

FLORIDA DEPARTMENT OF EDUCATION

Bureau of School Improvement

SIP

Polk County Schools
Office of Accountability
Spring 2011

Timeline

DATE	Time	Place	Activity
June 21 - 24, 2011	Tentative 8:30 a.m. - 4:00 p.m.	Jim Miles PDC Cypress & Citrus Rooms	2011- 2012 Template Review P.D. Scheduler
September 2011	TBA	TBA	SIP Draft for Peer Review Process
September 2011	TBA	TBA	Peer Review Process
October 2011	TBA	TBA	Final SIP Submitted
School Baseline Data October	School Mid Year Baseline January	School Mid Year Narrative Reports Due February	State Required Upload Progress Monitoring Reports by All DA/Title I Schools
<ul style="list-style-type: none"> • Required for Only Title I and Differentiated Accountability School Sites • Other Sites Contract through Charter Schools Office 			

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School Improvement Website

www.flbsi.org

FLORIDA DEPARTMENT OF EDUCATION
Bureau of School Improvement

SCHOOL IMPROVEMENT DIFFERENTIATED ACCOUNTABILITY NEWS DESK INFORMATION RESOURCES

QUICK NAV

- About Us
- Submit or View: School Improvement Plan
- Submit or View: District Improvement & Assistance Plans
- e-Library
- Blue Ribbon Schools
- School Advisory Councils
- Contact Us
- DOE Website
- FCAT Explorer/FOCUS
- Employees

Google

WWW flbsi.org

Google Search

News & Current Information

- 2010-2011 DA School List **New!**
- 2010 Dart Model (doc)
- Frequently Asked Questions regarding the DA Bill
- Technical Assistance Documents
- Memo announcing 2010-2011 Lesson Study Technical Assistance Guide
- 2010-2011 Lesson Study

Employment Opportunities

Region 1 -

- STEM Coordinator (3 vacancies)
- Data Captain
- Data Coach

The positions are available through Tallahassee Community College. Please visit http://www.tcc.fl.edu/about_tcc/human_resources/employment/vacancy_listings/available_vacancies#Contract for additional information.

Region 2 -

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SIP Login

53 + School Site Number

Florida Department of Education
Florida Differentiated Accountability Program
School Improvement Plan

2010-2011 School Improvement Reporting Deadlines	
School Improvement Plan (SIP)	
All Schools	October 8, 2010
Progress Reports*	
Baseline Data*	September 24, 2010
Mid-Year Data*	January 21, 2011
Mid-Year Report*	February 4, 2011
District Improvement and Assistance Plan (DIAP)	
All Districts	October 1, 2010

2010-2011 School Improvement Plan

Select Type of Plan:
School Improvement Plan

Select District:
Polk

Select School:
A.C.E. CHARTER SCHOOL

Type Password: _____

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

[Recover Your School Improvement Plan Password](#)

The SIP Word version can be accessed by clicking the link below
= [2010-2011 SIP Template \(.doc\)](#)

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SIP Choices 1: Folders

The screenshot shows a web-based interface titled "Navigate SIP". On the left, there is a tree view of folders. The top section is "Part I: CURRENT SCHOOL STATUS" and includes folders for "School Information", "Student Achievement Data", "Highly Qualified Administrators", "Highly Qualified Instructional Coaches", "Highly Qualified Teachers", "Non-Highly Qualified Instructors", "Staff Demographics", "Teacher Mentoring Program", and "Additional Requirements". The "Additional Requirements" folder is expanded to show sub-folders: "Coordination and Integration", "Response to Instruction/Intervention", "Literacy Leadership Team (LLT)", "NCLB Public School Choice", and "Pre-School / Postsecondary Transition". The bottom section is "Part II: EXPECTED IMPROVEMENTS" and includes folders for "Reading Goals" and "Mathematics Goals". Both "Reading Goals" and "Mathematics Goals" are expanded to show sub-folders: "Objective", "Professional Development", and "Budget". A "Save" button is visible in the top right corner of the interface. At the bottom of the slide, the text "aae/oa/dlb" and the number "5" are present.

Polk County Schools Choice Word Template

The image shows the cover page of a document titled "2010-2011 School Improvement Plan (SIP)-Form SIP-1". At the top, it says "2010-2011 School Improvement Plan (SIP)-Form SIP-1" and "1". The main text reads "FLORIDA DEPARTMENT OF EDUCATION Differentiated Accountability". Below this is the Florida Department of Education seal. The text continues with "School Improvement Plan (SIP) Form SIP-1" and "Proposed for 2010-2011". In the bottom left corner, it says "June 2010 Rule 6A-1.099811 Revised May 28, 2010". In the bottom right corner, it says "1". At the bottom of the slide, the text "aae/oa/dlb" and the number "6" are present.

Section 1 Lists:

- School Information
- Student Achievement Data
- Highly Qualified (HQ):
Administrators and Coaches

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Specific Information:

- Name
- Degree(s)/Certification(s)
- Number of Years at Current School
- Number of Years as an Administrator or Coach
- Prior Performance Record:
School Grades, FCAT Proficiency levels , Learning Gains, Lowest 25%, and AYP information

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Section 1 Continued:

Teacher Information:

- Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.
- List your Non Highly Qualified Instructors

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Staff Demographics

- For the instructional staff who are teaching at least **one academic course**.
- **Total Number** of Instructional Staff
- % of **First-Year** Teachers
- % of Teachers with **1-5 Years** of Experience
- % of Teachers with **6-14 Years** of Experience
- % of Teachers with **15+ Years** of Experience
- % of Teachers with **Advanced Degrees**
- % **Highly Qualified** Teachers
- % **Reading Endorsed** Teachers
- % **National Board Certified** Teachers
- % **ESOL Endorsed** Teachers

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Section I

2010-2011 School Improvement Plan (SIP)-Form SIP-1

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 Proficiency, 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal					
Assistant Principal					

June 2010
 Rule 6A-1.099811
 Revised May 28, 2010

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2010-2011 School Improvement Plan (SIP)-Form SIP-1

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as 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 Proficiency, 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)

Highly Qualified Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1.			
2.			
3.			
4.			

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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 Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers

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

June 2010
Rule 6A-1.099811
Revised May 28, 2010

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Problem Solving Response to Intervention

- Identify the Problem Solving/ Rtl Leadership Team.
- Describe how the Problem Solving/ 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 Problem Solving/ Rtl Leadership Team in the development and implementation of the school improvement plan.
- 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.

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2010-2011 School Improvement Plan (SIP)-Form SIP-1

READING - Please refer to the Guiding Questions below to guide your responses when completing the goal chart.

Guiding Questions to Inform the Problem Solving Process

- How will the Problem Solving Model be utilized to strengthen Tier 1 instruction and differentiation?
- How will the Problem Solving Model be utilized to strengthen Tier 2 supplemental intervention?
- How will the Problem Solving Model be utilized to strengthen Tier 3 intensive intervention?

Data Review Guiding Questions

Tier 1

- What percentage of students achieved proficiency?
- What was the percent increase or decrease of students achieving proficiency?
- What percentage of students achieved learning gains?
- What was the percent increase or decrease of students making learning gains?

Tier 2 & 3

- 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?
- List the student subgroups that did not meet AYP targets.
- What clusters/stands, by grade level, showed a decrease in proficiency?

Strategies/Interventions Guiding Questions

Tier 1

- What strategies will be implemented to provide enrichment to students achieving proficiency?
- 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?

Tier 2 & 3

- What additional supplemental interventions/remediation will be provided for students in the lowest 24% not achieving learning gains?
- What strategies will be used to ensure students make AYP?
- How will focus lessons be developed and revised to increase and maintain proficiency for the clusters/stands that showed a decrease in proficiency?

Barrier Guiding Questions

Tier 1

- What are the anticipated barriers to increasing the percentage of students achieving proficiency?
- What are the anticipated barriers to increasing the percentage of students making learning gains?

Tier 2 & 3

- What are the anticipated barriers to increasing learning gains in the lowest 25%?
- What are the anticipated barriers to increasing the number of subgroups making AYP?

Master Calendar Guiding Questions

- How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/stands)?
- In addition to the baseline and mid-year assessment, how often will in team or mini-assessments be administered?
- How often will teachers 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?

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2010-2011 School Improvement Plan (SIP)-Form SIP-1

Problem Solving/Response to Instruction/Intervention (RtI)

Problem Solving/ RtI Leadership Team

Identify the Problem Solving/ RtI Leadership Team.

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

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

RtI 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 RtI.

Literacy Leadership Team (LLI)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

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?

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Part II: Expected Improvements

5 Goals

Reading, Math, Science, Writing

- ✓ Level 3
- ✓ Level 4 and 5
- ✓ Learning Gains
- ✓ Lowest 25%
- ✓ AYP Subgroups: Ethnicity (5 subgroups), ELL, SWD, ED

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Target Goals/ Alignment

- ✓ Current Proficiency Data
- ✓ Projected Proficiency Data
(How many students? % and actual people?)
- ✓ Anticipated Barriers
(Barriers within your control)
- ✓ Strategies to Overcome Barriers
- ✓ Process Used to Determine Effectiveness
Of Strategy
- ✓ Evaluation Tool
(How many goals do you have to have?)

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Sample Template: Goal 1

2010-2011 School Improvement Plan (SIP)-Form SIP-1

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

READING GOALS			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			1.1.	1.1.	1.1.	1.1.	1.1.
Reading Goal #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.	

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School Grade Goals

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading
3. Percentage of students making Learning Gains in reading
4. Percentage of students in Lowest 25% making learning gains in reading

Science Goals

- Both of the Science goals are based on School Grade
- 1. Students achieving Level 3
- 2. Students Achieving Level 4 and 5

Writing Goal

1. FCAT Level **4.0** and higher

School Grade: Science Goals (2)

2010-2011 School Improvement Plan (SIP)-Form SIP-1

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

SCIENCE GOALS		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: Enter narrative for the goal in this box.	0.1	0.1	0.1	0.1	0.1				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">2010 Current Level of Performance*</td> <td style="width: 20%;">2011 Expected Level of Performance*</td> </tr> <tr> <td style="font-size: small;">Enter numerical data for current level of performance in this box.</td> <td style="font-size: small;">Enter numerical data for expected level of performance in this box.</td> </tr> </table>	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.	0.2	0.2	0.2	0.2	0.2
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.								
	0.3	0.3	0.3	0.3	0.3				
2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2: Enter narrative for the goal in this box.	0.1	0.1	0.1	0.1	0.1				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">2010 Current Level of Performance*</td> <td style="width: 20%;">2011 Expected Level of Performance*</td> </tr> <tr> <td style="font-size: small;">Enter numerical data for current level of performance in this box.</td> <td style="font-size: small;">Enter numerical data for expected level of performance in this box.</td> </tr> </table>	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.	0.2	0.2	0.2	0.2	0.2
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.								
	0.3	0.3	0.3	0.3	0.3				

#1 Writing Goal for School Grade

2010-2011 School Improvement Plan (SIP)-Form SIP-1

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

WRITING GOALS		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 Adequate Yearly Progress (FCAT Level 3.0-3.9) in writing		0.1	0.1	0.1	0.1	0.1
Writing Goal #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.					
		0.1	0.2	0.2	0.2	0.2
		0.3	0.3	0.3	0.3	0.3

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Suggested Reports

School Grades Trend Data

Use this data to complete Sections 1-4 of the reading and mathematics goals

- ✓ 1. Level 3
- ✓ 2. Level 4 and 5
- ✓ 3. Lowest 25%
- ✓ 4. Learning Gains

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http://schoolgrades.fldoe.org/ School Grade

Florida Department of EDUCATION

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School Accountability Reports

Google™ Custom Search [] Search [] Site Index [v] Go []

FLORIDA SCHOOL GRADES

Welcome to the Florida School Grades Web page, which includes links to School Accountability Reports, downloadable files on school and district performance outcomes, technical assistance guides, and additional resources on school performance.

2009-2010 School Accountability Reports

- Search School Accountability Reports (Includes School Grades, AYP, and School Report Card)

School Grades are available in Excel format:

- o All Districts (11MB)
- o All Districts High Schools (11MB)
- o Charter and Non-Charter School Grade Component Averages (170KB)

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FLORIDA SCHOOL GRADES

School Accountability Reports Main

Search School Accountability Reports 1999 to 2010

Type of Report:
 School Grades School Improvement Rating Adequate Yearly Progress (AYP) School Report Card

Level of Report:
 School District (School Grades and AYP only) State (AYP only)

Select a district (At the time of release, searches are limited to 2 districts for school level reports due to volume of traffic on the site.):
 (For DISTRICT level reports only: select all districts | de-select all districts)

<input type="checkbox"/> ALACHUA	<input type="checkbox"/> GADSDEN	<input type="checkbox"/> LIBERTY	<input type="checkbox"/> SARASOTA
<input type="checkbox"/> BAKER	<input type="checkbox"/> GILCHRIST	<input type="checkbox"/> MADISON	<input type="checkbox"/> SEMINOLE
<input type="checkbox"/> BAY	<input type="checkbox"/> GLADES	<input type="checkbox"/> MANATEE	<input type="checkbox"/> SUMTER
<input type="checkbox"/> BRADFORD	<input type="checkbox"/> GULF	<input type="checkbox"/> MARION	<input type="checkbox"/> SUWANNEE
<input type="checkbox"/> BREVARD	<input type="checkbox"/> HAMILTON	<input type="checkbox"/> MARTIN	<input type="checkbox"/> TAYLOR
<input type="checkbox"/> BROWARD	<input type="checkbox"/> HARDEE	<input type="checkbox"/> MONROE	<input type="checkbox"/> UNION
<input type="checkbox"/> CALHOUN	<input type="checkbox"/> HENDRY	<input type="checkbox"/> NASSAU	<input type="checkbox"/> VOLUSIA
<input type="checkbox"/> CHARLOTTE	<input type="checkbox"/> HERNANDO	<input type="checkbox"/> OKALOOSA	<input type="checkbox"/> WAKULLA
<input type="checkbox"/> CITRUS	<input type="checkbox"/> HIGHLANDS	<input type="checkbox"/> OKEECHOBEE	<input type="checkbox"/> WALTON
<input type="checkbox"/> CLAY	<input type="checkbox"/> HILLSBOROUGH	<input type="checkbox"/> ORANGE	<input type="checkbox"/> WASHINGTON
<input type="checkbox"/> COLLIER	<input type="checkbox"/> HOLMES	<input type="checkbox"/> OSCEOLA	<input type="checkbox"/> FLORIDA SCHOOL FOR THE DEAF & BLIND
<input type="checkbox"/> COLUMBIA	<input type="checkbox"/> INDIAN RIVER	<input type="checkbox"/> PALM BEACH	<input type="checkbox"/> DOZIER/OKEECHOBEE
<input type="checkbox"/> DADE	<input type="checkbox"/> JACKSON	<input type="checkbox"/> PASCO	<input type="checkbox"/> FAU
<input type="checkbox"/> DESOTO	<input type="checkbox"/> JEFFERSON	<input type="checkbox"/> PINELLAS	<input type="checkbox"/> FSU
<input type="checkbox"/> DIXIE	<input type="checkbox"/> LAFAYETTE	<input checked="" type="checkbox"/> POLK	<input type="checkbox"/> FAMU

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School Type (for school level):
 Charter Schools only Non-Charter Schools only All Schools

Select School Years*	Select School Grade	Select School Level (School Level only)
<input type="checkbox"/> All Years	<input checked="" type="checkbox"/> All Grades	<input checked="" type="checkbox"/> All Levels
<input checked="" type="checkbox"/> 2009-2010	<input type="checkbox"/> A	<input type="checkbox"/> Elementary
<input checked="" type="checkbox"/> 2008-2009	<input type="checkbox"/> B	<input type="checkbox"/> Middle
<input checked="" type="checkbox"/> 2007-2008	<input type="checkbox"/> C	<input type="checkbox"/> High School
<input type="checkbox"/> 2006-2007	<input type="checkbox"/> D	<input type="checkbox"/> Combination
<input type="checkbox"/> 2005-2006	<input type="checkbox"/> F	
<input type="checkbox"/> 2004-2005	<input type="checkbox"/> I	
<input type="checkbox"/> 2003-2004	<input type="checkbox"/> P	
<input type="checkbox"/> 2002-2003		
<input type="checkbox"/> 2001-2002		
<input type="checkbox"/> 2000-2001		
<input type="checkbox"/> 1999-2000		
<input type="checkbox"/> 1998-1999		

*AYP reports are available from 2002-2003 to present, Report Card is available from 2003-2004 to present, and School Improvement Rating is available for 2006-2007 to present. School grades are available for all years listed.

[Clear Selections](#)

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Florida's AYP Targets

	Reading	Math
2003	31 %	38 %
2004	31 %	38 %
2005	37 %	44 %
2006	44 %	50 %
2007	51 %	56 %
2008	58 %	62 %
2009	65 %	68 %
2010	72 %	74 %
2011	79 %	80 %
2012	86 %	86 %
2013	93 %	93 %
2014	100 %	100 %

AYP Goal Example: Reading

2010-2011 School Improvement Plan (SIP)-Form SIP-1

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
SA. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A: Ethnicity White, Black, Hispanic, Asian, American Indian	SA.1	SA.1	SA.1	SA.1
2010 Current Level of Performance: Enter narrative for the goal in this box. 2011 Expected Level of Performance: Enter narrative for the goal in this box.	SA.1	SA.1	SA.1	SA.1
2010 Current Level of Performance: Enter narrative for the goal in this box. 2011 Expected Level of Performance: Enter narrative for the goal in this box.	SA.2	SA.2	SA.2	SA.2
	SA.3	SA.3	SA.3	SA.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 subgroup:				
SB. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B: English Language Learners (ELL)	SB.1	SB.1	SB.1	SB.1
2010 Current Level of Performance: Enter narrative for the goal in this box. 2011 Expected Level of Performance: Enter narrative for the goal in this box.	SB.1	SB.1	SB.1	SB.1
2010 Current Level of Performance: Enter narrative for the goal in this box. 2011 Expected Level of Performance: Enter narrative for the goal in this box.	SB.2	SB.2	SB.2	SB.2
	SB.3	SB.3	SB.3	SB.3

Adequate Yearly Progress (AYP)

Reading & Math Goals 5A – D
Writing Goal 2A - D

Student subgroups not making

Ethnicity:

White, Black, Hispanic, Asian, and American Indian

Goal Setting

2010 Current Level of Performance

2011 Expected Level of Performance

3 Additional AYP Goals

2. English Language Learners
(ELL)

3. Students with Disabilities
(SWD)

4. Economically Disadvantaged
(ED)

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Suggested Reports

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

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Professional Development Alignment

2010-2011 School Improvement Plan (SIP)-Form SIP-1

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

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Professional Development

Alignment with Groups Not Making Goals

- ✓ Content /Topic Focus
- ✓ Grade Level
- ✓ Leader
- ✓ Participants
- ✓ Target Dates
- ✓ Follow Up Strategy
- ✓ Responsible Monitor

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Budget

Reading Budget			
Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Material(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:

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Total Budget Items

- For each subject area (R, M, W, S)
1. Evidence Based Program Materials
 2. Technology
 3. Professional Development
 4. Other category

- ✓ Strategy
- ✓ Description of Resources
- ✓ Funding Source
- ✓ Available Amount

aae/oa/dlb

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Public Folders

- Charter School SIP Information

Office of Accountability
Donna Buckner

donna.buckner@polk-fl.net

District: 863-534-0717