School Name: _____
Peer Reviewer: _____

PART I: SCHOOL INFORMATION

☐ **School and Leadership Names, Date of School Board Approval**
- SIPs will be on the October 12, 2010 Agenda

☒ **Student Achievement** Data - Links to FDOE School Grades, AYP, and FCAT. School specific trend data can be found in the online template. Links to searchable FDOE data are found in the Word template. There is no need to upload additional data

☐ **Highly Qualified Administrators**
- Completed table listing all school administrators by position, name, certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement.
- Quantitative data, including history of school grades, percent proficient, learning gains, etc. are included for each administrator.

☐ **Highly Qualified Instructional Coaches**
- Completed table listing all school instructional coaches by subject area, name, certification(s), number of years at the current school, number of years as a coach, and their prior performance record with increasing student achievement.
- Quantitative data, including history of school grades, percent proficient, learning gains, etc. are included for instructional coaches. Use prior record of performance as a teacher if a first year coach.
- Include coaches who work solely at your school, but schools can include coaches shared between schools.

☐ **Highly Qualified Teachers**
- Completed table describing the <u>school-based strategies</u> used to recruit and retain highly qualified teachers. Include person responsible and projected completion date(s).

☐ **Non-Highly-Qualified Instructors**
- Completed table listing all instructional staff and paraprofessionals who are teaching out-of-field and/or are NOT highly qualified. This data is provided annually to principals by Human Resources.

☐ **Staff Demographics**
- Completed table. This data is in a report from HR in SIP Report Manager except the % Highly Qualified, which is available from HR.

☐ **Teacher Mentoring Program**
- Completed table listing the name(s) of new and struggling teachers (mentees), names of mentors, rationale for the pairing, and the planned mentoring activities.

☐ **Additional Requirements**
- Coordination and Integration –Completed table is **<u>REQUIRED FOR ALL TITLE I SCHOOLS</u>**; all others may omit.

☐ **Response to Instruction/Intervention (RtI/I)** – A sample of this section has been completed by the Pinellas PS/RtI Steering Committee and is available on the SIP Moodle Site. Completed table addressing each writing prompt including:
- School-base RtI Team
  - Identify school-based RtI Leadership Team
  - How RtI Leadership Team functions

- o   Describe RtI Leadership Team role in SIP
- RtI/I Implementation
  - o   Data Management System (assessments)
  - o   Plan to train staff on RtI

☐ **Literacy Leadership Team** (LLT)
- Identify the school-based Literacy Leadership Team (LLT)
- Describe how the school-based LLT functions
- What will be the major initiatives of the LLT this year?

☐ **NCLB Public School Choice –** Attachment of SINI Status, Public School Choice with Transportation, and Supplemental Educational Services Notifications are **ONLY REQUIRED FOR TITLE I SCHOOLS**; all others may omit. **Check this box for Title I Schools and complete the checkboxes below.**
- Title I schools should copy and paste each required letter at the end of the SIP Word template after the DA Checklist (if required).
  - ☐ A copy of the Notification of School (SINI) Status to Parents is attached.
  - ☐ A copy of the Pubic School Choice with Transportation (CWT) Notification to Parents is attached.
  - ☐ A copy of the Supplemental Education Services (SES) Notification to Parents is attached.

☐ **Pre-School Transition – ELEMENTARY TITLE ONE SCHOOLS ONLY**
- Describe plans for assisting preschool children in transition from early childhood programs.

☐ **Schools with Grades 6 – 12 Only**
- Description of the plan to ensure that teaching reading strategies is the responsibility of every teacher.

☐ **HIGH SCHOOLS ONLY**

☐ Describe how the school incorporates applied or integrated courses to help students see the relationships between subjects and relevance to their future.
☐ Describe how the school incorporates students' academic and career planning, as well as promote course selections, so that students' course of study is personally meaningful.

☐ **Postsecondary Transition –** Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report (http://data.fldoe.org/readiness/).

PART II: EXPECTED IMPROVEMENTS

GOALS – Check off all goals completed here. **<u>Refer to the next page for details on what needs to be confirmed for each goal before checking off.</u>**
- Each goal must have a complete;
    - Problem-Solving to Increase Student Achievement Table
    - Professional Development (PD) / Professional Learning Community (PLC) Table
    - Budget Table
- **Title I Schools only –** The budget table for each goal must include Title I funds.

☐ R Reading

☐ M Mathematics

☐ SC Science

☐ W Writing

☐ A Attendance

☐ S Suspension

☐ DP Dropout Prevention (High Schools Only) – Includes Graduation Rate

☐ PI Parental Involvement – **NOTE:** Title I schools have the option of creating a Parent Involvement Goal in this section of the SIP or attaching (copy and paste) their Title I Parent Involvement Plan at the end of their SIP Word document for upload.

☐ O Other Goals – Schools can add as many as other goals as needed. Copy and paste the Problem-Solving Process, PD and Budget Tables for each additional goal.

   ☐ Assignment to Courses/Programs Required by Bradley MOU

   ☐ CE Centers of Excellence (High Schools Only)

Bradley Memoranda of Understanding (MOUs) Required Objectives – <u>REQUIRED FOR ALL SCHOOLS</u>

R   M   SC   W   S   DP (Grad Rate-HS Only)   O Assignment to Programs

☐ An objective will be written for African American students to address continuous improvement in reading, writing, math, science and graduation rates (High Schools Only). This objective can be incorporated into Goal #5A for Reading, Math, but must also be added for Science and Writing.

☐ An objective will be written to improve the relative rates of discipline for African American students. This can be included in the Suspension Goal and can also be addressed as an Other Goal related to your Schoolwide Behavior Plan.

☐ One or more objectives must be included to address disparities in the assignment of African American students in advanced courses, ESE programs, gifted programs, countywide programs (i.e. magnet, fundamental, and career academies).

Below are specific areas to be confirm/review for each SIP goal before checking off the goal above.

Problem-Solving to Increase Student Achievement Table(s)

| R | | M | | SC | | W | | A | | S | | DP | | PI | | O | | CE (hs only) |

- Did the school refer to guiding questions to guide the problem-solving process in developing objectives and complete the table. Written answers to the guiding questions are not required.
- A SMART Objective is written in the "narrative" box on the left below the goal number. (i.e. The percentage of students scoring Level 3 or higher on the 2011 FCAT Reading will increase from 45% to 51%.). Additional objectives can be included in this box; and should included here to address required Bradley MOU requirements.
- Current and Expected Level of Performance are completed for each goal/objective (When using percentages, a number of students is also included (i.e. 70% (35))
- At a minimum, one row is complete for each goal including Anticipated Barrier, Strategy(ies), Person Responsible for Monitoring, Process Used to Determine Effectiveness, and Evaluation Tool to address Tier 1 strategies.
- Additional rows are completed to address additional barriers or Tier 2 and Tier 3 strategies.

Additional considerations for Reading and Math Goals

| R | | M |

- Goals 1 – 4 utilize School Grade Data (8- Cell Chart)
- Goals 5A – 5D utilize AYP Report Data

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

| R | | M | | SC | | W | | A | | S | | DP | | PI | | O | | CE (hs only) |

- Table must be completed for each of the above goals.
- Each PD Content/Topic and/or PLC Focus must be accompanied by a fully completed row in the table including; Grade Level/Subject, Facilitator/Leader, Participants, Target Dates, Strategy for Follow-up/Monitoring, and Person Responsible

Budget - A separate budget table must be completed for each goal

| R | | M | | SC | | W | | A | | S | | DP | | PI | | O | | CE (hs only) |

- Despite the lack of specific SIP funds, budget tables must be completed in the SIP.
- Budgets should only include school-based funded activities/materials and exclude district funded activities/materials. School-based funds could include, discretionary funds, Title I funds, internal funds, SAI or ELP funds, etc.
- Rows in the budget table should include the specific strategy from the goal Problem-Solving Process Table.
- It is not necessary to have budget items listed for all strategies or all the categories (Evidence-based Program(s)/Materials, Technology, Professional Development, Other)

☐ **Final Budget**
- Completed table totaling all individual Goal budgets for each applicable area.
- **Title I Schools Only - The Final Budget must include <u>all Title I funds</u>.**

☐ **Differentiated Accountability – DA Schools Only**
- Indicate School DA Status Category.
- Complete the appropriate DA checklist for your DA category
- You must paste the completed DA Checklist into the SIP Word template. It is advisable to use the appropriate template with the blank DA checklist already included that can be found on the SIP Moodle site.

☐ **School Advisory Council**
- Membership Compliance – Y/N
- Projected use of SAC funds – Schools should enter - "N/A – There are no allocate state or district SIP funds for the 2010-2011 school year."
- The activities of SAC for the upcoming year section must still be completed.

☐ **Comments, questions, or suggested revisions of peer reviewer:**

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Peer Reviewer Signature (digital is fine, just type in Reviewer name)   Date

*Red items designate requirements under the Memorandum of Understanding in the Bradley Case.
Revised 8/25/10 BL