u>2010 Current Level of Performance: *</u>	<u>2011 Expected Level of Performance: *</u>	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
<u>2010 Current Level of Performance: *</u>	<u>2011 Expected Level of Performance: *</u>								
Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.								

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3: Enter narrative for the goal in this box.	3.1.	3.1.	3.1.	3.1.	3.1.				
<table border="1"> <tr> <td><u>2010 Current Level of Performance:*</u></td> <td><u>2011 Expected Level of Performance:*</u></td> </tr> <tr> <td><i>Enter numerical data for current level of performance in this box.</i></td> <td><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> </table>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>								
<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>								
4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4: Enter narrative for the goal in this box.	4.1.	4.1.	4.1.	4.1.	4.1.				
<table border="1"> <tr> <td><u>2010 Current Level of Performance:*</u></td> <td><u>2011 Expected Level of Performance:*</u></td> </tr> <tr> <td><i>Enter numerical data for current level of performance in this box.</i></td> <td><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> </table>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>								
<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>								
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	5A.1.	5A.1.	5A.1.	5A.1.				
		White: Black: Hispanic: Asian: American Indian:							
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	Mathematics Goal #5B: English Language Learners (ELL)	5B.1.	5B.1.	5B.1.	5B.1.				
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	Mathematics Goal #5C: Students with Disabilities (SWD)	5C.1.	5C.1.	5C.1.	5C.1.				
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	Mathematics Goal #5D: Economically Disadvantaged	5D.1.	5D.1.	5D.1.	5D.1.				

2011 School Improvement Plan - Current and Expected Performance Values

Sample School

Goal	Description	Reading			Mathematics			Goal	Description	2010 Met AYP**	2010 Current Perf.	2011 Expected Perf.	Goal	Description	2010 Met AYP**	2010 Current Perf.	2011 Expected Perf.	Goal	Description	2010 Met AYP**	2010 Current Perf.	2011 Expected Perf.	
		2010 Met AYP**	2010 Current Perf.	2011 Expected Perf.	2010 Met AYP**	2010 Current Perf.	2011 Expected Perf.																
1	% FCAT Level 3	NA			NA			1	% FCAT Level 3.0-3.9														
2	% FCAT Levels 4 and 5	NA			NA			2	% FCAT Levels 4.0 - 6.0														
3	Overall Learning Gains	NA	74% (246)	84% (280)	NA	67% (223)	77% (256)	3A	WHITE**														
4	Low25% Learning Gains	NA	67% (56)	77% (64)	NA	52% (63)	62% (52)	3A	BLACK**														
5A	WHITE**	Yes-AB	86% (187)	87% (190)	Yes-AB	83% (181)	84% (183)	3A	HISP.**														
5A	BLACK**	NA			NA			3A	ASIAN**	NA													
5A	HISP.**	Yes-AB	81% (187)	82% (189)	Yes-AB	76% (176)	79% (182)	3A	A.M. IND.**	NA													
5A	ASIAN**	NA			NA			3B	ELL**	NA													
5A	AM. IND.**	NA			NA			3C	SWD**	NA													
5B	ELL**	NA			NA			3D	ED**	YES													
5C	SWD**	NA			NA																		
5D	ED**	Yes-AB	75% (125)	78% (130)	Yes-AB	72% (120)	75% (125)																

Goals 1, 2, and 5

Current Level of Performance	Expected Level of Performance (2011)
1-70%	Decrease non-prof. by 10%
71-80%	Increase by 3 percentage pts.
81-95%	Increase by 1 percentage pt.
96-100%	Maintain

Goals 3 and 4 – Learning Gains

Current Level of Performance	Expected Level of Performance (2011)
1-80%	Increase by 10 percentage pts.
81-100%	Maintain

* "Yes" if proficient is improved by 1 % point.
 **State does not provide data for proficiency values <=5% and >=95% in order to maintain the anonymity and privacy of students.

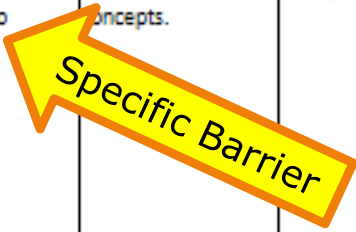
Data Source

Attendance and Suspensions are from COGNOS as of June 1, 2010.
<http://www.fldoe.org>

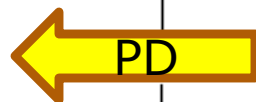
MATHEMATICS GOAL SAMPLE

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

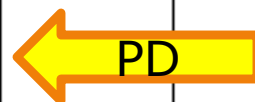
MATHEMATICS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1: Our goal for the 2010-2011 school year is to increase the percentage of students achieving at or above proficiency.			1.1. The area of deficiency as noted on the 2010, 2009, 2008 administration of the FCAT Mathematics Test was Number and Operations (Number Sense) due to limited access to manipulatives.	1.1. Increase the use of manipulatives and hands-on activities to reinforce math concepts.	1.1 Principal, Assistant Principal, Math Coach/ Department Chairperson	1.1 Review formative bi-weekly assessment data reports to ensure progress in being made and adjust intervention as needed	1.1 Computer Assisted Program-CAP reports generated from FCAT Explorer and Riverdeep; Summative results from 2011 FCAT Mathematics Assessment.
	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>	2010 Grade 3 : 58% Grade 4: 55% Grade 5: 38% 2009 Grade 3 : 50% Grade 4: 55% Grade 5: 38% 2008 Grade 3 : 42% Grade 4: 55% Grade 5: 46%	Appendix VII			
	56% (133)	60% (142)	1.2. The area which demonstrated declines or no changes in the average percent correct when comparing 2009 to 2010 administration of the FCAT Mathematics Test was Number and Operations (Number Sense) Grade 3: increased 8 Percentage Points Grade 4: remained the same at 55% Grade 5: decreased 16 Percentage Points	1.2 Utilize computer assisted programs (CAP), including FCAT Explorer, Riverdeep, and Gizmos during small group independent practice.	1.2 Principal, Assistant Principal and Math Coach	1.2 Review CAP reports generated to ensure students are making adequate progress.	1.2 CAP reports generated from FCAT Explorer, Riverdeep, and Gizmos; Summative results from 2011 FCAT Mathematics Assessment.



Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:			2.1. The Level 4 & 5 students showed an area of deficiency as noted on the 2010 administration of the FCAT Mathematics Test was Geometry and Measurement (Measurement)	2.1. In order to maintain and increase Level 4 & 5 proficiency levels, students will be given opportunities to develop exploration and inquiry activities to maintain or increase understanding of skills through hands-on experiences with grade-level appropriate number concepts and apply learning to solve real-life problems. Appendix VII and Instructional Strategies Mathematics Comprehensive Plan	2.1. Principal, Assistant Principal, and Math Coach	2.1. Ongoing classroom assignments and assessments that target application of the skills taught.	2.1. Student authentic work and monthly assessments; Summative results from 2011 FCAT Mathematics Assessment.
Our goal for the 2010-2011 school year is to maintain achievement above proficiency and provide enrichment opportunities to increase the percentage of students scoring above proficiency.	<u>2010 Current Level of Performance:</u>	<u>2011 Expected Level of Performance:</u>	Grade 4 FCAT Levels 4/5: 50% Grade 5 FCAT Levels 4/5: 45%				
	56% (133)	60% (143)					
3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:			3.1. As noted on the 2010 FCAT Mathematics administration, students making learning gains increased by 10 Percentage Points when compared to the 2009, and 14 percentage points compared to the administration of 2008 FCAT Mathematics Test. A potential obstacle that may negatively affect	3.1. Increase utilization of the computer lab time for students to ensure the usage of Computer Assisted Programs (CAP), including FCAT Explorer, Riverdeep, and Gizmos is being	3.1. Assistant Principal and Math Coach	3.1. Review CAP reports generated to ensure students are making adequate progress.	3.1. CAP reports generated from FCAT Explorer, Riverdeep, and Gizmos; Summative results from 2011 FCAT Mathematics Assessment.
Our goal for the 2010-2011 school year is to provide appropriate interventions, remediation and enrichment opportunities to increase the percentage of students making learning gains.	<u>2010 Current Level of Performance:</u>	<u>2011 Expected Level of Performance:</u>	the learning gains of the 2010-2011 school year is the significant reduction of monetary resources that will increase the teacher to student ratio, therefore negatively impact the amount of time spent on the limited number of computers in the classroom. 2010 :56% 2009 :46% 2008 :42%	employed 25 minutes, 3-4 times a week. Appendix VII			
	56% (133)	66% (157)					



Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:		4.1. On the 2010 FCAT Mathematics administration, it was noted that students in grades 3 and 5 have an increase average of 8-16 Percentage Points. However, in grade 4, the performance has remained stagnant.	4.1. Identify lowest performing students and align instruction to individual needs through 45-minute tutoring sessions before and after school 3 times per week.	4.1. Assistant Principal and Math Coach	4.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed.	4.1. Formative bi-weekly assessment data reports; Summative results from 2011 FCAT Mathematics Assessment.
Our goal for the 2010-2011 school year is to provide appropriate interventions and remediation to increase the percent of students in the lowest 25% making learning gains.	<u>2010 Current Level of Performance:</u> *	<u>2011 Expected Level of Performance:</u> *	This increase in grades 3 and 5 is attributed to the alignment of instruction, but the stagnant performance of 4 th grade is due to the instructional emphasis not supported by the before and after school tutoring sessions. Appendix VII			
	83% (198)	83% (198)				
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:		5A.1. White: N/A Black: On the 2010 FCAT Mathematics administration, the Black subgroup has increased on an average of 10 Percentage Points when compared to the 2009 FCAT Mathematics administration.	5A.1. Provide tailored instruction based on mini-assessments and hands-on practice for students utilizing manipulatives to develop an understanding of number sense concepts during small group instruction of the mathematics 60-minute instructional block.	5A.1. Rtl Leadership Team	5A.1. Rtl Team members will monitor and adjust academic goals utilizing teacher feedback on student skill attainment.	5A.1. Mini-assessments based on student informal and tutorial assessments; Summative results from 2011 FCAT Mathematics Assessment.
Our goal for the 2010-2011 school year is to provide appropriate interventions, remediation to increase the percent of students in the Black subgroup making learning gains.	<u>2010 Current Level of Performance:</u> *	<u>2011 Expected Level of Performance:</u> *	Hispanic: N/A Asian: N/A American Indian: N/A Appendix VII			
	56% (120)	60% (128)				
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:		5C.1. On the 2010 FCAT Mathematics administration, the subgroup Students With Disabilities has increased on an average of 10 Percentage Points when compared to the 2009 FCAT Mathematics administration.	5C.1. Provide tailored instruction based on mini-assessments and hands-on practice for students utilizing manipulatives to develop an understanding of number sense concepts during small group instruction of the mathematics 60-minute instructional block.	5C.1. Rtl Leadership Team	5C.1. Rtl Team members will monitor and adjust academic goals utilizing teacher feedback on student skill attainment.	5C.1. Mini-assessments based on student informal and tutorial assessments; Summative results from 2011 FCAT Mathematics Assessment.
Our goal for the 2010-2011 school year is to provide appropriate interventions and remediation to increase the percent of students in the Student With Disabilities subgroup making learning gains.	<u>2010 Current Level of Performance:</u> *	<u>2011 Expected Level of Performance:</u> *	 Appendix VII			
	49% (30)	54% (46)				



Aligning Professional Development to Strategies

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Number Sense and Operations (New Generation Standards)	K-5 Mathematics	Mathematics Coach	K-5 Teachers	Every other Wed. at 2:15 beginning 9/1/10	Grade level planning sessions/Classroom walkthroughs	Administrator
Riverdeep	K-5 Mathematics	Mathematics Coach	K-5 Teachers	Start September 2010-Ongoing	Mathematics small-group schedule; Reports from Computer Assisted Program (CAP)	Administrator
Gizmos-Targeting Number Sense and Operations	Grade 4 Mathematics	Mathematics Coach/ Computer Lab Teacher	4 th Grade Mathematics Teachers	Start October 2010-Ongoing	Grade level planning sessions; Reports from Computer Assisted Program (CAP)	Administrator/ Mathematics Coach
SuccessMaker	Grades 3-5 Mathematics	Mathematics Coach	3-5 Grade Mathematics Teachers	Start September 2010-Ongoing	Intervention schedule; Reports from Computer Assisted Program (CAP)	Administrator/ Mathematics Coach

SCIENCE GOAL

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

SCIENCE			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:			1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2010 Current Level of Performance.*	2011 Expected Level of Performance.*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:			2.1.	2.1.	2.1.	2.1.	2.1.
Enter narrative for the goal in this box.	2010 Current Level of Performance.*	2011 Expected Level of Performance.*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

2011 School Improvement Plan - Current and Expected Performance Values

Goal	Description	Reading			Science								
		2010 Met AYP**	2010 Current Perf.	Expected Perf.	2011 Expected Perf.	2010 Current Perf.	2011 Expected Perf.						
1	% FCAT Level 3	NA					Goal 1: % FCAT Level 3						
2	% FCAT Levels 4 and 5	NA					Goal 2: % FCAT Levels 4 and 5						
3	Overall Learning Gains	NA	74% (246)				Attendance						
4	Low25% Learning Gains	NA	67% (56)										
5A	WHITE**	Yes-AB	86% (187)	87% (190)	Yes-AB	83% (181)	84% (183)	3A	HISP.**	YES	Average Daily Attendance Rate	96.35% (916)	96.85% (921)
5A	BLACK**	NA			NA			3A	ASIAN**	NA	Suspensions		
5A	HISP.**	Yes-AB	81% (187)	82% (189)	Yes-AB	76% (176)	79% (182)	3A	AM. IND.**	NA	Goal 1	2010 Current Perf.	2011 Expected Perf.
5A	ASIAN**	NA			NA			3B	ELL**	NA	Total Number of Suspensions		
5A	AM. IND.**	NA			NA			3C	SWD**	NA	Total Number of Days Suspended		
5B	ELL**	NA			NA			3D	ED**	YES	Total Number of Students Suspended		
5C	SWD**	NA			NA			* "Yes" if proficient is improved by 1% point. **State does not provide data for proficiency values <=5% and >=95% in order to maintain the anonymity and privacy of students.			<u>Data Source</u> Attendance and Suspensions are from COGNOS as of June 1, 2010. http://www.fldoe.org		
5D	ED**	Yes-AB	75% (125)	78% (130)	Yes-AB	72% (120)	75% (125)						

• Goal 1 and 2

Current Level of Performance	Expected Level of Performance (2011)
1-70%	Decrease non-prof. by 10%
71-80%	Increase by 3 percentage pts.
81-95%	Increase by 1 percentage pt.
96-100%	Maintain

SCIENCE GOAL SAMPLE

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

SCIENCE			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1: Our goal for the 2010-2011 school year is to increase the percentage of students achieving at or above proficiency in science. Areas in need of improvement are Scientific Thinking and Chemical and Physical Science			1.1. Teachers need additional common planning time to develop innovative strategies that address specific student weaknesses.	1.1. Develop Professional Learning Communities of science teachers in order to collaborate in researching, designing and implementing effective instructional strategies in the areas of Scientific Thinking and Chemical and Physical Science.	1.1. Leadership Team Science Coach/ Department Chairperson	1.1. Teams will review the results of school-site assessment data to monitor student progress.	1.1. Formative: School-site biweekly assessments Summative: 2011 FCAT
2010 Current Level of Performance: *	2011 Expected Level of Performance: *		29% [15]	36% [18]			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2: Our goal is to increase the availability of enrichment activities in order to increase the number of students scoring at Levels 4 & 5. The area of focus will be Physical and Chemical Science.			2.1. Identifying and providing PD to teachers to insure timely application.	2.1. Identify students with FCAT Level 4 or 5 in Mathematics. Provide enrichment activities for these students to aid them in the design and development of science and engineering projects that increase scientific thinking. Provide opportunities for inquiry based activities that allow for the testing of hypotheses, data analysis, explanation of variables and experimental design, especially in the area of Physical and Chemical Science.	2.1.	2.1.	2.1.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *		2% [1]	12% [6]			
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

WRITING GOAL

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

WRITING			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3.0-3.9) in writing Writing Goal #1: Enter narrative for the goal in this box.			1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2010 Current Level of Performance *	2011 Expected Level of Performance *					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
2. Students achieving above proficiency (FCAT Levels 4.0-6.0) in writing Writing Goal #2: Enter narrative for the goal in this box.			2.1.	2.1.	2.1.	2.1.	2.1.
Enter narrative for the goal in this box.	2010 Current Level of Performance *	2011 Expected Level of Performance *					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
3A. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #3A: Enter narrative for the goal in this box.			3A.1. White: Black: Hispanic: Asian: American Indian:	3A.1.	3A.1.	3A.1.	3A.1.
Enter narrative for the goal in this box.	2010 Current Level of Performance *	2011 Expected Level of Performance *					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					

WRITING AYP SUBGROUPS

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
3B. Student subgroups not making Adequate Yearly Progress (AYP) in writing <u>Writing Goal #3B:</u>	Writing Goal #3B: English Language Learners (ELL)	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.				
<i>Enter narrative for the goal in this box.</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"> <u>2010 Current Level of Performance.*</u> </td> <td style="width: 50%; text-align: center;"> <u>2011 Expected Level of Performance.*</u> </td> </tr> <tr> <td style="font-size: small;"> <i>Enter numerical data for current level of performance in this box.</i> </td> <td style="font-size: small;"> <i>Enter numerical data for expected level of performance in this box.</i> </td> </tr> </table>	<u>2010 Current Level of Performance.*</u>	<u>2011 Expected Level of Performance.*</u>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
<u>2010 Current Level of Performance.*</u>	<u>2011 Expected Level of Performance.*</u>										
<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>										
3C. Student subgroups not making Adequate Yearly Progress (AYP) in writing <u>Writing Goal #3C:</u>	Writing Goal #3C: Students with Disabilities (SWD)	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.				
<i>Enter narrative for the goal in this box.</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"> <u>2010 Current Level of Performance.*</u> </td> <td style="width: 50%; text-align: center;"> <u>2011 Expected Level of Performance.*</u> </td> </tr> <tr> <td style="font-size: small;"> <i>Enter numerical data for current level of performance in this box.</i> </td> <td style="font-size: small;"> <i>Enter numerical data for expected level of performance in this box.</i> </td> </tr> </table>	<u>2010 Current Level of Performance.*</u>	<u>2011 Expected Level of Performance.*</u>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
<u>2010 Current Level of Performance.*</u>	<u>2011 Expected Level of Performance.*</u>										
<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>										
3D. Student subgroups not making Adequate Yearly Progress (AYP) in writing <u>Writing Goal #3D:</u>	Writing Goal #3D: Economically Disadvantaged	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.				

2011 School Improvement Plan - Current and Expected Performance Values

Sample School

Goal	Description	Reading			Mathematics			Writing			Science				
		2010 Met AYP**	2010 Current Perf.	2011 Expected Perf.	2010 Met AYP**	2010 Current Perf.	2011 Expected Perf.	Goal	Description	2010 Met AYP**	2010 Current Perf.	2011 Expected Perf.	Goal	2010 Current Perf.	2011 Expected Perf.
1	% FCAT Level 3								% FCAT Level 3	YES			Goal 1: % FCAT Level 3		
2	% Level 4 and 5								% FCAT Level 4 and 5	YES			Goal 2: % FCAT Levels 4 and 5		
3	Overall Grade								ELL**	YES			Attendance		
4	Low25%								ELL**	NA			Goal 1	2010 Current Perf.	2011 Expected Perf.
5A	Writing								ELL**	YES			Average Daily Attendance Rate	96.35% (916)	96.85% (921)
5A	BL								ELL**	NA			Suspensions		
5A	H	AB	(187)	(189)	AB	(176)	(182)		ELL**	NA			Goal 1	2010 Current Perf.	2011 Expected Perf.
5A	ASIAN**	NA			NA			3B	ELL**	NA			Total Number of Suspensions		
5A	AM. IND.**	NA			NA			3C	SWD**	NA			Total Number of Days Suspended		
5B	ELL**	NA			NA			3D	ED**	YES			Total Number of Students Suspended		
5C	SWD**	NA			NA			* "Yes" if proficient is improved by 1 % point.			<u>Data Source</u>				
5D	ED**	Yes-AB	75% (125)	78% (130)	Yes-AB	72% (120)	75% (125)	**State does not provide data for proficiency values <=5% and >=95% in order to maintain the anonymity and privacy of students.			Attendance and Suspensions are from COGNOS as of June 1, 2010. http://www.fldoe.org				

• Goals 1 and 2

Current Level of Performance	Expected Level of Performance (2011)
1-80%	Increase by 10 percentage pts.
81-89%	Increase by 1 percentage pt.
90-100%	Maintain

• Goal 3

Current Level of Performance	Expected Level of Performance (2011)
1-89%	Increase by 1 percentage pt.
90-100%	Maintain

**Yes-AB=Met AYP via Annual Benchmark; Yes-SH=Met AYP via Safe Harbor; Yes-GM=Met AYP via Growth Model

WRITING GOAL SAMPLE

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

WRITING			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3.0-3.9) in writing Writing Goal #1:			1.1. The area of deficiency as noted on the 2010 administration of the FCAT Writing Test was focus and elaboration	1.1. During writing instruction students will use a graphic organizer/planto write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts) to develop focus and elaboration.	1.1 Reading/Writing Coach	1.1 Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed	1.1 Students' scores on monthly writing assessments; summative results from the 2011 FCAT Writing Assessment.
Our goal for the 2010-2011 school year is to increase the percentage of students achieving at or above proficiency	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="font-size: x-small;">2010 Current Level of Performance:*</th> <th style="font-size: x-small;">2011 Expected Level of Performance:*</th> </tr> <tr> <td style="text-align: center;">78%[105]</td> <td style="text-align: center;">88%[119]</td> </tr> </table>	2010 Current Level of Performance:*					
2010 Current Level of Performance:*	2011 Expected Level of Performance:*						
78%[105]	88%[119]						
		1.2. Historically, 35% of the 4 th graders score at level 4 and above on the FCAT writing test. Students has had limited exposure to the various genres of writing.	1.2. Identify students scoring levels 4&5 in reading. Students will write using a variety of expressive forms (e.g. chapter books, short stories, poetry, skits, song lyrics). Compile student work into a Literature book to be displayed in the media center.	1.2 Reading/Writing Coach	1.2 Monitor students' monthly writing prompt to ensure progress is being made and a adjust enrichment activity/focus as needed.	1.2 Students' scores on monthly writing assessments; summative results from the 2011 FCAT Writing Assessment.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4.0-6.0) in writing Writing Goal #2: Our goal for the 2010-2011 school year is to maintain achievement above proficiency and provide enrichment opportunities to increase the percentage of students scoring above proficiency.			2.1. Historically, only 20% of the 4 th graders in the AYP subgroup achieved proficiency on the 2010 FCAT writing test. The area of deficiency is mechanics.	2.1. Students will review writing samples to identify punctuation, subject/verb agreement errors while utilizing revision and editing chart, as well as conferencing with peers and/or teacher.	2.1 The Leadership Team Assistant Principal and Reading/Writing Coach	2.1 Review monthly writing assignments to ensure progress is being made and adjust intervention /focus as needed.	2.1 Students' scores on monthly writing assessments; summative results from the 2011 FCAT Writing Assessment
	<u>2010 Current Level of Performance:*</u> 20% [27]	<u>2011 Expected Level of Performance:*</u> 21% [28]	2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #3A: Ethnicity (White, Black, Hispanic, Asian, American Indian)			3A.1. White: Student writing samples indicate a deficiency in mechanics and focus. Black: Student writing samples indicate a deficiency in mechanics and focus based on their limited exposure to the English language. Hispanic: Student writing samples indicate a deficiency in mechanics and focus based on their limited exposure to the English language. Asian: American Indian:	3A.1. Students will participate in small group writing tutorial camp with an emphasis on mechanics and focus.	3A.1. The Leadership Team Assistant Principal and Reading/Writing Coach	3A.1. Review monthly writing assignments to ensure progress is being made and adjust intervention /focus as needed	3A.1. Students' scores on monthly writing assessments; summative results from the 2011 FCAT Writing Assessment
	<u>2010 Current Level of Performance:*</u> B-50%[25] H- 25%[5]	<u>2011 Expected Level of Performance:*</u> B- 60%[30] H- 35% [7]					

Attendance Goal

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

ATTENDANCE			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1.	1.1.	1.1.	1.1.	1.1.
Attendance Goal #1:							
Enter narrative for the goal in this box.	<u>2010 Current Level of Attendance: *</u>	<u>2011 Expected Level of Attendance: *</u>					
	Enter numerical data for current level of attendance in this box.	Enter numerical data for expected level of attendance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

2011 School Improvement Plan - Current and Expected Performance Values

Sample School

Goal	Description	Reading			Mathematics			Writing			Science				
		2010 Met AYP**	2010 Current Perf.	2011 Expected Perf.	2010 Met AYP**	2010 Current Perf.	2011 Expected Perf.	Goal	Description	2010 Met AYP*	2010 Current Perf.	2011 Expected Perf.	Goal	2010 Current Perf.	2011 Expected Perf.
1	% FCAT Level 3	NA			NA			1	% FCAT Level 3.0-3.9	YES			Goal 1: % FCAT Level 3		
2	% FCAT Levels 4 and 5	NA			NA			2	% FCAT	YES			Goal 2: % FCAT levels 4 and 5		
3	Overall Learning Gains	NA	74% (246)										Attendance		
4	Low25% Learning Gains	NA	67% (56)										Goal 1	2010 Current Perf.	2011 Expected Perf.
5A	WHITE**	Yes-AB	86% (187)										Average Daily Attendance Rate	96.35% (916)	96.85% (921)
5A	BLACK**	NA											Suspensions		
5A	HISP.**	Yes-AB	81% (187)										Goal 1	2010 Current Perf.	2011 Expected Perf.
5A	ASIAN**	NA											Total Number of Suspensions		
5A	AM. IND.**	NA			NA			3C	SWD**	NA			Total Number of Days Suspended		
5B	ELL**	NA			NA			3D	ED**	YES			Total Number of Students Suspended		
5C	SWD**	NA			NA								Data Source		
5D	ED**	Yes-AB	75% (125)	78% (130)	Yes-AB	72% (120)	75% (125)						Attendance and Suspensions are from COGNOS as of June 1, 2010. http://www.fldoe.org		

Current Level of Performance	Expected Level of Performance (2011)
1-90.99	Increase by 3 percentage pts.
91.00-93.99	Increase by 1 percentage pt.
94-96.99	Increase by 0.5 percentage pt.
97.00-100	Maintain

- Refer to **Appendix----** for suggested Strategies
- District eBook for attendance policy:
<http://ehandbooks.dadeschools.net/policies/89.pdf>
- National Center for School Engagement:
<http://www.schoolengagement.org/index.cfm/attendance>
- 2010 COGNOS

* "Yes" if proficient is improved by 1 % point.
 **State does not provide data for proficiency values <=5% and >=95% in order to maintain the anonymity and privacy of students.

**Yes-AB=Met AYP via Annual Benchmark; Yes-SH=Met AYP via Safe Harbor; Yes-GM=Met AYP via Growth Model

Attendance Goal Sample

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

ATTENDANCE			Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance			1.1. Truancy-increased by 7% from previous year.	1.1. Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services.	1.1. Assistant principal and/or designee	1.1. Weekly updates to Administration by the TCST and to entire faculty during faculty meetings	1.1. TCST logs and attendance rosters		
Attendance Goal#1:									
<i>Enter narrative for the goal in this box.</i>	<u>2010 Current Level of Attendance:*</u>	<u>2011 Expected Level of Attendance:*</u>							
Our attendance level suffered a slight decrease from 93.45% during 2009 to our current level. This was mostly due to illnesses, as excused absences have increased by 10%, and truant behavior which increased by 7% from the previous year. In addition, during the coming year our school will experience temporary relocation due to construction. Last year a neighboring school experienced a 6% loss of attendance during relocation. Our goal for this year is to increase attendance by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated.			93.23% (392)	94.23% (397)					
			1.2. Illnesses - excused absences have increased by 10% from previous year.			1.2. Maintain a clean environment throughout the school. Teach and emulate healthy choices and prevention strategies.	1.2. Administrators	1.2. Administrators will monitor school's environment and ascertain health education and health prevention strategies are implemented throughout the school.	1.2. Attendance rosters
			1.3. Temporary relocation due to construction-School will have to relocate during construction. It was noted that a neighboring school loss 6% of its enrollment during relocation.			1.3. Establish a support group that includes staff, family and students in order to create a welcoming climate for the family. Create student-focused programs, activities for the students, and offer support to students and their families during relocation.	1.3. Administration, EESAC and PTA	1.3. Administration, EESAC and PTA will monitor support group's meetings, their recommendations and implementation strategies.	1.3. Support group's attendance logs and minutes of meetings

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	K-5 /Attendance	Staff from Attendance Services & counselor	All teachers, counselor and attendance clerk	September 9, 2010-Teacher Planning Day November 2, 2010-Teacher Planning Day	A Truancy Intervention Program will be developed during the PD. An Assistant Principal will monitor the implementation of this program	Assistant Principal and counselor

Suspension Goal

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

SUSPENSION		Problem-solving Process to Decrease Suspension				
		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:						
1. Suspension Suspension Goal #1:		1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2010 Total Number of Suspensions	2011 Expected Number of Suspensions				
	Enter numerical data for current number of suspensions	Enter numerical data for expected number of suspensions				
	2010 Total Number of Days Suspended	2011 Expected Number of Days Suspended	1.2.	1.2.	1.2.	1.2.
	Enter numerical data for current number of day suspended	Enter numerical data for expected number of days suspended				
	2010 Number of Students Suspended	2011 Expected Number of Students Suspended	1.3.	1.3.	1.3.	1.3.
	Enter numerical data for current number of students suspended	Enter numerical data for expected number of students suspended				

Suspension Goal

- Refer to **Appendix** for suggested Strategies
- 2009-2010 District and School Profiles
<http://oada.dadeschools.net/DSPfiles/DSPfiles.asp>
- Refer to 2010 COGNOS

Suspension Goal

2011 School Improvement Plan - Current and Expected Performance Values

Sample School

Goal	Description	Reading			Mathematics			Writing			Science				
		2010 Met AYP**	2010 Current Perf.	2011 Expected Perf.	2010 Met AYP**	2010 Current Perf.	2011 Expected Perf.	Goal	Description	2010 Met AYP*	2010 Current Perf.	2011 Expected Perf.	Goal	2010 Current Perf.	2011 Expected Perf.
1	% FCAT Level 3	NA			NA			1	% FCAT Level 3.0-3.9	YES			Goal 1: % FCAT Level 3		
2	% FCAT Levels 4 and 5	NA			NA			2	% FCAT Levels 4.0 - 6.0	YES			Goal 2: % FCAT Levels 4 and 5		
3	Overall Learning Gains	NA	74% (246)	84% (280)	NA	67% (223)	77% (256)	3A	WHITE**	YES			Attendance		
4	Low25% Learning Gains	NA	67% (56)	77% (64)	NA	52% (63)	62% (52)	3A	BLACK**	NA			Goal 1	2010 Current Perf.	2011 Expected Perf.
5A	WHITE**	Yes-AB	86% (187)	87% (190)	Yes-AB	83% (181)	84% (183)	3A	HISP.**	YES			Average Daily Attendance Rate	96.35% (916)	96.85% (921)
5A	BLACK**	NA			NA								Suspensions		
5A	HISP.**	Yes-A			Yes-A								Goal 1	2010 Current Perf.	2011 Expected Perf.
5A	ASIAN**	NA			NA								Total Number of Suspensions		
5A	AM. IND.**	NA			NA								Total Number of Days Suspended		
5B	ELL**	NA			NA								Total Number of Students Suspended		
5C	SWD**	NA			NA								Data Source		
5D	ED**	Yes-A			Yes-A								Attendance and Suspensions are from COGNOS as of June 1, 2010. http://www.fldoe.org		

• Goal 1

Current Level of Performance	Expected Level of Performance (2011)
Insert the total of indoor/outdoor suspension days.	Reduce by 10 Percent

- Refer to **Appendix** for suggested Strategies
- 2009-2010 District and School Profiles
<http://oada.dadeschools.net/DSPfiles/DSPfiles.asp>
- Refer to 2010 COGNOS

Suspension Goal Sample

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

SUSPENSION			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension							
Suspension Goal #1:							
Our goal for the 2010-2011 school year is to decrease the number of students achieving at or above proficiency	<u>2010 Total Number of Suspensions</u>	<u>2011 Expected Number of Suspensions</u>	1.1 Outdoor suspension increased from 13 occurrences during the 2008-09 school year to 28 in the 2009-2010 school year; an increase of 15 days. There are not enough opportunities to recognize students for positive behavior.	1.1 Utilize the Student Code of Conduct by providing incentives for compliance through the use of Elementary & Secondary- SPOT Success Recognition program.	1.1 Administrative Team	1.1 Monitor Spot Success report by grade level and monitor COGNOS report on student outdoor suspension rate.	1.1 Participation Log for students who are recognized for complying with the Student Code of Conduct along with the monthly COGNOS suspension report.
	72 Days	65 Days					
	<u>2010 Total Number of Days Suspended</u>	<u>2011 Expected Number of Days Suspended</u>	1.2 Parents are unfamiliar with the Student Code of Conduct and are unaware of the reasons for their child's indoor suspension. Forty-four students were placed on indoor suspension; an increase of 30 students over the 2008-09 school year.	1.2 The school's Guidance Counselor and the Community Involvement Specialist will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct.	1.2 Guidance Counselor, Community Involvement Specialist	1.2 Monitor Parents Contact Log for evidences of communication with parents of students who have been placed on indoor suspension.	1.2 Parent Communication Log. Parent sign-in Log/Parental Involvement Monthly School Report.
	72 Days	65 Days					

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	Grades K-8	Guidance Counselor	School wide	August 28, 2010	Utilize classroom walk-throughs to monitor teachers' enforcement of the Student Code of Conduct. Monitor Spot Success monthly report.	Leadership Team
The Student Code of Conduct	Grades 9-12	Community Involvement Specialist	School wide	August 2010 November 2010	Review communication sheets/logs to determine the number of contacts made with parents of students who have been placed on indoor/outdoor suspension. Review parent participation log for the Student code of Conduct workshop.	Leadership Team

Suspension Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.

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

Strategy	Description of Resources	Funding Source	Available Amount
The school's Guidance Counselor and the Community Involvement Specialist will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct.	Printing of the Student Code of Conduct	EESAC	\$50.00

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Available Amount
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Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Parents will be provided with training on building an understanding of the Student Code of Conduct.	Spaghetti Dinner	PTA	\$100.00

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Available Amount
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Grand Total:

End of Suspension Goals

PARENTAL INVOLVEMENT GOAL

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

PARENT INVOLVEMENT			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement							
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1.	1.1.	1.1.	1.1.	1.1.
<i>Enter narrative for the goal in this box.</i>	2010 Current level of Parent Involvement *	2011 Expected level of Parent Involvement *					
	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. Early Release) and Schedules (e.g. frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Parent Involvement Budget

* Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

Parent Involvement Goal

Guiding Questions to Inform the Problem Solving Process

(Title I Parent Involvement Plan may be uploaded)

- Based on information from surveys, evaluations, agendas, or sign-ins, was the percent of parent participation in school activities maintained or increased from the prior year?
- What are the anticipated barriers to increasing parent involvement?
- Generally, what strategies or activities can be employed to increase parent involvement?
- How will the school correlate the parental involvement activities with student achievement?

- Title I Administration Handbook
- PTA National Standards for Family-School Partnerships Assessment Guide www.pta.org/bsp .

PARENTAL INVOLVEMENT GOAL Sample

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

PARENT INVOLVEMENT			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. Lack of participation in school wide activities by parents of English Language Learners (ELL).	1.1. Mentors fluent in parents' home language call new families to invite them to attend PTA/parent group programs, offering to coordinate transportation or arranging to meet them at the entrance of the school. <i>** PTA National Standards for Family-School Partnerships Assessment Guide (Standard 1- Welcoming All Families into the School Community, Excelling, pg.5)</i>	1.1. School Administration, * Community Involvement Specialist (CIS), * Parent Advisory Council (PAC) * Title 1 Schools	1.1. Review sign in sheets/logs to determine the number of limited English proficient parents attending school or community events.	1.1. Sign in Sheets ◊ Community Involvement Specialist Telephone Log ◊ Title 1 Handbook (pg. 122)
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>							
Our goal for the 2010-2011 school year is to increase the percentage of parents participating in school wide activities.	2010 Current level of Parent Involvement *	2011 Expected level of Parent Involvement *					
	25% (125)	50% (250)	1.2. Parents have limited knowledge and understanding of information, with descriptions and explanations of the curriculum in use at	1.2. A family dinner and science exploration program is held on a Sunday evening instead of a weekday. <i>**PTA National</i>	1.2. School Administration, Science Coach/Chair	1.2. Review sign in sheets/logs to determine the number of parents attending school or community events.	1.2. Sign in Sheets ◊ Parental Involvement Monthly School Report
			the school. (Science)	<i>Standards for Family-School Partnerships Assessment Guide (Standard 1- Welcoming All Families into the School Community, Emerging, pg. 8)</i>			◊ Title 1 Handbook (pg. 116)
			1.3 Parents have limited understanding of student data (Baseline, Mid-Year, Fair, and FCAT) and how it affects teaching and learning.	1.3 Family members, students and teachers are invited to participate in workshops, to learn how the school uses assessment results to improve student achievement. <i>** PTA National Standards for Family-School Partnerships Assessment Guide (Standard 3- Support Student Success, Progressing, pg.14)</i>	1.3. School Administration, Reading Coach	1.3. Review sign in sheets/logs to determine the number of parents attending school or community events.	1.3. Sign in Sheets ◊ Parental Involvement Monthly School Report ◊ Title 1 Handbook (pg. 116)

Other Goals - Graduation Goal

Additional Goals

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

ADDITIONAL GOALS			Problem-Solving Process to Increase Student Achievement				
			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal Additional Goal #1:			1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2010 Current Level :*	2011 Expected Level :*					
	Enter numerical data for current goal in this box.	Enter numerical data for expected goal in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Please note that each Strategy does not require a professional development or PLC activity.

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

- **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 2010-2011 designation.
 - Download the DA Checklist of Compliance from the FLBSI website: <http://www.flbsi.org>
 - Complete the Checklist and then upload it to the online SIP document (FLBSI).
 - 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
 - Describe how you are going to use the EESAC funds
 - Describe the activities of the EESAC for 2010-2011

Differentiated Accountability

School-level Differentiated Accountability Compliance

Confirm your school's designation once School Grades are released.

School Differentiated Accountability Status

Intervene

Correct II

Prevent II

Correct I

Prevent I

Attach school's Differentiated Accountability Checklist of Compliance

Checklists Compliance forms will be available at: <http://www.flbsi.org>

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes

No

If No, describe measures being taken to comply with SAC requirement

Describe projected use of SAC funds.

Amount

Describe the activities of the School Advisory Council for the upcoming year.

Next Steps



- ❑ Register for a data workshop addressing *School Improvement through Data with Dr. Wongbundhit* at: <http://osi.dadeschools.net>
- ❑ EESAC minutes from **April or May 2010** must document that the 2009-10 SIP was review by the EESAC and feedback provided for the development of the 2010-11 SIP. An additional EESAC meeting to review the 1st Draft of the SIP is **not required**.
- ❑ Confirm that the 2009-2010 SIP Verification form was faxed to OSI by May 13, 2010, (305)995-2910
- ❑ Review and analyze all FCAT data as it becomes available and update Goal Areas as appropriate
- ❑ Email first draft to your school's OSI representative by June 18, 2010, which reflects **PART I completed**.
- ❑ Ten (10) hard copies of the 2nd Draft is due to your Regional/office Director by July 30, 2010, with **PARTS I and II** completed.

Master Plan Point Credits

- Part I of the 2010-2011 SIP (1st Draft) must be sent via email to your respective OSI staff member.
- 1st Drafts must be received no later than June 18, 2010, in order to receive MPPs.

2010 – 2011 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name:	District Name:
Principal:	Superintendent:
SAC Chair:	Date of School Board Approval:

Student Achievement Data:

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](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

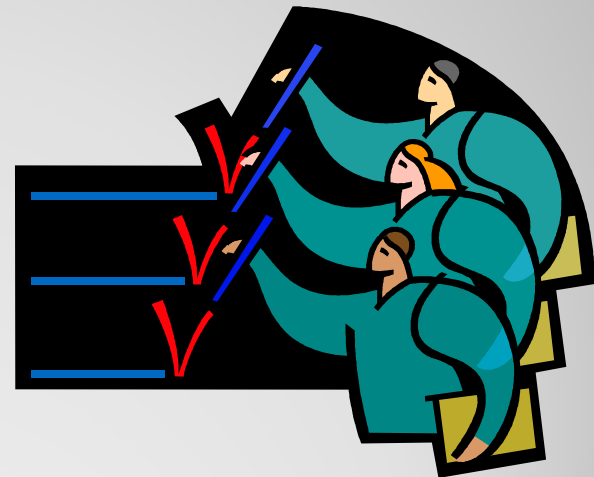
[Adequate Yearly Progress \(AYP\) Trend Data](#) (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

Highly Qualified Administrators

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

Position	Name	Degree(s) Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal					
Assistant Principal					





2010-2011 SIP Development Timelines

TRAININGS/WORKSHOPS AND IMPORTANT DATES

ID	Trainings/Workshops & Important Dates	Start	Finish	Duration	May 2010					Jun 2010					Jul 2010					Aug 2010					Sep 2010				
					5/2	5/9	5/16	5/23	5/30	5/6	5/13	5/20	5/27	7/4	7/11	7/18	7/25	8/1	8/8	8/15	8/22	8/29	9/5	9/12	9/19	9/26			
1	Trainings/Workshops	5/17/2010	6/17/2010	24d																									
2	Technical Assistance Workshop	5/17/2010	5/27/2010	9d																									
3	Data Workshops with Dr. Wongbunhit (Register through the PD Portal)	6/7/2010	6/17/2010	9d																									
4	Important Dates	5/31/2010	9/24/2010	84d																									
5	Memorial Day	5/31/2010	5/31/2010	0d																									
6	Last day of school	6/9/2010	6/9/2010	0d																									
7	First day of school	8/23/2010	8/23/2010	0d																									
8	District Writing Pretest	8/30/2010	9/2/2010	4d																									
9	Baseline Assessments	8/31/2010	9/9/2010	8d																									
10	Labor Day	9/6/2010	9/6/2010	0d																									
11	5:00 p.m. -- Last day to SCAN Reading, Math, and Science baseline answer sheets into Edusoft and Writing Pre-tests scores.	9/16/2010	9/16/2010	0d																									
12	Baseline data available at OSI website (Click http://osi.dadeschools.net)	9/23/2010	9/23/2010	0d																									
13	5:00 p.m. -- Post Baseline Data to FLBSI (Click http://www.flbsi.org)	9/24/2010	9/24/2010	0d																									

SCHOOL IMPROVEMENT PLAN DEVELOPMENT

ID	School Improvement Plan Development	Start	Finish	Duration	May 2010					Jun 2010					Jul 2010					Aug 2010					Sep 2010				
					5/2	5/9	5/16	5/23	5/30	5/6	5/13	5/20	5/27	7/4	7/11	7/18	7/25	8/1	8/8	8/15	8/22	8/29	9/5	9/12	9/19	9/26			
1	Phase 1	5/3/2010	6/18/2010	34d																									
2	Schools complete review of 2009-2010 SIPs and compile recommendations for the 2010-2011 SIP	5/3/2010	5/14/2010	10d																									
3	Schools work on 1st draft of 2010-2011 SIP	5/17/2010	6/17/2010	24d																									
4	SIP 1st draft due to OSI (Click http://osi.dadeschools.net/SIP_Submit.asp)	6/18/2010	6/18/2010	0d																									
5	Phase 2	6/21/2010	7/30/2010	29d																									
6	Schools work on 2nd draft of SIP	6/21/2010	7/29/2010	29d																									
7	10 copies of 2nd draft SIP from school due to respective Region/Charter/Alt/SPED/Adult/Voc Curriculum Directors	7/30/2010	7/30/2010	0d																									
8	Phase 3	9/13/2010	10/1/2010	14d																									
9	SIP peer reviews for schools by Regions/Charters/Alt/SPED/Adult/Voc & District Offices	9/13/2010	9/17/2010	5d																									
10	Schools complete updates to final 2010-2011 SIP	9/20/2010	9/30/2010	9d																									
11	School Faculty and EESAC meeting to review final 2010-2011 SIP	9/20/2010	9/30/2010	9d																									
12	5:00 p.m. -- SIPs must be posted to FLBSI (Click http://www.flbsi.org)	10/1/2010	10/1/2010	0d																									

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