UNITED STATES DISTRICT COURT
MIDDLE DISTRICT OF FLORIDA
TAMPA DIVISION

LEON W. BRADLEY, JR., et al.,

     Plaintiffs,

vs.   **Case No. 8:64-CV-98-T-23B**

THE PINELLAS COUNTY SCHOOL

BOARD, et al.,

     Defendants.

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MEMORANDUM OF UNDERSTANDING
REGARDING QUALITY OF EDUCATION--STUDENT ACHIEVEMENT BY
AND BETWEEN PLAINTIFFS AND DEFENDANTS

I.   *Purpose of this Memorandum of Understanding:*

On August 16, 2000, the U.S. District Court, in the case of <u>Leon W. Bradley, Jr., et al v. Board of Public Instruction of Pinellas County</u>, Case No. 8:64-CV-98-T-23TGW entered an Amended Final Order Withdrawing Federal Supervision and Granting Unitary Status, which approved an agreement between the parties embodied in an Amended Order dated August 30, 1999, a Stipulation dated December 22, 1999, and an Amended Stipulation dated June 29, 2000 (hereinafter referred to as the "Agreement"); dismissed that case; and reserved ancillary jurisdiction to enforce the provisions of the Agreement, if necessary. The Agreement contained Alternative Dispute Resolution (ADR) Procedures[1] which required in part that the parties first engage in informal discussions to attempt to resolve their differences, and, if that failed, to use mediation.

II.   *History of the Post-Unitary Status Order ADR:*

On January 1, 2006, Plaintiffs invoked the ADR Procedures claiming that the Defendants, Pinellas County School Board, et al, had failed to perform all of their obligations under the Agreement in the areas of Quality of Education – Student Achievement, Quality of Education – Discipline, Quality of Education – Assignment to Classes and Programs, Faculty, Administrative Staff, Student Assignment, Extracurricular Activities, and District Monitoring and Advisory Committee (DMAC) and had failed to provide Plaintiffs with information in those areas as well. The Defendants denied that they had failed to perform, denied that Plaintiffs had any right to

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[1] Pages 20-23 of the Amended Order dated August 30, 1999.

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the information in the manner in which Plaintiffs claimed, denied that the information was not made available, and denied that Plaintiffs had properly invoked the ADR Procedures.

Nevertheless, the parties agreed to and did engage in a series of informal discussions in an attempt to resolve their differences. When those informal discussions failed to produce any resolution, the parties, without abandoning or waiving any of their contentions, agreed to engage in mediation as provided in the Agreement. The parties selected Peter Grilli, Esq. as Mediator, and have engaged in numerous mediation sessions. The parties agreed that the mediation sessions would be public, and have conducted them in that manner.

III. Effect of this Memorandum:

This Memorandum sets forth the understanding the parties have reached to date through the mediation process in the area of Quality of Education – Student Achievement. This Memorandum is not intended to alter or modify the Agreement. Accordingly, to the extent any ambiguity exists or is alleged to exist between the Agreement and this Memorandum of Understanding, the terms of the Agreement shall control. This Memorandum does not constitute an admission by the parties that they have violated the Agreement. This Memorandum shall not provide the basis for an independent cause of action by either party for breach of the Agreement.

This Memorandum of Understanding reflects the parties' best efforts to agree on means and methods to comply with the Agreement in the area of Quality of Education - Student Achievement. The understandings reached through the mediation process shall not limit, impair or impede the Defendants' exercise of their powers pursuant to and consistent with applicable law, the Federal Court Order and the Agreement it approved.

IV. Points of Understanding Reached During Post-Unitary Status Order ADR:

The points of understanding reached through the mediation process regarding student achievement are set forth below. A subsequent memorandum will address points of understanding reached with respect to Quality of Education – Student Discipline.

A. Implementation and Attainment of Aspirational Goals:

The aim of highest student achievement is one the District remains committed to for all students, including black students.

The concern of the Plaintiffs is the attainment of a quality education for black students and the continued existence and scope of the achievement gap.

The following specific steps will be taken as means to improve student achievement, including black student achievement.

1. School Improvement Plan:
The goals for continuous improvement in student achievement as they relate to black student achievement which are set forth on pages 31 and 32 of the Stipulation For Unitary Status In the Areas of Extracurricular Activities, Faculty Assignment, Student Assignment, Relative Quality of Education, and Mandatory Injunction signed December 17, 1999, shall be written in each School Improvement Plan, or in an attachment thereto.

Consistent with the Florida Department of Education's Differentiated Accountability Model, the District will support comprehensive reading programs, professional development, and the use of research-based materials and strategies.

Attainment of the goal of highest student achievement may involve the use of flexible instructional methodologies, and innovative instructional interventions and strategies.

Each School Improvement Plan will include the following:

a) Data identifying achievement of black students relative to white students and relative to other students in general.

b) Instructional strategies and interventions to improve black student achievement.

c) Identification of school-based individuals by title who will have the responsibility for implementing the foregoing as well as the identification of the process for evaluation of the performance of such individuals. An administrator reporting directly to the Superintendent shall be responsible for coordinating the efforts of administrators, supervisors and principals responsible for developing and implementing each School Improvement Plan. Other duties shall include performance evaluation of such individuals, and providing the Superintendent with a periodic analysis, review and interpretation of evaluative data on the attainment of goals and measures relating to black student achievement.

Modifications in the School Improvement Plan documents are reflected in the following attachments:

Attachment 1 Sample Protocol for Development of School Improvement Plan Objectives;
Attachment 2 Sample Objectives & Strategies;
Attachment 3 School Improvement Plan Review Checklist; and
Attachment 4 Sample School Improvement Plan.

2. Equitable Allocation of Funding and Resources To Improve Black Student Achievement:
The District recognizes the importance of equitably expending funds it receives from Federal, State and local sources and equitably allocating resources to accomplish the goals of meaningful improvement in relative black student achievement throughout the District. The District agrees to equitably expend such funds and equitably allocate

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resources to accomplish such goals. Equitable allocation of funds and resources shall mean that certain schools and programs will receive proportionately higher funding and resources than other schools or programs based upon needs demonstrated through verifiable data.

3. Educational Data System:
The District introduced to Plaintiff's attorneys and representatives the District's data analysis tool known as EDS (Educational Data System), which is used by school administrators and teachers to view attendance, discipline, and assessment data to attempt to have all students performing at a high level. EDS is a tool used to monitor student progress and to guide instruction. Information obtained from EDS will be used to further the continuous improvement process referred to in A. 1. (c) above. EDS loads on every principal's desktop and provides a dashboard look at how students of different ethnic groups are performing. From there, the principal or teachers can access specific information about individual students. EDS was created and is continually modified by District staff to provide pertinent information to the users. On the advice of the meditation group and working closely with the Superintendent, specific reports were developed for internal and external use to highlight performance trends for black students in key areas.

In this area, the Defendants will continue to develop and implement the EDS system and work with class counsel to attempt to identify methods by which data contained and managed by this system could be made available on a regular, ongoing basis, without disclosing individually identifiable student data.

The development and implementation of the EDS system, and the continued work and communication with the class and class counsel will be coordinated and supervised by the administrator reporting directly to the Superintendent referred to in A. 1. (c) above.

V. Miscellaneous:

1. Effective Date:
This Memorandum shall be effective as of the date executed by both parties and approved by the Court upon joint stipulation of the parties.

2. Review Dates:
The parties agree to meet in February and July of each year commencing in 2010 at which times the Defendants shall report, including a detailed, written report, on progress made in improving black student achievement, including progress achieved through means and methods implemented pursuant to this Memorandum. The Defendants shall furnish Plaintiff's attorneys with supporting data reasonably in advance of the meetings.

3. Term:
This Memorandum shall be in effect for five (5) years from the effective date unless otherwise extended or replaced during that five years. It is specifically agreed that the obligations under the Court order and the Agreement will continue as outlined in that

Court Order and in the Agreement. The parties shall meet no later than six (6) months prior to the expiration date to discuss whether or not an extension of this Memorandum and modification of its terms and conditions are reasonably necessary in order to ensure compliance with the Agreement. If the parties agree to an extension and/or modification of terms and conditions, they shall commit their agreement to writing, to be duly executed by the parties or their authorized officers. If the parties are unable to agree, either may invoke the ADR process for resolution of the dispute.

IN WITNESS WHEREOF, the parties have executed or caused this Memorandum to be executed by their undersigned officers or agents, duly authorized.

The School Board of Pinellas County, Florida	Attorneys for Plaintiff
By: _Peggy X. O'Shea_ Peggy O'Shea, Chairperson	Enrique Escarraz, III, Esquire 2101 5th Avenue North St. Petersburg, FL 33731
Attest: Julie M. Janssen, Ed.D. Superintendent	Roger W. Plata, Esquire 3510 1st Avenue North – Suite 129 St. Petersburg, FL 33733
Approved as to form: James A. Robinson General Counsel	

Protocol for Development of 08-09 School Improvement Plan Objectives

Key elements of a well aligned School Improvement Plan

- The needs assessment is focused on areas of greatest need or areas where improvement is likely to have the greatest impact.
- A well focused and effective School Improvement Plan typically has fewer rather than more objectives. Objectives should be related specifically to greatest areas of need.
- Strategies should be specific to the needs of the school, whether academic or disciplinary, and not solely dependent upon district wide initiatives or expectations (i.e. Level 1 students will be assigned to a Read 180 class). Think in terms of Response to Intervention (RtI) strategies that specifically address students needing improvement or support to achieve the objective (think 2nd tier).

SIP Goal Elements	Guiding Questions/Tasks	Outcome
Needs Assessment	- Review the Florida School Accountability Report (8 Cell School Grade Report). Identify the area of greatest need related to this goal where improvement is likely to impact the school grade or Adequate Yearly Progress (AYP). - Review the NCLB School Accountability Report (AYP Report)? - Identify a minimum of one area from each report in need of improvement that can impact your school grade or AYP? Focus on no more than 1 or 2 areas of great need. It is not required to address each subgroup with an objective. - Identify an achievement goal specific to African American students in reading, writing, math and science include graduation rates at the High School Level. - Review Educational Data System (EDS) data and school-wide discipline plan. Identify area of greatest need related to this goal where improvement is likely to impact school relative rates of discipline.	- List the greatest areas of need from your School Grade Report (no more than 1 or 2 per goal area). - List the greatest areas of need from your NCLB Accountability Report no more than 1 or 2 per goal area). - List greatest areas of need from discipline data.
Objective	- A focused SIP has fewer objectives that target the greatest areas of need or areas likely to impact your school grade or AYP status. - Objectives should be SMART (Specific, Measureable, Achievable, Realistic, and Time-bound) - Write one SMART objective related to each specific area of need. - Include objectives for African American students to address continuous improvement in reading, writing, math, and science include graduation rates at the High School Level.	Include objective to address the relative rates of discipline for African-American Students.

SIP Goal Elements	Guiding Questions/Tasks	Outcome
Strategies	• Only include school strategies targeted to the specific objective. District expectations or strategies implemented across all district schools should not be included. • Have you listed strategies or processes? • Focus on RTI Tier 2nd tier strategies that specifically address the objective. • All strategies must specifically address the objective. • Write no more than 5 – 7 strategies. • Include strategy(ies) to address achievement and discipline goal(s) of African American students. • Discipline strategies should address specific objectives related to your school's relative rates of African-American Student discipline.	
Evaluation	• List the specific summative FCAT data and date to be reviewed. Indicate the person(s) responsible • List any formative, or progress monitoring data (i.e. fluency checks, lexile scores, diagnostic tests, Pinellas Classroom Assessment Series (PCAS) assessments, EDS discipline data) to be reviewed, dates and the person(s) responsible • Include measures to evaluate progress of African American students.	
Research-Based Programs	• Can include district wide programs and expectations • Add school specific programs aligned to the specific objective	
Professional Development	• Concentrate on school-based training • Must address the specific objective	

06/25/08

Sample Objectives & Strategies to Address Achievement Goals of African American Students

Goal Area	Must include an objective for reading, writing, math, science, and a separate goal for graduation rate
Needs Assessment	• Data indicate that African American Students did not make Adequate Yearly Progress in (insert: subject); (insert: %) of African American students scored at level 3 or above on the 2008 FCAT (insert: subject area) test compared to (insert: %) of (insert: "all students" or "white students"). • Data indicate that the graduation rate for African American students is lower than the graduation rate for (insert: "all students" or "white students"). The graduation rate for African American students is (insert: %) compared to (insert: %) for (insert: "all students" or "white students"). • Data indicate that the suspension rate for African American students is higher than the suspension rate for (insert: "all students" or "white students'). • Data indicate that African American students are under-enrolled in rigorous (insert one: advanced, honors, Advanced Placement, Dual Enrollment, and other rigorous courses); (insert: % within ethnicity) of African American students are enrolled in (insert: course type) courses compared to (insert: % within ethnicity) for (insert: "all students" or "white students").
Objective	• Increase the percentage of African American students who score at level 3 or above on the (insert: subject) FCAT in 2008 by (insert: #) percentage points. • Increase the graduation rate for African American students by (insert: percentage points) from (insert: %) to (insert 5) for the (insert: year) school year. • Increase the percentage of African American students enrolled in (insert one: advanced, honors, AP, DE) courses from (insert: %) to (insert: %) during the 2008-2009 school year. • Decrease the suspension rate of African American students from (insert: %) to (insert:%) for the (insert: year) school year.
Strategies	Insert strategies specific to meeting the achievement goals of African American students. For example; • Utilize culturally responsive teaching techniques to create a risk-free classroom environment that values all learners. • Build upon individual students' background knowledge to improve student learning. • Specifically teach CRISS strategies to African American students. • Target African American students for additional academic/social support through strategies like AVID, mentoring, tutoring, extended learning, and participation in clubs, 5000 Role Models, peer mediation, Positive Behavior Support (PBS) Crisis Prevention Intervention (CPI), etc. • Engage African American students by focusing on individual talents and strengths using multiple intelligences learning theory. • Specifically monitor credits earned and progress toward graduation for African American students and provide opportunities to recover credits through (insert available options like NovaNet, FLVS, etc). • Utilize alternative pathways to graduation like the Performance Diploma Option, In-School GED, etc.
Evaluation	The (insert responsible person) will review 2008 FCAT results by subgroup on the 2008 AYP Report and report progress toward the objective. Interim progress will be monitored by district PCAS assessments and classroom assessments as compared to non-African American students. The (insert responsible person) will review Annual EDS discipline data. Progress will be monitored continuously by EDS discipline data to compare the relative rates of discipline of African American students to non African American students.
Research-Based Programs	• Culturally responsive teaching strategies • CRISS • Multiple Intelligences Learning Theory • Differentiated Instruction • PBS(Positive Behavior Support) • EDS (Educational Data System) • CHAMPS – A proactive and positive approach to classroom management • ~~Love and Logic~~
Professional Development	• Faculty Book Study Groups/PLCs (i.e. C.A.R.E Guide from NEA; guides staff through a reflective process) • Cultural Competency training • Culturally and Linguistically Responsive teaching training • CRISS • Brain Research • Differentiated Instruction • Positive Behavior Support (PBS) • CHAMPS • Crisis Prevention Intervention (CPI) • Conflict Resolution

For additional strategies, professional development opportunities, and information on the achievement gap and culturally responsive teaching, visit;
http://www.nea.org/achievement/index.html NEA Resources on Achievement Gaps – A wealth of Information, including the C.A.R.E. Guide
http://www.lab.brown.edu/tdl/tl-strategies/crt-principles-prt.shtml   Education Alliance at Brown University – Culturally Responsive Teaching
http://www.culturallyresponsive.org/   Center for Culturally Responsive Teaching and Learning – Professional Development Opportunities
06/25/08

School Improvement Plan Review
Checklist

School Name

☐ Vision/Mission/Belief(s) Statement (Required for Title I)
- ✓ Vision - What are we working to become?
- ✓ Mission – Why do we exist?
- ✓ Belief (s) – How do we work together to accomplish vision/mission?

☐ School Profile/Demographics
- ✓ Describes School
- ✓ Describes Student Population

☒ Student Achievement and Discipline Data Linked

☐ School Match (Required for Assistance Plus schools)
- ✓ Include: school name, rational for selection, collaborative activities, expected results.

☐ Quality Staff (Required for Title I)
- ✓ Administrators listed with brief **description of the experience with increasing student achievement.**
- ✓ Includes a description of strategies to recruit and retain high-quality, highly qualified teachers to high-need academic areas. (e.g. orientation, on-going support, teacher recognition, etc.)
- ✓ Staff List (MS Word .doc format only can be attached or use link in template to upload)

☐ Additional Requirements
- ✓ **Coordination and Integration (Required for Title I)** – Description of how federal, state, and local services and programs will be coordinated and integrated into the school. Includes other Title I programs, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and/or job training, as applicable.
- ✓ **School Wide Improvement Model** - Describes the research-based School Improvement Model. How is this model being implemented, and how has it helped with student achievement?
- ✓ **NCLB Public School Choice** – includes Parental Choice Notice
- ✓ **Notification of SINI Status**
- ✓ **Preschool Transition** – describes plans for assisting preschool children in transition for early childhood programs to local elementary school programs. (Elementary Schools only)

☐ Mentoring and Extended Learning Opportunities
- ✓ **Teacher Mentoring (Required for Title I) Include a description of your school's teacher** mentoring program for beginning and low-performing teachers.
- ✓ Teacher Mentoring List Copy of Teacher Mentoring List is attached with mentor names, proven student achievement, mentee assigned, planned mentoring activities. A table has been supplied.
- ✓ **Extended Learning Opportunities** (Required for Title I) Describes the programs that are provided before and after school, during the summer, and during the extended school year.

☐ Schools Graded C or below (plus SINI schools in year two)
- ✓ **Professional Development** Includes a description of the professional development that supports enhanced and differentiated instructional strategies.
- ✓ **Disaggregated Data** Describes the use of student achievement data to determine the effectiveness of instructional strategies.
- ✓ **Informal and Formal Assessments** Describes the assessments used throughout the year to measure student progress.
- ✓ **Alternative Instructional Delivery Methods** Describe the methods used to support remediation, acceleration, and enrichment strategies.

Attachment 3

☐**Schools Offering Primarily Grades 6-12** (changed order)
- ✓ Different Innovated Approaches to Instruction
- ✓ Responsibility of Teaching Reading for Every Teacher
- ✓ Quality Professional Development for Teachers and Leaders
- ✓ Small Learning Communities
- ✓ Intensive Intervention in Reading and Mathematics
- ✓ Parental Access and Support
- ✓ Applied and Integrated Courses
- ✓ Course Choice Based on Student Goals/Interest/Talents
- ✓ Master Schedules Based on Student Needs
- ✓ Academic and Career Planning

Goals

R	Reading
M	Mathematics
W	Writing
S	Science
P	Parental Involvement
SD	Student Safety & Discipline (Required for all schools) – Enter in the online template under "Additional Goals"
CE	Centers of Excellence (High Schools Only)

African American Student Achievement Objectives
- ✓ An objective will be written for AA students to address continuous improvement in reading, writing, math, science and graduation rates.
- ✓ An objective will be written to improve the relative rates of discipline for African American students.

The above goals must be reviewed for the following components before they are checked:

Goal   ☐R ☐M ☐W ☐S ☐P ☐SD ☐CE

Needs Assessment ☐R ☐M ☐W ☐S ☐P ☐SD ☐CE
- ✓ Reflects the vision for the school for each child.
- ✓ Student performance needs in FCAT subject areas addressed
- ✓ Includes current information/disaggregated data
- ✓ Identify the most important achievement and discipline goal(s) that will be addressed by your specific objective(s)

Objectives   ☐R ☐M ☐W ☐S ☐P ☐SD ☐CE
- ✓ Lists objectives developed to address specific problems identified as most important achievement goal(s).
- ✓ Develop SMART objectives: specific, measurable, attainable, realistic, time-bound
- ✓ Develop at least one specific objective, in reading, writing, math, science and graduation rates, to address African American (A/A) students' achievement goal(s)
- ✓ Develop at least one specific objective in Student Safety and Discipline (SD) to address African American Students relative rates of discipline.

Strategies   R   M   W   S   P   SD   CE
- ✓ Strategies are included to specifically address most important achievement goal(s).
- ✓ When appropriate, include strategy(ies) specific to African American students' achievement and discipline goal(s)
- ✓ Directly relates to attaining the stated objective designed to address needs identified. Include action verb and identify persons expected to implement the strategy
- ✓ Identifies necessary resources.
- ✓ Describes the use of Essential Learnings, Common Assessment, Pacing Calendars, and Units of Study. (N/A for Parent Involvement goal or Safety and Discipline Goal.)

Evaluation   R   M   W   S   P   SD   CE
- ✓ Includes summative assessment to determine if objective has been attained.
- ✓ Focus is on evaluating the effectiveness of each objective and includes formative assessments to monitor progress.
- ✓ Includes monitoring strategies, person responsible and schedules; describes the process for modifying strategies to ensure students are successful.
- ✓ Includes monitoring A/A objective(s) with ongoing formal and informal assessments. This could also include increased Honor Roll, Principal List, and other student achievement honors, and reduced suspension and referral rate.

Evidence-Based Programs   R   M   W   S
- ✓ List all research-based programs.

Professional Development   R   M   W   S
- ✓ Describes professional development plan or activities aligned with most important achievement goal.

Budget   R   M   W   S   P   SD   CE
- ✓ Ensures that the budget is adequate to support the programs and strategies listed – addresses multiple funding sources. (Budget must reflect full utilization of school improvement dollars.)

Highly Qualified Certified In-Field Instructors – only required for Reading, Math and Science   R   M   S
- ✓ Lists and describes high-quality, certified in-field instructors as defined by: successful teaching experiences, attainment of or progress towards certification, professional development in subject areas.

☐ Technology (required as a separate goal or embedded)
- ✓ Encourages full integration of technology in all curricular areas as a strategy to improve student achievement.
- ✓ Promotes student access.

☐ **Return on Investment Goal Statement**
- ✓ Required in its entirety for Title I schools
- ✓ All other schools include link to FDOE RoI school information in the Needs Assessment Search for your school's RoI page at: http://roi.fldoe.org/index.cfm

☐**School Advisory Council**
- ✓ List of members
- ✓ SAC Involvement

☐**Final Budget**

☐**Implementation Evaluation** Description of ongoing and final evaluation that shows successful implementation of school improvement plan (NOT FCAT scores, use common assessment data, informal assessments, etc.)

Page 4 – SIP Review

☐ **It will be necessary for you to address the following areas:**

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☐Your plan has been reviewed and it is time to **"Celebrate"**. Thanks for all your hard work!

_____
Review Team Member Signature   Date

*Red items designate new requirements
Revised 08/08/08jrh/mfw

2009 – 2010
SCHOOL IMPROVEMENT PLAN

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

VISION and MISSION STATEMENTS

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| |
| |

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School
Unique School Strengths for Next Year
Unique School Weaknesses for Next Year
Student Demographics
Student Attendance Rates
Student Mobility
Student Suspension Rates
Student Retention Rates
Class Size
Academic Performance of Feeder Pattern
Partnerships and Grants

STUDENT ACHIEVEMENT DATA
Note: The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.
School Grades Trend Data
Adequate Yearly Progress (AYP) Trend Data
Florida Comprehensive Assessment Test (FCAT) Trend Data

HIGHLY QUALIFIED ADMINISTRATORS
List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school, including history of school grades, FCAT performance, and Adequate Yearly Progress (AYP).

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

HIGHLY QUALIFIED INSTRUCTIONAL COACHES
List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as a coach, and their prior performance record with increasing student achievement at each school, including history of school grades, FCAT performance, and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science, and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as a Coach	Prior Performance Record (including prior School Grades, FCAT, and AYP information along with the associated school year)

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

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

Non-Highly Qualified Instructors

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

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

Staff Demographics

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

ADDITIONAL REQUIREMENTS

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
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 (RtI)

School-based RtI Team
Identify the school-based RtI Leadership Team.
Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).
Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan.

RtI Implementation
Describe the data management system used to summarize tiered data.
Describe the plan to train staff on RtI.

School Wide Florida's Continuous Improvement Model

Describe the continuous school improvement model at your school. Please describe the following:

PLAN
Data Disaggregation 2008-2009 FCAT Data
What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?
Instructional Calendar Development
What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?
Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?
What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?
How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their 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?

DO
Direct the Instructional Focus
How are lesson plans and instructional delivery aligned across grade levels and subject areas?
How are instructional focus lessons developed and delivered?
How will instructional focus lessons be revised and monitored?

CHECK
Assessment
Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.
How are assessments used to identify students reaching mastery and those not reaching mastery?
Maintenance
How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?
Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.
Monitoring
Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

ACT
Supplemental and Intensive Instruction/Interventions
Identify the core, supplemental, and intensive instruction and interventions.
How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?
How does the school identify staff's professional development needs to improve their instructional strategies?
Which students will be targeted for supplemental and intensive instruction/interventions?
How will the effectiveness of the interventions be measured throughout the year?

Enrichment
Describe alternative instructional delivery methods to support acceleration and enrichment activities.
Describe how students are identified for enrichment strategies.

Professional Learning Communities

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

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

NCLB Public School Choice (for Title I schools only)

Notification of (School in Need of Improvement) SINI Status
☐ *Attach a copy of the Notification of SINI Status to Parents*

Public School Choice with Transportation (CWT) Notification
☐ *Attach a copy of the CWT Notification to Parents*

Supplemental Educational Services (SES) Notification
☐ *Attach a copy of the SES Notification to Parents*

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goal
Needs Assessment:
Based on School Grade and Adequate Yearly Progress Data:
Did the total percent proficient increase or decrease? What is the percent change?
What clusters/strands, by grade level, showed decrease in proficiency?
Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
		1.	1.	1.	1.
		2.	2.	2	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2	2.
		3.	3.	3.	3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

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

End of Reading Goal

Mathematics Goal

Based on School Grade and Adequate Yearly Progress Data:

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

Budget

Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

Technology			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Mathematics Goal

Science Goal

Needs Assessment:

Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3	3.	3.	3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

Budget

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

Objective	Description of Resources	Funding Source	Available Amount
			Total:

Technology

Objective	Description of Resources	Funding Source	Available Amount
			Total:

Professional Development

Objective	Description of Resources	Funding Source	Available Amount
			Total:

Other

Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Science Goal

Writing Goal
Needs Assessment:
Based on School Grade Data:
Did the total percent proficient increase or decrease? What is the percent change?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

Budget

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

Objective	Description of Resources	Funding Source	Available Amount
			Total:

Technology

Objective	Description of Resources	Funding Source	Available Amount
			Total:

Professional Development

Objective	Description of Resources	Funding Source	Available Amount
			Total:

Other

Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Writing Goal

Parent Involvement Goal

Needs Assessment:

Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

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?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with this Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

Budget

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

Objective	Description of Resources	Funding Source	Available Amount
			Total:

Technology

Objective	Description of Resources	Funding Source	Available Amount
			Total:

Professional Development

Objective	Description of Resources	Funding Source	Available Amount
			Total:

Other

Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Parent Involvement Goal

Other Goals

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3	3
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2
		3.	3.	3.	3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

Other Goals

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

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

End of Other Goals

FINAL BUDGET (Insert Rows as Needed)

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

School Differentiated Accountability Status				
Intervene ☐	Correct II ☐	Prevent II ☐	Correct I ☐	Prevent I ☐

☐ *Attach school's Differentiated Accountability Checklist of Compliance*

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.

○ Yes   ○ No

If No, Measures Being Taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount

Describe the Activities of the School Advisory Council for the Upcoming Year

SAC Membership Roster
List of Members

Member Name	Role Represented (SAC Chair, Principal, Parent, Student, Business Member, Community Member, Teacher, or School Support Staff)