FLORIDA DEPARTMENT OF EDUCATION

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2020-21
Schoolwide Improvement Plan (SIP): Leadership Guide

Please contact your Regional School Improvement Team or the Bureau of School Improvement to assist with any questions your school leadership team may have in completing this process.

Purpose

The purpose of this guide is to assist school leaders with the creation of the Schoolwide Improvement Plan (SIP). Schools and districts are strongly encouraged to collaborate in the development and implementation of this plan.

This plan is a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA). To fulfill the requirements, schools are required to complete a SIP using the template located in the Continuous Improvement Management System (CIMS) at "http://www.floridacims.org" Regardless of designation, all schools have access to utilize this template in their school improvement efforts.

To be designated as a TS&I school, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. In this case, the Area(s) of Focus specified within the SIP must address the identified subgroup(s). **This plan shall be approved by the district**.

There are three ways a school can be designated as CS&I: (1) have a school grade of D or F (2) have a graduation rate of 67% or lower (3) have an overall Federal Index below 41%. **For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement (BSI)**.

Timeline

Submission of UniSIG Budget
The budget section of the SIP is only for those schools with a CS&I designation. It shall be completed by the school leadership team and submitted to the district. The principal should meet the district deadline for the school to submit the budget to the district. This will ensure that the district can meet the **June 30, 2020** deadline for submission of the budget to the Bureau of School Improvement (BSI). This budget section will then be locked on June 30, 2020; however, the school leadership team can still continue to make changes within the other sections of the SIP until the **August 31, 2020** due date.

Submission of SIP
This plan shall be completed and submitted online at www.floridacims.org. The deadline for initial submission is **August 31, 2020**. The planning process used within the online survey will require the school to review data, some of which will be prepopulated within the SIP and some of which will need to be gathered by the school in consultation with the district. The BSI regional team will have access to review the data included within the SIP and provide feedback prior to its publication.

Mid-Year Reflection
The SIP includes a Mid-Year Reflection required for all School Improvement (SI) schools to be completed by **February 1, 2021**. The Mid-Year Reflection is intended to help schools evaluate their progress toward achieving measurable intended outcomes, as well as assist schools in adjusting their evidence-based strategies, action steps, and resources as necessary. (If there is a need to change resources funded by UniSIG, an amendment is required.)

Part I: School Information

A. School Mission and Vision

Use the text fields to provide your school's mission and vision statements. If the fields are prepopulated, review the information and modify as needed.

1. **Provide the school's mission statement.**

   A mission statement typically describes the current state of the organization, answering questions such as the following:
   - Who are we?
   - What do we do?
   - Why do we do it?

2. **Provide the school's vision statement.**

   A vision statement should describe the ideal state of the organization, answering questions such as the following:
   - Who do we want to become?
   - What do we want to ultimately achieve?

B. School Leadership Team

This section requires information regarding the school leadership team. If changes in leadership positions occur during the school year, this section should be updated accordingly.

1. **Membership**

   The name and email address must be selected from the Employee's Name drop-down menu. In order for members to appear in the drop-down menu, they must be registered CIMS users. Please refer to the guidance tab in this section for instructions on editing this list.

   Identify the position title and job duties/responsibilities for each member of the school leadership team. Discuss how these members serve as instructional leaders, engage stakeholders, and collaborate in the school's decision-making process.

C. Demographic Information

1. This information includes the principal's name and allows you to enter his/her start date at the school. If the principal changes during the school year, please make sure that your district MSID contact notifies the FDOE of this change. If the school is in turnaround status, please complete and submit the Principal Verification Form at least 10 days prior to the principal's hire date. This form can be found in CIMS.

2. Input the number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.* This information can be found: https://portal.fldoesso.org/PORTAL/Sign-on/SSO-Home.aspx/

3. Input the number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*). This information can be found: https://portal.fldoesso.org/PORTAL/Sign-on/SSO-Home.aspx/

4. Input the number of teacher positions allocated to the school (the number of teacher units school wide including vacancies).

Additionally, this page also includes the school type, the grades served, Title I status, economically disadvantaged (FRL) rate, ESSA subgroups represented [10 or more students (subgroups in orange have a federal index below 41%)], the school grade history (including percent of points earned), as well as the school's SI and ESSA status. This information is imported by FDOE from Survey 2, Survey 3, and the MSID file. The schools demographic information should be considered when developing your SIP.

D. Early Warning Systems (EWS)

This section requires the school to provide information and data related to its early warning system. As the requested data is student-level data, rather than district or school-level, FDOE is not able to prepopulate this data. This data is to be used as part of your team's needs assessment to identify potential problem areas and inform your school's planning for school improvement. Only schools with grades K through 8 are required to complete this section, pursuant to 1001.42(18) (a) 2., F.S. However, as the monitoring of EWS data is a research-based best practice, this section is available to all grade levels.

1. Current Year
   a. Enter your school's EWS indicators according to your district's student information system. This list shall include the number of students who meet the following criteria by grade level:
      i. Enter the number of students enrolled by grade level at your school.
      ii. Attendance below 90 percent, regardless of whether the absence is excused or as a result of a suspension.
      iii. One or more suspensions, whether in-school or out-of-school
      iv. Course failure in ELA during any grading period
      v. Course failure in mathematics during any grading period
      vi. Level 1 score on the 2019 statewide, standardized assessments in ELA
      vii. Level 1 score on the 2019 statewide, standardized assessments in mathematics
      (optional) Enter any other EWS indicators that may be helpful to your schoolwide improvement strategy (see the Guidance tab for more information).

   b. Provide the number of students identified by the system as exhibiting two or more early warning indicators.

   c. Provide the number of students by grade level identified as retainees.
      i. In the first row, enter the number of students by grade who were retained in the most recent school year.
      ii. In the second row, enter the number of students by grade who have been retained two or more times over the course of their education.

   d. Enter the date this EWS data was collected or last updated from the student information system to record a date for future comparisons.

2. Prior Year - As Reported
   a. This is the school's prepopulated data as reported from the prior year for the early warning system indicators.

b. This is the school's prepopulated data as reported from the prior year identifying students by grade level as exhibiting two or more EWS indicators.

3. Prior Year - Updated

a. This is the school's prepopulated data as reported from the prior year for the EWS indicators which can be updated based on any new data.

b. This is the school's prepopulated data as reported from the prior year identifying students by grade level as exhibiting two or more EWS indicators which can be edited for correction.

Part II: Needs Assessment/Analysis

Due to the absence of 2019-20 state assessment data, this section will be prepopulated using state assessment data from 2018 and 2019 school years.

Schools are required to review performance and EWS data in order to develop Areas of Focus for the coming school year related to the school's greatest areas of need.

A. School Data

This section includes several key charts to help provide a better understanding of your school's data and greatest areas of need. The first chart depicts your school's School Grade Component averages for the past two years of school assessment data in comparison to the district and state averages. The bar chart only depicts that same School Grade Component data for the most recent school grade. The bar chart compares state, district, and school data. Beneath that you will see the EWS data that were entered earlier in Section I, Part D. Finally, the tab labeled Data Analysis Module located at the bottom of the page will take you to a page to view additional school grade component data, as well the ability to compare performance over time (formerly Step Zero).

B. Grade Level Data

This section includes grade level data for your school from the last two years of school assessment data. These data charts will help you identify key Areas of Focus for your Schoolwide Improvement Plan. These charts also include individual grade level and End-of-Course (EOC) comparisons to both district and state averages. It also includes cohort data for the past two years to indicate how individual grade cohorts have improved or declined.

PLEASE NOTE: This data is raw data and includes ALL students who tested at the school. *This is not school grade data.*

C. Subgroup Data

This section includes subgroup data for the following groups of students: White (WHT), Black (BLK), Hispanic (HSP), Asian (ASN), American Indian (AMI), Multiracial (MUL), Pacific Islander (PAC), Students with Disabilities (SWD), Free and Reduced Lunch (FRL), and English Language Learners (ELL). These charts show school grade component data for these subgroups from the two most recent school years of school assessment data.

D. ESSA Data

This section includes information pertaining to the following subgroups as specified in Every Student Succeeds Act (ESSA): White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, and Economically Disadvantaged students. This section automatically shows which subgroups fall below the 41% threshold according to the Federal Index. It also includes a link to the EduData site (edudata.fldoe.org) to view the school's entire ESSA Report Card.

E. Analysis

Your school leadership team will need to consider the following reflection prompts as you examine any relevant school data sources. This may include EWS data, district systems data, progress monitoring data, attendance records, indicators from your school's BPIE self-assessment, and any other applicable data.

1. Data Reflection
   a) Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.
   b) Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.
   c) Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.
   d) Which data component showed the most improvement? What new actions did your school take in this area?
   e) Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?
   f) Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year. These should serve as the foundation for selecting your schools Area(s) of Focus.

Part III: Planning for Improvement

In this section, you will develop specific plans for addressing the school's highest-priority needs by identifying the most important Areas of Focus based on the data from Section II (Needs Assessment/Analysis). For clarification on the targeted Areas of Focus- see the appendix at the end of this document.

A. Areas of Focus

An Area of Focus should target a system or process to be implemented/revised and monitored to improve student outcomes. For additional information on the targeted elements within each Area of Focus, please see the appendix at the end of this document.

The Areas of Focus available within this section:

- **Leadership-** Building the capacity of the school leadership team and improving systems for teacher efficacy.
- **Instructional Practice-** elements of effective teaching methods that come together to achieve student success.
- **Culture and Climate-** a supportive and fulfilling environment with conditions that are conducive to learning and meet the needs of all students.
- **ESSA Subgroups-** White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, and Economically Disadvantaged students. *If your school would like to implement or revise a system for multiple subgroups- please select "outcomes for multiple subgroups" in the drop down box to the right. Within the description box, you can then identify the specific subgroups being targeted.*
- **DJJ Components-** Eleven different measures within five different measurement areas used within the Department of Juvenile Justice to determine the facilities performance rating.
- **Other-** Each school's data may indicate an Area of Focus not identified using the drop-downs. If this applies to your school, please identify the Area of Focus and the targeted element.

Identify Area(s) of Focus:

> Step 1: Identify your school's most critical Area(s) of Focus based on the data review from Section II (Needs Assessment/Analysis). Click on the green **Add an Area of Focus** button to begin.

> Step 2: Using the drop-down on the left, identify the Area of Focus in which a system/process will be implemented and/or revised. Next, you will select a targeted element within the Area of Focus using the drop-down box to the right.

> If selecting "other" within the general Area of Focus drop-down, fill in the text box to the right identifying the Area of Focus and the targeted element.

> Step 3: Include a description of your Area of Focus, how it impacts student learning, and a rationale that explains how it was identified as a critical need from the data reviewed.

> Step 4: State the Measurable Outcome that the school plans to achieve and select the person responsible for monitoring this outcome.

> Step 5: Describe the evidence-based strategy being implemented to achieve the measurable outcome and describe how it will be monitored.

> Step 6: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

> Step 7: Click "Save" to be able to add Action Steps.

Identify Actions Steps to Implement:

> Step 1: Once an Area of Focus section has been saved. Click on the blue **Add Action Step** button to begin.

> Step 2: Describe the Action Step. Select a person responsible from the drop down. As a reminder, if a person is not listed, your district School Improvement contact can add and update CIMS user accounts.

> Step 3: For each action step, you will click on the **Add Action Step** button. Action steps need to be added in order of implementation, as there is not a way to reshuffle them.

> To delete an action step, click the red trash can button next to an action step to mark it for deletion. The user can click the blue undo button to keep the action step.

> Step 4: Click the **Save** button once all action steps have been added.

> *Repeat the above process for each Area of Focus and subsequent Action Steps that the school leadership team has committed to addressing this school year based on the data.*

B. Additional Schoolwide Improvement Priorities

> 1. After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Part IV: Positive Culture and Environment
This is required for all schools. Title 1 schools will use this section to upload their PFEP.

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations.

In the narrative box, describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Parent and Family Engagement Plan (PFEP)

The PFEP is a plan that outlines the resources the school will provide for parents and guardians, and how they will work together to strengthen the academic success of each child. The plan is based upon school improvement Area(s) of Focus to improve student academic achievement, and is developed by parents/guardians and school staff. This plan ensures that parents and families are involved in the decisions regarding the spending of funds reserved for parent and family engagement (Title I, Part A).

Use the upload feature to upload your school's PFEP.

Part V: Budget - Unified School Improvement Grant (UniSIG)
This section will assist in generating a UniSIG budget for submission based upon each budget item tied to an Area of Focus identified in the Part III: Planning for Improvement.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the Summary/Reports, Indirect Costs, and Areas of Focus tabs.

<u>**Area of Focus**</u>
Click the Area of Focus (identified in Part III: Planning for Improvement) tab to add individual budget line items that are tied to that specific Area of Focus. Each Area of Focus contains Action Steps. Add as many budget line items as necessary to address the Action Steps (that require funding) within the Area of Focus.

- Click the green plus sign to add additional budget lines for the Area of Focus.
- Click the blue button to copy budget line items.
- Click the red trash can to delete budget lines; you must click Save Changes for the budget line to delete.
- Click the red Cancel Changes button to cancel changes. Click the green Save Changes button to save all changes.

To add a budget item:
- **Function:** Choose the appropriate function code. These function codes are described in the Red Book.
- **Object:** Choose the appropriate object code. These object codes are described in the Red Book.
- **School Name:** This prepopulates the school's name, no action required.
- **Funding Source:** Select UniSIG from dropdown menu. If UniSIG is not chosen, the budget item will not rollup to the UniSIG budget.
- **FTE:** Complete the Full Time Equivalent (FTE) percentage for the position listed. If not applicable, leave this blank.

- **Amount**: Enter cost amount.
- **Budget Narrative**: Budget notes are required.

Make sure to click the green Save Changes button before leaving this page.

Indirect Costs
Click the Indirect Costs tab to enter Indirect Cost budget line items. The district and school will work collaboratively to identify what indirect costs, based on the district rate, need to be appropriated from the budget request. Select Function Code 7200 (General Administration) and Object Code 790 (Miscellaneous Expenses).

Summary/Reports
Click the Summary/Reports tab to export the budget to an Excel file. This will display the information entered in the Area of Focus tab.

Part VI: Mid-Year Reflection
This section is to be completed after mid-year assessment data is available and due by February 1, 2021 for SI schools so the Regional Executive Director (RED) and BSI team may review the reflection.

We are in the process of refining the Mid-Year Reflection based on the changes to the 2020-21 Schoolwide Improvement Plan. More information and guidance will be provided in the near future regarding the Mid-Year Reflection.

Appendix

Areas of Focus

Leadership- Building the capacity of the school leadership team and improving systems for teacher efficacy.

Instructional Practice- elements of effective teaching methods that come together to achieve student success.

Culture and Climate- a supportive and fulfilling environment with conditions that are conducive to learning and meet the needs of all students.

ESSA Subgroups- White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, and Economically Disadvantaged students. *If your school would like to implement or revise a system for multiple subgroups- please select "outcomes for multiple subgroups" in the drop down box to the right. Within the description box, you can then identify the specific subgroups being targeted.*

DJJ Components- Eleven different measures within five different measurement areas used within the Department of Juvenile Justice to determine the facilities performance rating.

Other- Each school's data may indicate an Area of Focus not identified using the drop-downs. If this applies to your school, please identify the Area of Focus and the targeted element.

Areas of Focus: Targeted Elements

Leadership:

Instructional Leadership Team: a consortium that can include the principal, assistant principal(s), instructional coach(es), and teacher leader(s) that looks for systematic ways to improve student outcomes within the school.

Leadership Development: expansion of a person's capacity to possess and utilize the competencies and skills necessary to successfully lead the improvement of student achievement.

Managing Accountability Systems: Disaggregating data and monitoring systems to make instructional decisions.

Specific Teacher Feedback: Timely and targeted feedback that is actionable to build teachers capacity within an area of practice.

Teacher Recruitment and Retention: As a school-based leader, implementing targeted initiatives that focus on building and cultivating a staff of competent teachers that fit the school's climate and culture.

Walkthroughs: a tool that can be used by leaders to informally gather evidence of standards-based instruction and desired student outcomes to identify areas of support needed by teachers.

Instructional Practice

Career and Technical Education: responsible for developing and maintaining educational programs that prepare individuals for occupations important to Florida's economic development.

Collaborative Planning: opportunity for teachers to come together to consult with colleagues and deepen skills with the goal of improving student achievement.

Differentiation: to ensure students educational equity through instruction that matches the students' readiness level and ability.

ELA: reading and writing standards that progress together with the use of accompanying texts for writing that embeds four strands: Foundations, Reading, Communication, and Vocabulary.

Graduation: Students that have demonstrated completion of one of the five options to earn a standard diploma.

Instructional Coaching: increase teacher's pedagogy through knowledge of school improvement initiatives, content standards, disciplinary literacy, effective instruction, and assessment practices.

Math: standards that progress together within the following 5 domains: number sense and operations, fractions, algebraic reasoning, measurement, geometric reasoning, data analysis and probability.

Professional Learning: the means by which teachers, school-based leaders, and other staff build instructional practice that improve student learning.

Professional Learning Communities: a practice that fosters collaborative learning among colleagues that focuses on improving a problem of practice.

Science: Next Generation Sunshine State Standards that are aligned to the specific course content.

Small Group Instruction: a method to reinforce or reteach specific skills and concepts through a reduced student-teacher ratio.

Social Studies: state-adopted standards aligned to the specific course content.

Standards-aligned Instruction: research-based practices that follow state adopted standards within the specific content area.

Student Engagement: The capacity in which students make an internal investment in their educational growth.

Culture and Environment

Community Involvement: through partnerships with surrounding businesses, volunteers, non-profits, and stakeholders to bring positive, measurable change to the school.

Discipline: actions taken by a teacher or the school organization towards a student (or group of students) when the student's behavior disrupts the ongoing educational activity or breaks the student code of conduct.

Early Warning Systems: research-based indicators to identify students at risk of failing to meet educational milestones such as: attendance, discipline, meeting grade level on state-wide assessments, student promotion, and on-time graduation.

Equity and Diversity: to remove barriers, such as personal or socioeconomic status, gender, ethnicity, or family background to ensure equal access to achieve the student's educational potential.

Parental Involvement: Commitment from the student's parent or guardian for active participation to provide input for the schools' improvement.

Positive Behavior Intervention and Support: improve and integrate data, systems, and practices to positively affect student outcomes.

School Safety: Support in providing a safe learning environment for students and staff.

Social & Emotional Learning: acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Student Attendance: Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term. A student who attains the age of 16 years during the school year is not subject to compulsory attendance beyond the date of which the student attains that age if he/she files a formal declaration of intent to terminate school enrollment with the school district.

Teacher Attendance: To improve the education of students with the belief that direct instruction is more beneficial with regular teachers and support staff in place.

ESSA (Every Student Succeeds Act):

Every Student Succeeds Act (ESSA) was signed into law in December 2015, amending the Elementary and Secondary Education Act of 1965 and replacing No Child Left Behind provisions. In support of the below goals, Florida's state plan establishes ambitious, rigorous academic standards for all students; measures mastery of those standards and publicly reports results; informs parental educational decisions through a simple, easily understood metric for each school based on student performance; and identifies, supports, and, if necessary, closes underperforming schools. Subgroups considered for ESSA's Federal Index include: White, Black/ African America, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Students with Disabilities, English Language Learners, and Economically Disadvantaged.

- o Hold all students to high academic standards;
- o Prepare all students for success in college and career;
- o Guarantee that steps are taken to help students and their schools improve; and
- o Hold schools accountable for student outcomes.

DJJ Components

Attendance: The percentage of eligible students who returned to public school and whose attendance rate improved following their attendance in a DJJ education program, or whose attendance rate was ninety-five (95) percent or higher upon their return to a public school.

Common Assessment Data Quality: The percentage of eligible released students who have both pre- and post-test data on the common assessment for the same program placement.

Common Assessment Math: The percentage of eligible students demonstrating learning gains on the mathematics portion of the common assessment.

Common Assessment Reading: The percentage of eligible students demonstrating learning gains on the reading portion of the common assessment.

Core Courses Taught by Qualified Teachers: The percentage of core-curricula courses taught by in-field teachers, as outlined in Rule 6A-1.0503, F.A.C.

ELA: The percentage of eligible students who meet the forty-day (40-day) length-of-stay criteria set forth in paragraph (2)(d) of this rule prior to the beginning of the assessment window and demonstrate learning gains on statewide standardized assessments in English language arts.

Employment: The percentage of eligible released students who are sixteen (16) years of age or older and employed within one year following release from the DJJ education program. Students not employed but enrolled in a K-12 public school or a state of Florida postsecondary institution shall be removed from the calculation of this component.

Graduation: The percentage of eligible students enrolled in grade 12 during their participation in the DJJ education program and who earned a standard high school diploma or its equivalent in the cohort year or the subsequent year. Eligible students who graduate in the cohort year and enrolled in grades other than grade 12 are also included.

Industry Certifications: For programs with a contracted minimum length of stay of nine (9) months or longer, the percentage of eligible students who earned a Career and Professional Education (CAPE) industry certification or a CAPE acceleration industry certification identified in the Industry Certification Funding List adopted in Rule 6A-6.0573, F.A.C., during the year in which they participated in the program or in the subsequent year.

Math: The percentage of eligible students who meet the forty-day (40-day) length-of-stay criteria set for in paragraph (2)(d) of this rule prior to the beginning of the assessment window and demonstrate learning gains on statewide standardized assessments in mathematics.

Postsecondary Enrollment: The percentage of eligible, released students who earned a standard diploma or its equivalent during the year they participated in a DJJ education program and who enrolled in a postsecondary institution in Florida during the year of their release from the DJJ education program or during the subsequent year.