



FLORIDA DEPARTMENT OF
EDUCATION
— fldoe.org

2021-22
Schoolwide Improvement Plan
(SIP): Companion Guide

Bureau of School Improvement

SIP: Companion Guide

The SIP is available at www.FloridaCIMS.org.

Purpose

The purpose of this guide is to assist stakeholders and school leadership teams 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 Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) 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 www.FloridaCIMS.org. Regardless of designation, we encourage all schools to utilize this template in their school improvement efforts.

A school designated as CSI has met one of the following criteria: (1) have a school grade of D or F (2) a 2019-20 graduation rate of 67% or lower (3) have an overall Federal Index below 41%. **For these schools, the district and the Bureau of School Improvement must approve their SIP.**

A school designated as TSI has 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). **The district must approve their SIP.**

Timeline

Submission of SIP

This plan shall be completed and submitted online at www.FloridaCIMS.org. The deadline for initial submission is **August 31, 2021**. The planning process will require the school to review data within the SIP. Some data will be prepopulated and some will need to be populated by the school in consultation with the district. The BSI regional team will review the data included within the SIP and provide feedback prior to its publication.

Submission of UniSIG Budget

All Title I schools with a 2019 school grade of D or F will maintain UniSIG eligibility for the 2021-22 school year. A school that “opts in” and receives a 2020-21 school grade of D or F for state accountability and has a 2018-19 school grade of C or higher, will not be eligible to receive UniSIG funding. Schools shall complete their UniSIG budget within the CIMS platform. 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 **August 1, 2021** deadline for submission of the budget to BSI.

Mid-Year Reflection

The CIMS platform includes a Mid-Year Reflection required for all School Improvement (SI) schools by **February 1, 2022**. The Mid-Year Reflection will 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 change to resources funded by UniSIG, an amendment is required.

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Schoolwide Improvement Plan Outline

Part I: School Information

A. School Mission and Vision

Use the text fields to provide your school's mission and vision statements. These fields are prepopulated from the 2020-21 SIP, 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.

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

A vision statement should describe the ideal state of the organization.

B. School Leadership Team

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

1. **Membership**

Select the name and email address 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. Refer to the guidance tab in this section for instructions on editing this list.

Employee's titles not listed in the drop-down menu, select "Other", then enter the employee title within the narrative box.

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 his/her start date at the school. If the principal changes during the school year, the district MSID contact will need to notify the Department of this change. If the district would like to replace the principal at a Tier 2 or 3 school during the implementation of a turnaround plan, a Principal Verification Form must be submitted 10 days in advance of hiring to BSI@fldoe.org for approval.
2. Input the number of teachers with a state VAM rating of Highly Effective based off their 2019 3-year aggregate, the new 2021 state VAM calculation that contains the 2017-18, 2018-19 and 2020-21 school year, or Algebra I teachers who can use a one-year state VAM from 2019 or 2021. *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 state VAM rating of Effective based off their 2019 3-year aggregate, the new 2021 state VAM calculation that contains the 2017-18, 2018-19 and 2020-21 school year, or Algebra I teachers who can use a one-year state VAM from 2019 or 2021. *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/>

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4. Input the number of teacher positions allocated to the school (the number of teacher units school wide including vacancies).
5. Identify the number of instructional staff who have left the school during the 2020-21 school year.
6. Identify the number of instructional staff who have joined the school during the 2021-22 school year.

Additionally, this page also includes the school type, 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. Survey 2, Survey 3 and the MSID file prepopulates this information. When developing the SIP consider the schools demographic information.

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 data, the department is not able to prepopulate this section. This data is 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. 2021-22

- 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 FSA score on the 2021 statewide, standardized assessments in ELA
 - vii. Level 1 FSA score on the 2021 statewide, standardized assessments in mathematics
 - viii. Students identified with a substantial reading deficiency. *As defined by FS.1008.25 (5)(A), students in grades K-3 should be monitored for a substantial reading deficiency. Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multi-sensory reading interventions immediately following the identification of the reading deficiency.*

(optional) Enter any other EWS indicators that may be helpful to your schoolwide improvement strategy.

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- b. Provide the number of students identified by the system as exhibiting two or more early warning indicators. *A level 1 FSA score on the 2021 statewide, standardized assessment in ELA and mathematics count as 1 indicator.*
 - 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. For future comparisons, enter the collection date of the EWS data.
2. 2020-21 - 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

To develop 2-3 Areas of Focus, schools are required to review performance and EWS data for the coming school year related to the school's greatest areas of need.

A. School Data Review

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 Review – State Assessments

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 SIP. 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.

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This data is raw data and includes ALL students who tested at the school. This is not school grade data. In the Grade Level Data table, all values highlighted in red represent negative data percentages compared to the district or state, and all values highlighted in green represent positive data percentages compared to the district or state.

C. Grade Level Data Review - Progress Monitoring Assessments

In the narrative box, provide the progress monitoring tool(s), by grade level and subject area, used to compile the data.

The school will use the provided table to input the number and percent proficient on 2020-21 school based progress monitoring data by grade level, testing timeline, non-ethnicity ESSA subgroup(s), and applicable FSA or EOC tested subject areas.

D. Subgroup Data Review

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 three most recent school years of school assessment data.

E. ESSA Data Review

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 Know Your Schools site (flknowyourschools.org) to view the school's entire ESSA Report Card.

F. 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 and any other applicable data.

1. Data Reflection

- a) What trends emerge across grade levels, subgroups and core content areas?
- b) What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?
- c) What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?
- d) What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?
- e) What were the contributing factors to this improvement? What new actions did your school take in this area?
- f) What strategies will need to be implemented in order to accelerate learning?
- g) Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

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- h) Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Part III: Planning for Improvement

In this section, you will develop specific plan items 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).

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:

DJJ components should be address by DJJ schools using the Ungraded schools SIP that will be released in June

- **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. Identify the specific subgroups targeted within the description box.*
- ~~**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 and rationale for your Area of Focus, to include how it affects student learning and a rationale that explains how it was identified as a critical need from the data reviewed.

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Step 4: Identify a measurable outcome that the school plans to achieve.

Step 5: Describe how this Area of Focus will be monitored for the desired outcome.

Step 5: Use the provided drop-down menus to select the person responsible for implementing the Area of Focus, and the person responsible for monitoring the Area of Focus.

Step 6: Describe the evidence-based strategy being implemented to achieve the measurable outcome and describe how it will be monitored.

Step 7: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Step 8: Click “Save” before adding an additional action step.

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. Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Directions for Navigating Safe Schools for Alex

1. Go to <https://www.safeschoolsforalex.org/fl-school-incident-report/>
2. Using the “Find your School” search box, type in the school name
3. Click View Report
4. Look at the Incident Rank Details and Suspension Information
5. You are also able to view statewide, county and school incident reports.
6. Click “Compare” at the top of the page to compare different schools by county or school type; school year; type of incident; and zip code.

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- a. The table will display Total Incident; Incidents per 100 Students; Incidents Reported to Law; Percent Reported to Law; Type of Incident; and Type of Incident per 100 Students.

The screenshot shows a web dashboard with a dark green header. At the top, there are navigation buttons: Home, Statewide, County, School, Compare (highlighted), and Suspensions. Below the navigation is a dark green banner with the text "COMPARE COUNTY, ZIP CODE, & SCHOOL INCIDENT DATA". To the left of the banner are buttons for "More Links" and "DONATE". Below the banner is a white box containing instructions: "Directions: This dashboard allows you to review the school incident data at the level of county, zip code, or school. Change the comparison type via the drop down filter below. Select additional filters including school type, school year, and incident type. If comparing zip codes or schools, use the 'Select County' to narrow down the list. If comparing schools, use the 'Select Zip Codes' to narrow down the list. Dark green bars indicate that county/zip code/school is in the top 10 for the metric." Below the instructions are several filter dropdown menus: "Compare Type" (set to School), "School Type" (set to All), "School Year" (set to 2019-2020), "Type of Incident" (set to Fighting), and "Sort by" (set to Total Incidents per 100). At the bottom of the filters are two more dropdowns: "Select County (only to reduce list of zip codes or schools)" (set to All) and "Choose Zip Codes (only to reduce list of schools)" (set to All).

Part IV: Positive Culture and Environment

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. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

- a. Describe how the school addresses building a positive school culture and environment.
- b. Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The Parent Family and Engagement Plan (PFEP) has been removed from the SIP as it is now uploaded in ShareFile through Title I, Part A.

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.

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Area of Focus

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.

- 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; 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.

Required budget items

- **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.

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.

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.

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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 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

B.E.S.T. Standards: the State Board of Education (SBE) adopted Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for ELA and Mathematics on February 12, 2020. The B.E.S.T. Standards will be fully implemented in the 2022-2023 school year along with aligned instructional materials and statewide assessments.

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 aligned to the specific course content.

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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 statewide 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 affect positive 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) 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,

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Hispanic, Asian, Native American, Multiracial, Pacific Islander, Students with Disabilities, English Language Learners, and Economically Disadvantaged.

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

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: 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.