

2005 – 2006

SCHOOL IMPROVEMENT PLAN  
TEMPLATE PLANNING TOOL

School Name: \_\_\_\_\_

Members of the Planning Committee: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***This planning tool reflects the content of the on-line 2005 - 2006 State School Improvement Plan (SIP) template.*** It is being provided for School Advisory Councils that have begun writing the 2005 – 2006 School Improvement Plan while the State is finalizing the web-based template. Please feel free to use this planning tool as your school conducts its needs assessment, and collects and analyzes data in preparation for the 2005 – 2006 school year. **Although certain requirements have been identified for certain types of schools, all schools will benefit from using each component of this school improvement plan.** In addition, you may wish to use the Florida Department of Education 2005 – 2006 SIP Guidance document located on the website: <http://www.bsi.fsu.edu/pdf/0506GuidanceSIPPlan.PDF>

NAVIGATION BAR (SIP components)

**SCHOOL NAME**

- [Vision/Mission](#)
- [School Profile Demographics](#)
- [Student Achievement Data](#)
- [School Match](#)
- [Quality Staff](#)
  - Highly Qualified Certified Administrators
  - High Quality, Highly Qualified Teachers
- [Additional Requirements](#)
  - Communication with Parents regarding Choice Options
  - Extended Learning Opportunities
  - School-Wide Improvement Model
  - Preschool Transition
- [Goals](#)
  - [Reading](#)
    - [Objective](#)
    - [Budget](#)

\* This planning tool was adapted from Marion County's Planning Tool.

- Reading Elements
- Mathematics
  - Objective
  - Budget
  - Mathematics Elements
- Writing
  - Objective
  - Budget
- Science
  - Objective
  - Budget
  - Science Elements
- Parental Involvement
  - Objective
  - Budget
- Additional Goals
  - School Safety & Discipline
  - Technology
  - Student Health & Fitness
  - Return on Investment (ROI)
- SAC Members
- Total Budget
- Implementation Evaluation
- Additional Resources
- Reporting
  - October 2005
  - January 2006
  - April 2006

## **SCHOOL PERFORMANCE**

(State will input data)

## **SCHOOL ADVISORY COUNCIL COMPLIANCE**

(You will answer a *yes* or *no* question on-line; School Advisory Council membership is only one criterion of compliance)

**Measures Being Taken to Comply with School Advisory Council Requirement:** Complete if you responded “no” to School Advisory Council Compliance.

**\* VISION/MISSION** (Note: Graphs and images cannot be inserted into this text box)

**\*SCHOOL PROFILE /DEMOGRAPHICS**

(Note: Graphs and images cannot be inserted into this text box)

**SCHOOL DATA SUMMARY**

(State will input data)

**\*\*QUALITY STAFF**

**Highly Qualified, Certified Administrators**

List your school's highly qualified administrators and briefly describe their experience with increasing student academic achievement. Include: names, degrees, years of experience, experience with low performing schools/students, endorsements, etc.

**High Quality, Highly Qualified Teachers**

Describe the actions taken to attract and retain high-quality, highly qualified teachers.

**\*School Match**

Graded F schools are provided a list of higher performing schools of similar demographics to enable administrators and faculties to collaborate with one another. Identify your school match and describe the collaborative plans and activities.

## ADDITIONAL REQUIREMENTS

### \*\*Teacher Mentoring

Describe your school's Teacher Mentoring Program. Include: how your program mentors beginning teachers, teachers in need of assistance; who mentors... coach, national board teacher...also consider when, i.e., schedule of activities, evaluations, remediation, professional development, etc.

### \*\*School Advisory Council

(For Charter Schools, Governing Body applies.)

### \*\*Communication with Parents Regarding Choice Options

Schools required to offer school choice options must notify parents of those choices; describe those choices, as well as attach the letter/s used to notify parents. Schools not required to implement school choice should attach notification to parents regarding school grades, assessment information, etc. All written notifications to parents must be written in a manner that is easily understood by parents and lay citizens (i.e., no professional educational jargon).

### \*\*Extended Learning Opportunities

Describe extended learning opportunities (before school, after school, summer school), based on individual student needs identified by analysis of student performance data.

### \*\*School Wide Improvement Model

Describe the research-based School Improvement Model at your school.

## Preschool Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs. Consider such issues as assessment tools to determine student readiness, staff responsible, data disaggregation, programs that may be currently in place, e.g., Head Start, Even Start, Early Reading First, parent involvement.

## GOALS for Each Academic Area

### READING

**\*Needs Assessment: (a needs assessment is essential to setting goals) Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments.** Identify needs through the use of screening, diagnostics, progress monitoring, and outcome assessments. These assessments are ongoing and include both formal and informal measures of students' reading skills. (i.e., FCIM assessments, benchmark data, AYP subgroup data, DIBELS, Lexia, FCAT, NRT, etc.)

### **\*\*Reading Goal Statement:**

Provide statements of intended improvement that are of a long-term nature.

You will be asked to respond to questions on the [on-line template](#). You will select yes or no as your response.

### **\*\*OBJECTIVES FOR READING**

Please write an objective for each subgroup that does not meet state or NCLB requirements. Anticipate the groups you think may not meet the requirements – space has been provided to write 4 objectives. If you need more space, please cut and paste additional narrative boxes.

Identify subgroups/needs:

African-American

Hispanic

White

American Indian

Asian

Students With Disabilities

Economically Disadvantaged

Limited English Proficiency

Lowest 25% performing students on FCAT

Level 1 Students

Improved performance in tested clusters

**\*\*1. Objective:**

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements; refer to Guidance document regarding SMART objectives.

**\*\*Strategies:**

These are actions to be taken in order to achieve the objective. Be specific and align to NAYP subgroups. List strategies in priority order.

**\*\*Evaluation:**

Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

**\*\*Research-Based Program:**

Identify the research-based reading program used to instruct each subgroup.

**\*\*Professional Development Aligned with this Objective:**

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

**\*\*2. Objective:**

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements; refer to Guidance document regarding SMART objectives.

**\*\*Strategies:**

These are actions to be taken in order to achieve the objective. Be specific and align to NAYP subgroups. List strategies in priority order.

**\*\*Evaluation:**

Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

**\*\*Research-Based Program:**

Identify the research-based reading program used to instruct each subgroup.

**\*\*Professional Development Aligned with this Objective:**

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

**\*\*3. Objective:**

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements; refer to Guidance document regarding SMART objectives.

**\*\*Strategies:**

These are actions to be taken in order to achieve the objective. Be specific and align to NAYP subgroups. List strategies in priority order.

**\*\*Evaluation:**

Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

**\*\*Research-Based Program:**

Identify the research-based reading program used to instruct each subgroup.

**\*\*Professional Development Aligned with this Objective:**

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

**\*\*4. Objective:**

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements; refer to Guidance document regarding SMART objectives.

**\*\*Strategies:**

These are actions to be taken in order to achieve the objective. Be specific and align to NAYP subgroups. List strategies in priority order.

**\*\*Evaluation:**

Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

**\*\*Research-Based Program:**

Identify the research-based reading program used to instruct each subgroup.

**\*\*Professional Development Aligned with this objective:**

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

**\*\*BUDGET:**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e. websites, assessment tools)				
Technology				
Professional Development				
Other				
		<b>Total:</b>		

**READING ELEMENTS**

\* This planning tool was adapted from Marion County's Planning Tool.

**\*\*\*Highly Qualified Certified In-Field Instructors:**

Provide a list of and a brief narrative about the certified quality instructors in reading. List the instructors by name, assignment and certification area, as well as any related endorsements.

**GOALS**

**MATHEMATICS**

**\*Needs Assessment: (a needs assessment is essential to setting goals) Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments.** Identify needs through the use of screening, diagnostics, progress monitoring, and outcome assessments. These assessments are ongoing and include both formal and informal measures of students' skills.

**\*\*Mathematics Goal Statement:**

Provide statements of intended improvement that are of a long-term nature.

You will be asked to respond to questions on the on-line template. You will select yes or no as your response.

**\*\*OBJECTIVES FOR MATHEMATICS**

Please write an objective for each subgroup that does not meet state or NCLB requirements. Anticipate the groups you think may not meet the requirements – space has been provided to write 4 objectives. If you need more space, please cut and paste additional narrative boxes.

Identify subgroups/needs:

\_\_\_ African-American

\_\_\_ Students With Disabilities

\_\_\_ Hispanic

\_\_\_ Economically Disadvantaged

\_\_\_ White

\_\_\_ Limited English Proficiency

\_\_\_ American Indian

\_\_\_ Asian

\_\_\_ Lowest 25% performing students on FCAT

\_\_\_ Level 1 Students

\_\_\_ Improved performance in tested strands

**\*\*1. Objective:**

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements; refer to Guidance document regarding SMART objectives.

**\*\*Strategies:**

These are actions to be taken in order to achieve the objective. Be specific and align to NAYP subgroups. List strategies in priority order.

**\*\*Evaluation:**

Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

**\*\*Research-Based Program:**

Identify the research-based mathematics program used to instruct each subgroup.

**\*\*Professional Development Aligned with this Objective:**

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

**\*\*2. Objective:**

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements; refer to Guidance document regarding SMART objectives.

**\*\*Strategies:**

These are actions to be taken in order to achieve the objective. Be specific and align to NAYP subgroups. List strategies in priority order.

**\*\*Evaluation:**

Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

**\*\*Research-Based Program:**

Identify the research-based mathematics program used to instruct each subgroup.

**\*\*Professional Development Aligned with this Objective:**

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

**\*\*3. Objective:**

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements; refer to Guidance document regarding SMART objectives.

**\*\*Strategies:**

These are actions to be taken in order to achieve the objective. Be specific and align to NAYP subgroups. List strategies in priority order.

**\*\*Evaluation:**

Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

**\*\*Research-Based Program:**

Identify the research-based mathematics program used to instruct each subgroup.

**\*\*Professional Development Aligned with this Objective:**

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

**\*\*4. Objective:**

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements; refer to Guidance document regarding SMART objectives.

**\*\*Strategies:**

These are actions to be taken in order to achieve the objective. Be specific and align to NAYP subgroups. List strategies in priority order.

**\*\*Evaluation:**

Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

**\*\*Research-Based Program:**

Identify the research-based mathematics program used to instruct each subgroup.

**\*\*Professional Development Aligned with this Objective:**

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

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**\*\*BUDGET:**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e. websites, assessment tools)				
Technology				
Professional Development				
Other				
		<b>Total:</b>		

**MATHEMATICS ELEMENTS**

**\*\*\*Highly Qualified Certified In-Field Instructors:**

Provide a list of and a brief narrative about the certified quality instructors in mathematics. List the instructors by name, assignment and certification area, as well as any related endorsements.

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## GOALS

### WRITING

**\*Needs Assessment: (a needs assessment is essential to setting goals)** Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments.

**\*\*Writing Goal Statement:**

Provide general statements of intent for improvement that is of a long-term nature.

**\*\*OBJECTIVES FOR WRITING:**

You will be asked to respond to questions on the on-line template.

Write an objective for the following:

\_\_\_ Improved performance in writing by 1%

**\*\*Objective:**

The objective must be measurable and align with state requirements – to improve student performance by 1%.

**\*\*Strategies:**

Focus on a few specific strategies for which you can collect comparable data to assess progress.

**\*\*Evaluation:**

Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

**\*\*Research-Based Program:**

Identify the research-based program used to teach writing.

**\*\*Professional Development Aligned with this Objective:**

Identify specific training, along with a timeline of professional development activities for training teachers to teach writing.

**\*\*BUDGET:**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (Funds) Available</b>	<b>Unmet funds unavailable</b>
<b>Research-Based Program(s) (Instructional Materials)</b>				
<b>Research-Based Resource(s) (i.e. websites, assessment tools)</b>				
<b>Technology</b>				
<b>Professional Development</b>				
<b>Other</b>				

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		<b>Total:</b>	
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**GOALS**

**SCIENCE**

**Needs Assessment:** (a needs assessment is essential to setting goals) Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments.

**Goal Statement:**

Provide statements of intended improvement that are of a long-term nature.

**OBJECTIVES FOR SCIENCE**

**1. Objective:** The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Refer to Guidance document regarding SMART objectives.

**Strategies:** These are actions to be taken in order to achieve the objective. List strategies in priority order.

**Evaluation:** Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

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**Research-Based Program:**

Identify the research-based science program used.

**Professional Development Aligned with this Objective:** Identify specific training, along with a timeline of professional development activities.

**BUDGET**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (Funds) Available</b>	<b>Unmet funds unavailable</b>
<b>Research-Based Program(s) (Instructional Materials)</b>				
<b>Research-Based Resource(s) (i.e. websites, assessment tools)</b>				
<b>Technology</b>				
<b>Professional Development</b>				
<b>Other</b>				
		<b>Total:</b>		

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## SCIENCE ELEMENTS

### Highly Qualified Certified In-Field Instructors

Provide a list of and a brief narrative about the certified quality instructors in science. List the instructors by name, assignment and certification area, as well as any related endorsements.

## GOALS

## PARENTAL INVOLVEMENT

### \*\*Needs Assessment:

Identify needs based on parent input, parent surveys or other measures of parent involvement.

### \*\*Goal Statement:

## OBJECTIVES FOR PARENTAL INVOLVEMENT

### \*\*Objective:

Objective must be measurable.

### \*\*Strategies:

These are actions to be taken in order to achieve the objective. List strategies in priority order. Focus on a few specific strategies for which you can collect comparable data to assess progress.

**\*\*Evaluation:**

Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

**\*\*Research-Based Program:**

**\*\*Professional Development Aligned with this Objective:**

Identify specific training, along with a timeline of professional development activities.

**\*\*BUDGET**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (Funds) Available</b>	<b>Unmet funds unavailable</b>
<b>Research-Based Program(s)</b>				
<b>Research-Based Resource(s)</b>				
<b>Technology</b>				
<b>Professional Development</b>				
<b>Other</b>				
		<b>Total:</b>		

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## ADDITIONAL INFORMATION REQUIRED

Additional areas your plan must address (1001.42(16)(a))

- School safety and discipline strategies,
- Technology,
- Student health and fitness (including physical fitness, parental information on student health and fitness, and indoor environmental air quality).
- Return on Investment (ROI)

You may have school-specific goals you wish to add. Your district may wish to assist you with completing this section with district-specific information related to these goals.

### 1. Goal Statement

### Goal Description

### 2. Goal Statement

### Goal Description

### 3. Goal Statement

### Goal Description

### \*\*SAC MEMBERS:

List SAC members by name and identify position/role of each person.

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**FINAL BUDGET** (This table on the on-line template will automatically aggregate all previous budget tables.)

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (Funds) Available</b>	<b>Unmet funds unavailable</b>
<b>Research-Based Program(s)</b>				
<b>Research-Based Resource(s)</b>				
<b>Technology</b>				
<b>Professional Development</b>				
<b>Other</b>				
		<b>Total:</b>		

**IMPLEMENTATION EVALUATION**  
(previously: Adequate Progress)

Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts by addressing such questions as:

- ✓ Was the school improvement model implemented as planned and designed and was it effective?
- ✓ Was the instructional focus calendar implemented as scheduled? What problems were encountered?
- ✓ Were all teachers providing effective explicit instruction that addressed the FCAT-tested SSS benchmarks? What problems were encountered?

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- ✓ Were focus lessons, mini-lessons and maintenance lessons that addressed the FCAT-tested SSS benchmarks made available to teachers and used by them? What problems were encountered?
- ✓ Were progress monitoring mini-assessments correlated to focus lessons and the FCAT-tested SSS benchmarks used to determine mastery of benchmarks during the scheduled calendar time? Did teachers use disaggregated student achievement data to redesign instruction? What problems were encountered?
- ✓ Which and how many students were assigned to and participated in remediation or enrichment activities before, after and during the school day? Did remediation activities result in eventual mastery of the benchmarks? What problems were encountered?
- ✓ How often did administrators visit classrooms to monitor implementation of focused instruction? What did they find? What was done with their findings? What problems were encountered?
- ✓ Were all planned professional development activities conducted? How many and what percent of staff attended? Did participants feel the activities were worthwhile? How did participants use the knowledge and skills from the activities to improve instruction and student achievement? What problems were encountered?
- ✓ Have school improvement efforts addressed required State Board of Education and district intervention and assistance requirements?
- ✓ Does feedback from reviewers show that all required progress reports were completed with adequate and appropriate information and submitted on time?
- ✓ Does the final evaluation show that objectives were met? If not, are there strategies for an analysis of why not that can be used to refocus next year's plan?

To ensure maximum effectiveness of school improvement process, best practice is to complete *all* sections of the plan. Noted are sections required of different schools in order to comply with state and federal law.

\*F Schools

\*\*F Schools and Schools in Need of Improvement (SINIs)

\*\*\*F Schools, Repeating F Schools, and Schools in Need of Improvement (SINIs)