Slide 1

Good morning. Thank you for attending today's webinar on the 2020-21 Schoolwide Improvement Plan, otherwise known as the SIP. My name is Jeff Sewell and I am the Executive Director of the Bureau of School Improvement. Joining me today is Caroline Wood, a Program Specialist with our bureau.

We will be sharing a great deal of information today, and we hope to answer many (if not all) of the questions you may have regarding the SIP. As we proceed throughout the webinar, you may have a question. Please type any questions you may have in the appropriate section on your screen. For future training of school leadership teams, we will be posting this PowerPoint presentation, the recording of this presentation, and the updated School Leadership Guide in CIMS after the webinar.

For schools that qualify for UniSIG funding, which includes Title I schools with a 2019 grade of D or F, and all graded schools with a 2018-2019 graduation rate of 67% or lower, we will also host the UniSIG webinar on May 11 to help guide you through the planning process of these school improvement funds.

It is important to note that schools that were previously identified as Comprehensive Support and Improvement or Targeted Support and Improvement have retained their status for the upcoming school year. For these schools, the UniSIG preliminary allocation list has been uploaded in CIMS.

Slide 2

Bureau of School Improvement (BSI) Mission

The Bureau of School Improvement (BSI) serves as a partner in supporting improved outcomes for all students through strategic problem solving, capacity building, and the implementation of sustainable systems in the areas of:

- Transformational Leadership
- Standards-based planning, Instruction, and Learning
- Positive Culture and Environment

Florida Department of Education and the Bureau of School Improvement is committed in supporting districts and schools in improving student outcomes. Our bureau looks to accomplish our mission as a partner through strategic problem solving, capacity building, and the implementation of sustainable systems by way of our three pillars- transformation leadership, standards-based planning, instruction, and learning, and through a positive culture and environment.

Due to the impact of the COVID-19 pandemic, we understand that the 2020-21 school year will require schools to be innovative in creating systems to accelerate our students to further success. As we look to be proactive and supportive for the upcoming school year, we will highlight areas of the SIP that will drive school improvement initiatives to support our most vulnerable students at the most fragile schools.

Slide 3
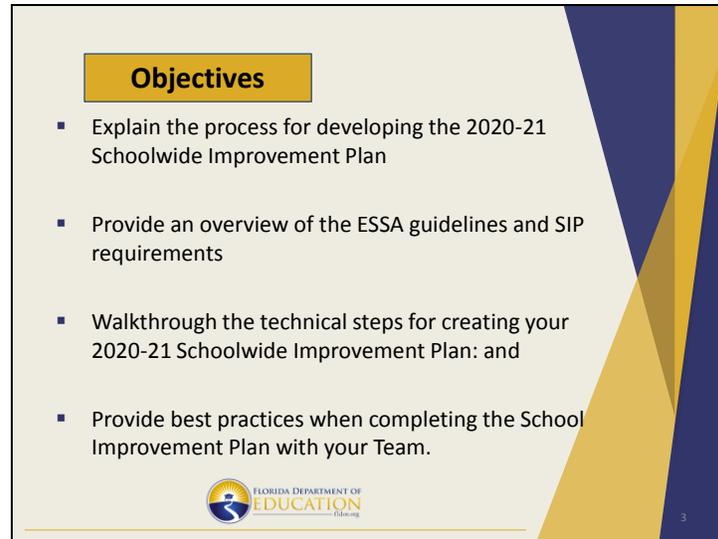
Objectives

- Explain the process for developing the 2020-21 Schoolwide Improvement Plan

- Provide an overview of the ESSA guidelines and SIP requirements

- Walkthrough the technical steps for creating your 2020-21 Schoolwide Improvement Plan: and

- Provide best practices when completing the School Improvement Plan with your Team.

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

3

Today we will be reviewing the 2020-21 SIP.

Our objectives today include the following:
To explain the process for developing the 2020-21 SIP,
Provide an overview of the ESSA guidelines and SIP requirements,
Walkthrough the technical steps for creating your 2020-21 SIP ; and
Provide best practices when completing the SIP with your Team.

Slide 4

Schoolwide Improvement Plan 2020-21

- The Schoolwide Improvement Plan (SIP)

- www.floridacims.org

- District and School Improvement contacts can add/update CIMS user accounts

We are excited to introduce the improved 2020-21 SIP.

You can access the SIP template and supporting documents at the Bureau of School Improvement's platform—CIMS—located at www.floridacims.org

Please note that your district School Improvement contact can add and update CIMS user accounts for individuals who have never used CIMS before or have changed schools or positions.

Slide 5
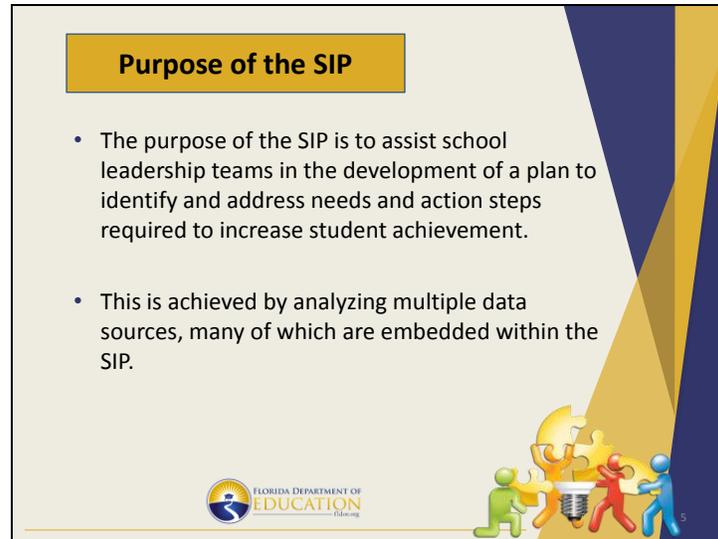
The purpose of the SIP is to assist school leadership teams in the development of a plan to identify and address needs and action steps required to improve student outcomes.

This is achieved by analyzing multiple data sources, many of which are embedded within the SIP.

Slide 6
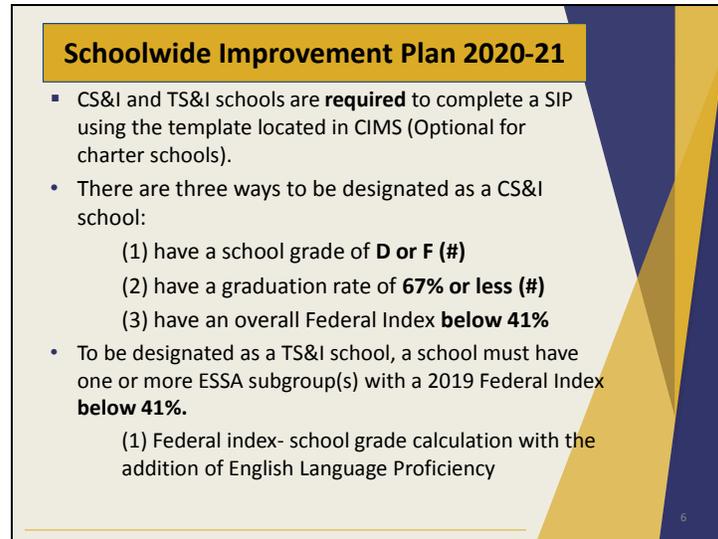
Schoolwide Improvement Plan 2020-21

- CS&I and TS&I schools are **required** to complete a SIP using the template located in CIMS (Optional for charter schools).
- There are three ways to be designated as a CS&I school:
  - (1) have a school grade of **D or F (#)**
  - (2) have a graduation rate of **67% or less (#)**
  - (3) have an overall Federal Index **below 41%**
- To be designated as a TS&I school, a school must have one or more ESSA subgroup(s) with a 2019 Federal Index **below 41%.**
  - (1) Federal index- school grade calculation with the addition of English Language Proficiency

On March 17th, it was announced that this year's standardized state testing would be cancelled. As a result, on March 24th the Florida Department of Education submitted a wavier request to USED. The approved waiver assures that any school that was identified for Comprehensive Support and Improvement (CS&I) or Targeted Support and Improvement (TS&I) for the 2019-20 school year would maintain that identification status in the 2020-21 school year. These schools will continue to receive support and interventions in 2020-21.

Therefore, if a school was identified as CS&I or TS&I, for the 2019-20 school year it will continue in that same status and level of support for the 2020-21 school year.

Now, I'd like to cover several important points regarding the SIP.
- TS&I and CS&I schools, both graded and ungraded, are **required** to complete a SIP using the template located in CIMS (www.floridacims.org) pursuant to section 1008.33 F.S. and the Every Student Succeeds Act (ESSA). This is optional for charter schools.

- There are three ways to be designated as a CS&I school:
          (1) have a 2019 school grade of **D or F,**
        (2) have a 2018-19 graduation rate of **67% or less** based on data released in January 2020**;** and
          (3) have an overall 2019 Federal Index **below 41**% with a grade of C or higher.

- To be designated a TS&I school, a school must have one or more ESSA subgroup(s) with a Federal Index **below 41%.**

- The Federal index is calculated by taking the school grade calculation and the addition of English Language Proficiency

Slide 7
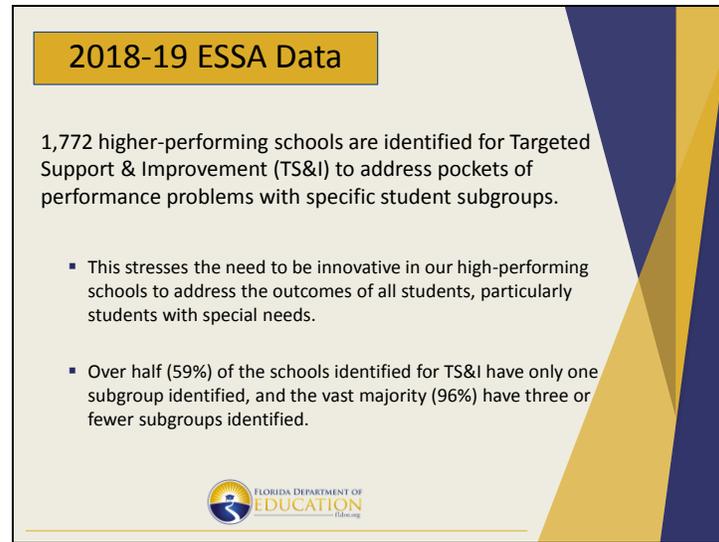
We will next take a look at breakdown of school that are identified as TS&I and will receive Universal Supports for the 2020-21 school year.

The 2018-19 ESSA data shows that Florida has 1,772 schools identified as a TS&I school. Over half, or 59%, of the schools identified for TS&I have only one subgroup identified, and the vast majority, or 96% have three or fewer subgroups identified. This stresses the need to be innovative in our high-performing schools to address the outcomes of all students, particularly students with special needs.

Slide 8
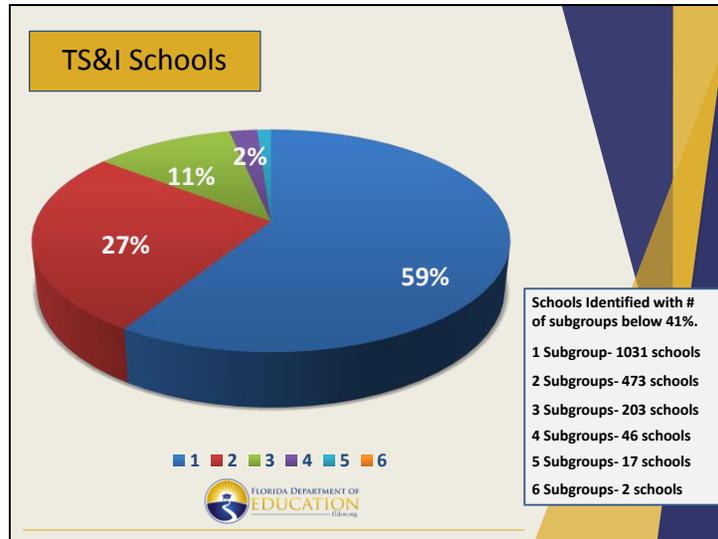
This graphic shows schools identified as TS&I and how many subgroups within the school are below the 41% federal index. The majority, or 59%, of TS&I schools have only 1 subgroup identified, which equates to 1,031 of the 1,772 schools. However, as you can see we have many schools across the state which have multiple subgroups identified.

We will next look at which subgroups are the most identified across these schools.

Slide 9

TS&I Subgroup Breakdown

Subgroup	# of Schools	% of Schools
White	35	2%
Black/African American	534	27%
Hispanic	65	3%
Asian	4	0%
Native American	8	0%
Multiracial	111	6%
Pacific Islander	2	0%
Students with Disabilities	1,621	83%
Economically Disadvantaged	76	4%
English Language Learners	411	21%

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

The table shows the number of schools with the specific subgroup identified as falling below the 2019 federal index of 41%. As you can see the most identified subgroup at 83%, or in 1,621 of the 1,772 TS&I schools, is students with disabilities. It is followed by the Black/ African American and then our English Language Learners.

During this unprecedented time with schools implementing distance learning, the SIP is now more important than ever to appropriately identify and implement systems for our students that need additional services in order to be successful.

Due to the COVID-19 pandemic, gaps in achievement have been exacerbated. It is crucial that schools focus on these subgroups and assure that all students have the opportunity to succeed regardless of their ethnicity, language spoken, exceptionality, or socioeconomic status.

Slide 10

CS&I and TS&I schools must both complete a SIP. However, there are some differences with regard to who must approve the plan and the deadline for submission.

CS&I schools must have their plan approved by the district and state, whereas TS&I schools only require district approval. Deadlines for CS&I schools include the UniSIG budget in the SIP and the district UniSIG survey that are to due the Bureau of School Improvement (BSI) no later than June 30th. This is earlier than years past because we are using 2019 school grades for eligibility. Our goal is for school districts to receive funds by September 1 to have a seamless transition into supporting school improvement initiatives for the 2020-21 school year.
The UniSIG webinar on May 11 will provide more information.

The SIP for CS&I schools must also be submitted to BSI between now and August 31st. Our recommendation is to have a draft SIP completed to request UniSIG funds. We understand this date is 2 months later than the deadline for the UniSIG application. This allows school leadership teams to present the plan to School Advisory Councils, school teams, and internal and external stakeholders to have the opportunity to make minor revisions.

The district will determine the SIP deadline for TS&I schools. However, both TS&I and CS&I school's SIP's will be locked and published in CIMS on October 15th for public view.

I will now turn it over to Caroline Wood, who will walkthrough the 2020-21 Schoolwide Improvement Plan.

Slide 11
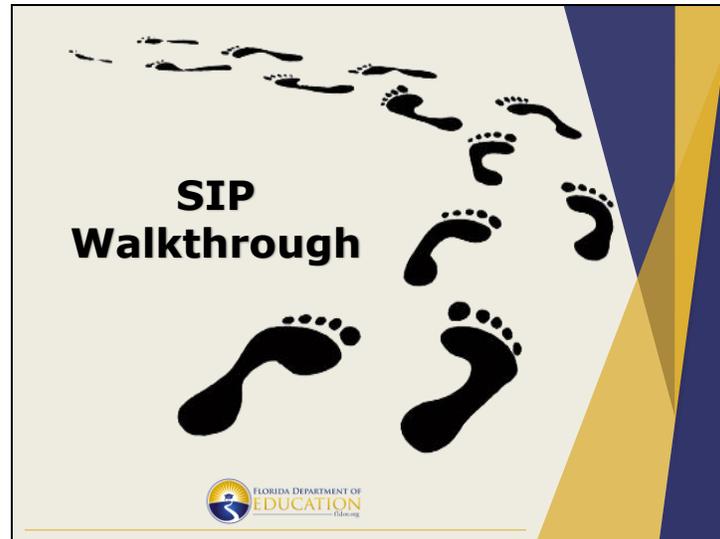
I will now walkthrough and show you how to navigate the 2020-21 SIP.

We would like to thank our external stakeholders for their collaborative efforts in providing feedback for improvements to the SIP. A few of the revisions you will see include:

- Additional data in the demographic section, including identifying the number of teachers with a 3-year aggregate or 1-year Algebra state VAM score of Highly Effective or Effective.
- Multiple updates to the Planning for Improvement section, which include the Areas of Focus and individualized Action Steps, and
- The addition of a Positive Culture and Environment section.

Slide 12

Some of you may be using the CIMS website for the first time to develop your SIP this year. This slide shows the basic steps for accessing the site and beginning your plan.

- **Step 1**: Navigate to www.floridacims.org
- **Step 2**: Click on the Plans tab located on the ribbon at the top of the screen
- **Step 3**: Confirm the correct year and survey from the dropdown menu
- **Step 4**: Click on the green New Plan button, as shown by the yellow arrow
- **Step 5**: Change the Survey dropdown menu to SIP 2020-21
- **Step 6**: Locate your District from the dropdown menu
- **Step 7**: Locate your School from the dropdown menu, and lastly…
- **Step 8**: Click on the blue Create Plan tab, as shown by the yellow arrow at the bottom of the screen

Slide 13

Now that the plan has been created in CIMS, you can access your SIP and begin entering information. To do this, click on the *Plans* tab at the top of screen, and select the correct year and survey from the dropdown menu. You will then click the blue Dashboard button to gain access to your SIP, shown by the yellow arrow.

Slide 14
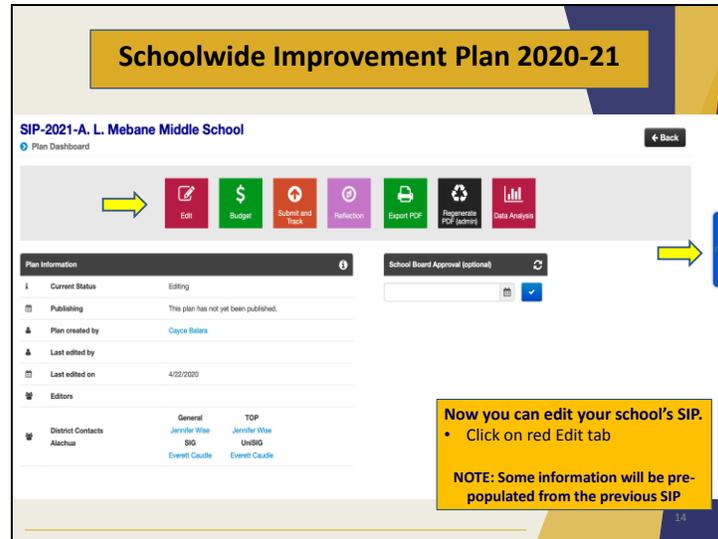
The SIP Dashboard allows you to access different sections of the SIP. You'll notice the different colored tabs on this screen that serve various functions. You are able to directly access your UniSIG budget and submit your SIP from the dashboard.

As a reminder, prior to submitting your SIP, all items must be marked as complete.

The blue Guidance tab on the right will help answer any questions as you develop your SIP.

By clicking on the red Edit tab, as indicated by the yellow arrow, you can now begin to develop your 2020-21 SIP.

Slide 15

Once you open your SIP, you will see that it has five sections. These sections can be accessed using the Navigation Tree on the left hand side of the screen. For additional guidance while completing the SIP, schools may access the SIP Leadership Guide using the link found in the yellow box, under the navigation tree.

When you click on Section I: School Information, an accordion menu opens to show parts A through D in Section I.

Part A.—School Mission and Vision—prompts you to enter your school's Mission and Vision statements. If you completed a SIP last year in CIMS, this information will prepopulate according to last year's plan. However, revisions can also be made to your mission and vision if needed.

Slide 16
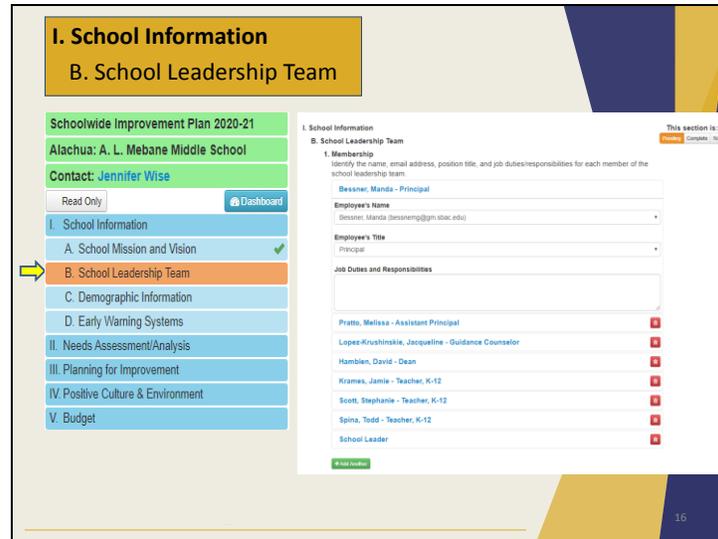
The next part under Section I is Part B.—School Leadership Team. On this screen, you are prompted to enter the names, titles, and responsibilities for each member of your School Leadership Team.

The dropdown menu for Employee's Name includes all employees who have CIMS accounts associated with your school. **If you do not see a person listed, your district School Improvement contact has the ability to add and update CIMS user accounts.**

Slide 17

Now, let's look at Section I. Part C.— Demographic Information. This page provides a snapshot of key information regarding your school.

- You will notice that the principal's name appears at the top of this page, and you will also enter his/her start date at your school.

- One of the updates mentioned include, numbers 2 and 3 on the demographic page. You will identify the number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective or Effective. This information can be found using the link below each item. For the UniSIG Supplemental Teacher allocation, teachers must have at least 10 student assessments. This will be discussed in further detail in the UniSIG webinar on May 11.

- On number 4, you will also identify the total number of teacher positions schoolwide, including vacancies.

- This page will also display your school grade history and the percent of points earned during that school year.

- You will also see the ESSA subgroups represented at your school; meaning it shows all of the subgroups that have 10 or more students at your school. The subgroups that appear in orange are those that fall below the Federal Index of 41%. In this case, you can see that 3 subgroups are below the federal threshold.

- At the bottom of the screen, you will see the School Improvement Information, to include: the SI region and Regional Executive Director, if in Turnaround status, Turnaround Option or Cycle, and Year of your status. Beneath that, it will also show your school's support tier and ESSA status, which will be either TS&I or CS&I. This will be blank if your school does not qualify.

Slide 18

Now, let's look at Part D. of Section I.— Early Warning Systems.

Enter your school's early warning system indicators according to your district's student information 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.

There have been a few changes to the EWS page to help school leaders better utilize this section for school improvement.

This year, you will now separately identify the number of students who have a course failure in ELA or Math. You will also separately identify the number of students who scored a level 1 on the 2019 FSA ELA and Math assessment on two different lines.

If needed, you can enter any additional EWS indicators that may be helpful to your schoolwide improvement strategy.

Slide 19

*These charts show fictional data for demo purposes.
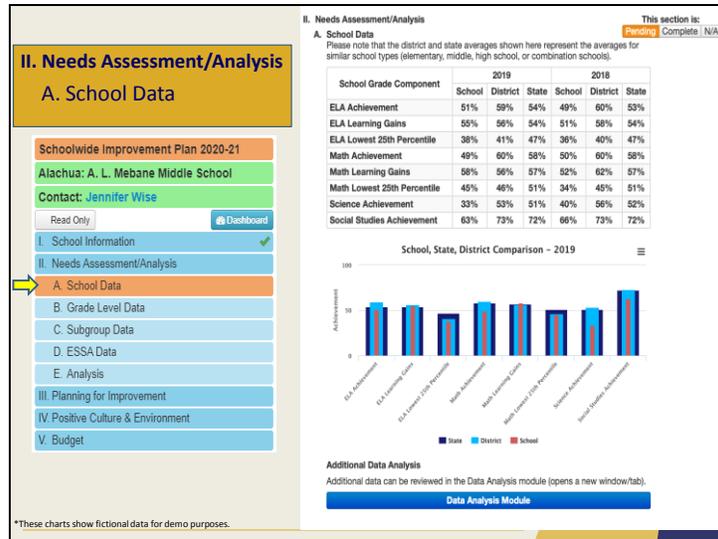
Now, that we have finished Section I. School Information, let's take a look at Section II. Needs Assessment/Analysis. The SIP includes your school's data to help you perform a needs assessment and analysis to better understand the situation at your school. In the absence of school assessments this year, we will be using school assessment data from the 2018 and 2019 school year for purposes of comparison in the SIP. We understand that prior to the start of distance learning due to the COVID-19 pandemic, schools had accumulated 3 quarters of data to support student growth. Please keep the data trends observed during the 2019-20 school year in mind when reviewing the 2018 and 2019 school assessment data to identify Areas of Focus in your SIP.

- The chart at the top of the page includes your School Grade Component data for the past two years of assessment data as compared to the district and state averages. This information can be helpful in seeing how your school has performed for the past years in these specific areas.

- The bar chart in the middle of the page provides a comparison of the 2019 data by school, district, and state.

- The Data Analysis Module button at the bottom of the page, is an additional data tool that allows a school to compare their school assessment data to other schools in the district and state.

Slide 20

II. Needs Assessment/Analysis
B. Grade Level Data

Schoolwide Improvement Plan 2020-21
Alachua: A. L. Mebane Middle School
Contact: Jennifer Wise

Read Only | Dashboard

I. School Information ✔
II. Needs Assessment/Analysis
  A. School Data ✔
  B. Grade Level Data
  C. Subgroup Data
  D. ESSA Data
  E. Analysis
III. Planning for Improvement
IV. Positive Culture & Environment
V. Budget

II. Needs Assessment/Analysis
B. Grade Level Data   This section is: Pending | Complete | N/A
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	47%	53%	-6%	54%	-7%
	2018	46%	55%	-9%	52%	-6%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	45%	54%	-9%	52%	-7%
	2018	49%	55%	-6%	51%	-2%
Same Grade Comparison		-4%				
Cohort Comparison		-1%				
08	2019	57%	61%	-4%	56%	1%
	2018	52%	61%	-9%	58%	-6%
Same Grade Comparison		5%				
Cohort Comparison		8%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	47%	52%	-5%	55%	-8%
	2018	33%	53%	-20%	52%	-19%

*Chart also includes Math, Science, Biology EOC, Civics EOC, History EOC, Algebra & Geometry EOC (not shown here).

20

Looking at Section II. Part B., you will see your school's grade level data from the last two years of school assessment data.

These charts will help you identify key Areas of Focus for your SIP. These charts also include individual grade level and EOC comparisons to both district and state averages. They also include cohort data for the past two years of student assessments to indicate how individual grade cohorts have improved or declined.

Please note that this data is raw data and includes ALL students who tested at the school. *This is not school grade data*.

Slide 21

Section II. Part C. is your school's Subgroup Data. This screen includes subgroup data based on the 7 ethnicities, Students with Disabilities (SWD), Free and Reduced Lunch (FRL), and English Language Learners (ELL). These charts depict school grade component data for these subgroups from the two most recent years of school assessment data.

This data is intended to help you understand the performance of the various subgroups at your school and identify the most important areas for improvement.

Please note that this section shows only those subgroups that are represented at your school; this means those subgroups with 10 or more students.
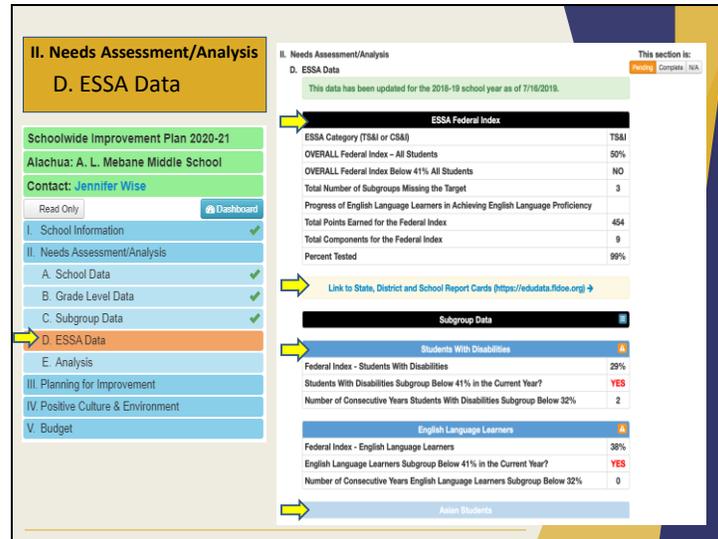
This section, section D., is called ESSA Data. This page is designed to show a simple summary of your school's 2019 ESSA status.

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 identified subgroups must be addressed within the SIP.

- The chart at the top of the page includes some of your school's most relevant ESSA data, including your ESSA category, your overall Federal Index, and whether or not your school's Federal Index falls below 41%.

- There is also a link on this page that will take you directly to the EduData site to view your school or district report card. An upcoming feature will allow schools to simulate a district and school grade by subgroup for the school.

- Finally, the page automatically displays the subgroups at your school that fall below the 41% threshold. You can see here the Students With Disabilities and ELLs have orange logos to indicate this, along with a red YES to draw your attention to these subgroups.

For example, you'll note that the subgroup at the bottom of this screenshot, Asian Students, does not appear the same way because it does not fall below the 41% threshold. However, you can still click on the subgroup label to see the information for this subgroup.

In Part II, Section E, the SIP asks a series of questions based on any/all relevant school data sources, including those that are featured within the SIP itself. These questions remain the same from the 2019-20 SIP and address school trends and academic gaps according to your school's data.

This will help guide your school leadership team to problem solve and develop an actionable plan for improvement.

Slide 24

We will now review section 3, Planning for Improvement.

We are excited to announce many new updates to this section of the SIP. Schools will develop specific plans for addressing the school's highest-priority needs by identifying the most important Areas of Focus from the drop-downs based on the data from Section II (Needs Assessment/Analysis) and supplemental 2019-20 progress monitoring data.

When schools identify Area(s) of focus for the upcoming school year, they should target a system or process to be implemented/revised and monitored to improve student outcomes.

To complete this section, schools should follow the outlined steps discussed here and outlined further in the SIP Leadership Guide.
•   Click on the Green "Add an Area of Focus" button

•   Using the drop-down, identify the Area of Focus in which a system will be implemented and/or revised. Select a component in the drop-down box to the right which identifies a targeted element of the Area of Focus. If selecting "other" within the general Area of Focus, fill in the text box to the right identifying the specific component being targeted.

•   Describe 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.
•   State the Measurable Outcome that the school plans to achieve and select the person responsible for monitoring this outcome.

- Describe the evidence-based strategy, including level of evidence, being implemented to achieve the measurable outcome and describe how it will be monitored.
- Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Repeat the above process for each Area of Focus that the school leadership team has committed to addressing this school year based on the data.

We would like to bring special attention to the ESSA Subgroups Area of Focus. 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.

To delete an Area of Focus, click on the **red delete button**. If you would like to undo this step, click the blue **Undo** button.

We will go through the procedure for adding **Action Steps** on the next slide. You must click the green **Save** button to begin adding Action Steps.

Slide 25
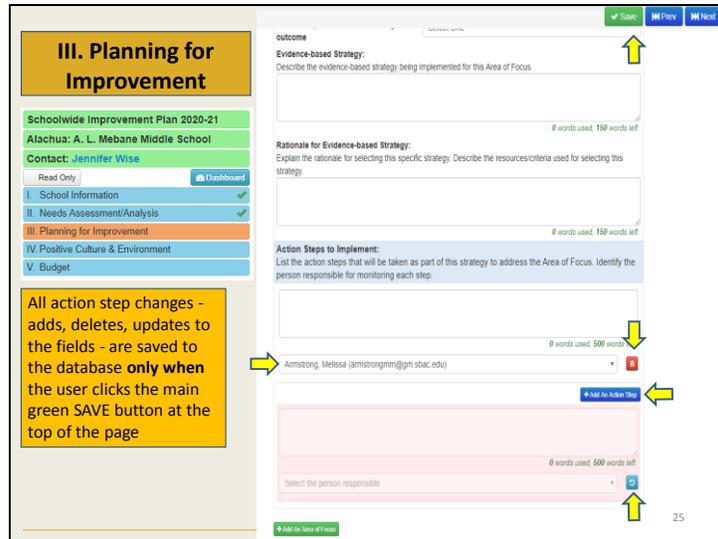
After identifying the Area of Focus, the next step is to create Action Steps that will be implemented and actively monitored throughout the school year. You now have the capability to add the person responsible for each Action Step.

Once an Area of Focus section has been saved, a blue **Add Action Step** button will appear. This will then display a description box and a drop down to select the person responsible. For each action step you would like to add, you will click on the blue **Add Action Step** button. Please note that there is not a way to reorder the action steps.

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 on an action step that is marked for deletion to unmark it.

All action step changes, adds, deletes, updates to the fields are saved only when the user clicks the main green SAVE button at the top of the page.

Slide 26

After selecting your Area(s) of Focus for this upcoming school year, you will need to explain how the school leadership team will address the remaining schoolwide improvement priorities identified earlier in 2.E. of the Needs Assessment/Analysis and supplemental 2019-20 progress monitoring data.

Slide 27

A pillar of school improvement is building and cultivating a positive culture and environment. Students and staff should feel 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 2020-21 SIP, all schools will be required to describe how they will build a Positive Culture and Environment for the upcoming school year.

The SIP also includes the Family and Parent Engagement Plan for Title 1 schools. Section 1116 of ESSA outlines the assurances that a district must meet in order to receive parent and family engagement funds as a part of their Title I, Part A allocation. The PFEP is developed and outlines the resources the school will provide for parents and guardians, and how they will work together to strengthen the academic success of all students. When finalized, schools shall upload their PFEP using the blue **Upload PFEP Document** button. This will be accessible to the Bureau of Federal Education Programs for Title 1, Part A monitoring purposes.

Slide 28

Schools eligible for UniSIG funds are required to enter their UniSIG budget in CIMS; however, the budget section may be used for other programs. We will host a UniSIG webinar on May 11 and will review the UniSIG budget feature in more detail.

Some things to keep in mind to prepare for planning the UniSIG budget include:
•   UniSIG funds are supplemental and must be connected to the improvement of student achievement.
•   All budget items must be connected to an Area of Focus.
•   And must be allowable, reasonable, and necessary
•   Additional guidance is available in the SIP Leadership Guide, which can be found in the CIMS Toolkit.

Now that you have seen the updates and features of the 2020-21 SIP, there are four best practices that we want to emphasize before you begin.

Slide 30

The first best practice for creating your SIP is to be forthright and open.

The SIP is an improvement tool, so there is no need for the school leadership team to present a rose-tinted view of your school. The data and analysis within the SIP is designed to help your leadership team develop an unvarnished look at your student achievement, school culture, and overall trajectory. As previously mentioned, we encourage the use of trends, supported by data, observed prior to school shut down to continue to implement or revise the systems you have in place for long term success. The SIP should not be viewed as a compliance document.

The SIP will help to identify the strengths and challenges within your school. From these uncovered areas of improvement- set rigorous, yet attainable measurable outcomes that are aligned with the school's academic calendar. The SIP can only be effective if it accurately reflects the school's greatest challenges.

Slide 31

The second best practice for the development of your SIP is to limit the number of Areas of Focus you select. In other words, be economical in how you devote your school's resources and energy.

Using data driven decisions, identify your school's highest priorities for improvement for the upcoming school year. You should focus efforts and resources to address only a select few priority areas. If too many areas are identified as priorities, none of them receive adequate attention.

Slide 32

The third best practice is to include various stakeholders.

SIPs are most effective when school leadership teams make a collaborative effort with various stakeholders. These stakeholders include your School Advisory Council and Instructional Leadership Team. The development of the SIP is an opportunity to build capacity within school leadership teams and foster distributed leadership.

Consider how families, communities and other stakeholder groups can contribute to the development of your SIP. Solicit their feedback throughout the process, and listen to what your stakeholders have to say. The strategies developed collaboratively become more widely supported and will ultimately be more successful.

Slide 33

The final best practice is to be intentional in how your team monitors and measure the implementation and progress of your SIP.
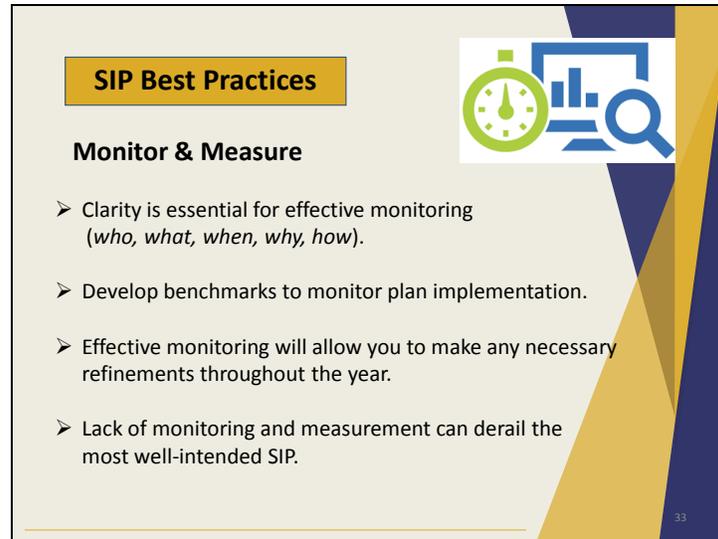
Clarity is essential for effective monitoring. Think about the *who, what, when, why, and how* the systems will be monitored when creating Action Steps. Then develop benchmarks to ensure the plan is being implemented with fidelity.

Effective monitoring will allow you to make any necessary refinements throughout the year. The lack of monitoring and measurement can derail the most well-intended and well-written SIP.

Slide 34

This concludes today's webinar. Thank you for your participation. The 2020-21 SIP will be available, within CIMS, for schools starting this afternoon.

At this time, we will answer questions that have been submitted through the question feature of the GoToMeeting.

Please remember that this webinar has been recorded and will be posted in the CIMS Toolkit along with all supporting documents.

Thank you, again.

Slide 35

Contacts

Jeff Sewell
Executive Director – Bureau of School Improvement
Jeff.Sewell@fldoe.org
850-245-9226

Caroline Wood
Program Specialist IV– Bureau of School Improvement
Caroline.wood@fldoe.org
850-245-0380

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

35