



School Improvement Updates and Schoolwide Improvement Plan Assistance
Bureau of School Improvement
2021-22



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Greetings. Thank you for participating in our webinar on the 2021-22 Schoolwide Improvement Plan, otherwise known as the SIP. My name is Caroline Wood and I am the Director of CSI-graded with the Bureau of School Improvement. Joining me today is Chase Powell, a Program Specialist with our bureau.

We hope to answer many, if not all, of the questions you may have regarding the SIP. If you have additional questions, BSI will be holding a live Question and Answer Webinar on May 20th at 11am. In order to submit questions ahead of time please use the provided Google form included in the email you received on May 17th. You will also be able to submit questions on May 20th using the chat feature.

For future reference, we will be posting this presentation and the SIP: Companion Guide in the Toolkit section on FloridaCIMS.org.

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 2019-20 graduation rate of 67% or lower, we will email the UniSIG pre-recorded webinar on May 24th and will host the UniSIG Q&A webinar on May 26th.

Mission and Vision

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; and
- Positive Culture and Environment.



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The Bureau of School Improvement is committed in supporting districts and schools in improving student outcomes. BSI serves as a partner in supporting improved outcomes for all students through strategic problem solving, capacity building and the implementation of sustainable systems by way of our three pillars- transformational leadership, standards-based planning, instruction, and learning, and through a positive culture and environment.

Webinar Objectives

- Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) designations and requirements
- Walkthrough the steps for creating your 2021-22 Schoolwide Improvement Plan (SIP)
- Best practices for 2021-22
- BSI timeline



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Our objectives today include the following:

- Review the 2021-22 Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) qualifications and requirements. Which include the tiers of support and data for 2021-22 CSI schools.
- Walkthrough the steps for creating your 2021-22 SIP; and
- Provide best practices and the BSI timeline for the 2021-22 school year.



CSI and TSI Designation and Requirements



Next, we will review CSI and TSI designation and requirements.

CSI and TSI Designation and Requirements

- There are three ways to be designated as a CSI school:
 - have a school grade of D or F (133 schools);
 - have a 2020 graduation rate of 67% or less (2 schools); or
 - have an overall Federal Index below 41% (3 schools).
- To be designated as a TSI school, a school must have one or more ESSA subgroup(s) with a 2019 Federal Index below 41%.
 - Federal index - school grade calculation with the addition of English Language Proficiency
- CSI and TSI schools are required to complete a SIP using the template located in CIMS.
 - Optional submission of the SIP for charter schools, *section 1002.33(9)(n), F.S.*

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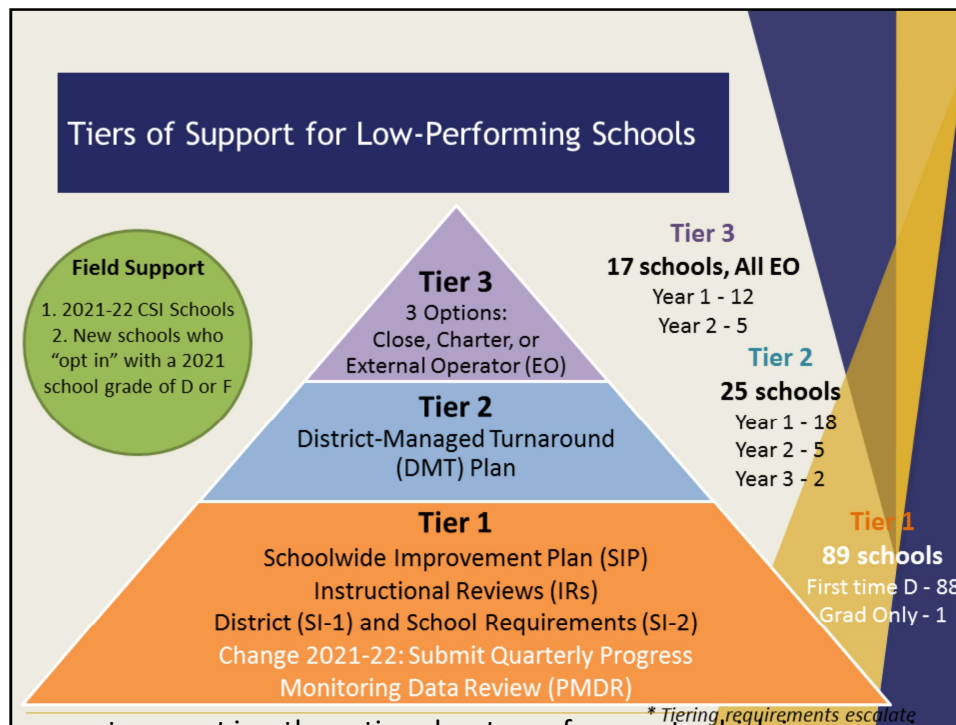
As outlined in the DOE EO-2021-02, schools that were previously identified as CSI or TSI have retained their status for the upcoming school year. If a school was identified as CSI or TSI, for the 2020-21 school year it will continue in that same status and level of support for the 2021-22 school year, unless the school receives State Board of Education approval to exit turnaround.

There are three ways to be designated as a CSI school:

- (1) have a school grade of D or F;
- (2) have a 2020 graduation rate of 67% or less based on data released in January 2021; or
- (3) have an overall 2019 Federal Index below 41% with a grade of C or higher.

To be designated a TSI 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.

TSI and CSI 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.



School improvement support is a three-tiered system of support, which increases in intensity based on the school’s grade history.

Tier 1 schools are Title I schools with a single 2019 or 2021 “opt in” grade of D and/or a 2019-20 graduation rate of 67 percent or less with a school grade of A, B or C. Support provided by BSI will include SIPs, instructional reviews and visits by our regional teams to support and monitor progress, and quarterly submission of progress monitoring data to the Department. A change for the 2021-22 school year is that all tier 1-3 schools will be required to submit quarterly progress monitoring data also known as PMDR.

Tier 2 schools receive Tier 1 support as well as implementation of a Turnaround Option Plan (TOP) and verification of successful turnaround experience by the principal and the state VAM ratings of instructional personnel. Schools that have not exited turnaround after Year 1 or 2 must continue to implement their TOP. If any changes are made to the TOP, an addendum must be submitted.

Schools with a single 2019 grade of F or consecutive grades of D , are implementing year 1 of District-managed Turnaround. They will continue to implement their State Board of Education (SBE)-approved TOP during the 2021-22 school year. Schools that “opt in” with a single 2021 grade of F or 2021 consecutive D will be required to implement the requirements of Tier 2 with approval from the Department.

Schools implementing Year 2 or 3 of District-managed turnaround will submit another TOP proposal starting with the TOP-1 which shall be submitted by November 1, 2021 and the TOP-2 by January 31, 2022. If the district selects the options of charter or external operator, a final contract is due May 1, 2022.

Tier 3 schools receive Tier 1 and Tier 2 support and contacts that are more frequent by our regional teams to support and monitor progress and implementation of a new selected turnaround option (closure, charter or external operator) for the next cycle of turnaround. Schools implementing Year 1 or Year 2 of turnaround with an external operator will continue to implement their State Board of Education-approved EO TOP for the 2021-22 school year. Schools that wish to change their EO for the 2021-22 school year must submit an updated TOP-2 by May 1, 2021, as it will go before the SBE for approval in July 2021. Schools implementing Year 2 will submit another turnaround option proposal starting with the TOP-1 by November 1, 2021, and TOP-2 by January 31, 2022. If the district selects charter, a final contract is due May 1, 2022.

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 for approval.

Field support from our BSI team will be provided to all 2021-22 CSI schools and new schools who “opt in” with a 2021 school grade of D or F.

School Improvement Schools					
Level of Support	Classification	Projected 2021-22 Schools	2020-21 Schools (2019 School Grade)	2019-20 Schools (2019 School Grade)	2018-19 Schools (2018 School Grade)
Tier 1	First Time D's	88*	90	91	106
	Graduation Only	1	1	2	8
Tier 2	First Time F's, Cycle 1, Year 1	0**	2	3	19
	Cycle 1, Year 1 (DD or DF)	18	18	20	19
	Cycle 1, Year 2	5	5	5	33
Tier 3	Cycle 1, Year 3	2	2	2	3
	Cycle 2, Year 1 (External Operator)	12	12	12	12
	Cycle 2, Year 2 (External Operator)	5	6	6	0
	Cycle 2, Year 3	0	1	0	0
	Cycle 3, Year 1	0	0	0	2
	Cycle 3, Year 2 (External Operator)	0	0	1	0
	TOTAL CSI Graded Schools	133	137	142	202
	Closed schools-monitored for 3 years	7	7	13	12

*2 schools will be closing in Summer 2021
**2 schools selected School Improvement Rating for the 2021-22 school year

For the 2021-22 school year, there are projected to be 133 CSI graded schools. This chart will be updated after the release of 2021 “opt in” school grades. We would like to bring to attention that from 2018-19 to 2021-22, we have decreased the number of CSI schools by 65 schools or 34%.

2020-21 Targeting Support for TSI Schools

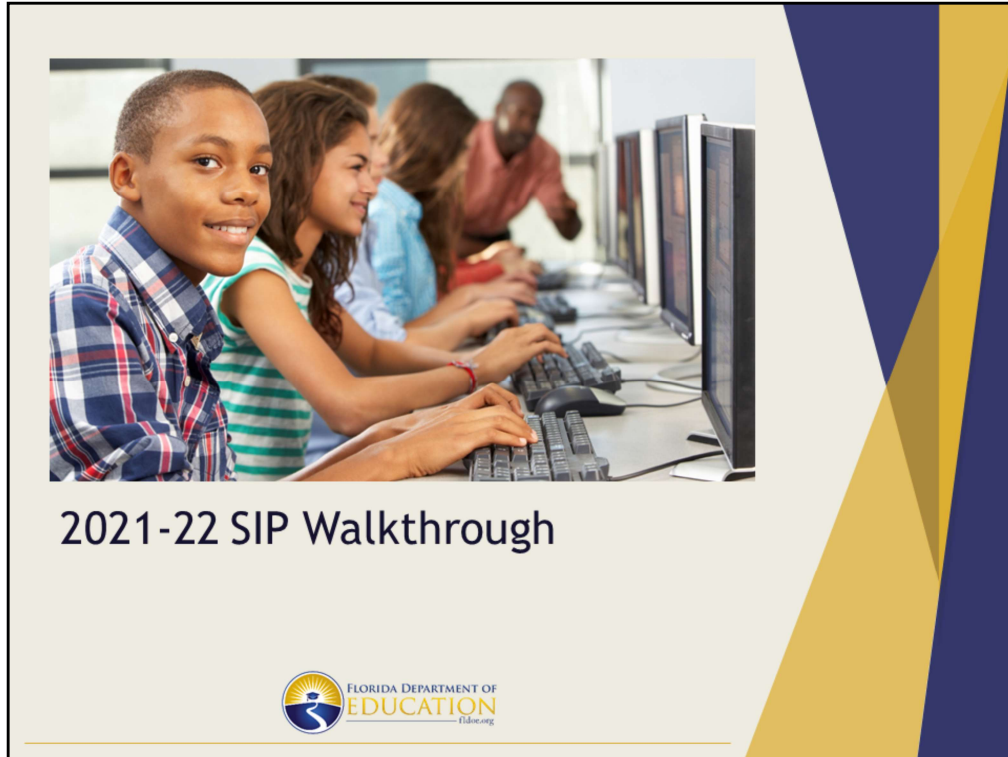
- TSI schools will receive universal support in 2021-22 and must address the identified the underperforming subgroup(s) within the SIP.



Next, we will take a look at breakdown of schools that are identified as TSI and will receive universal support for the 2021-22 school year.

The 2018-19 ESSA data shows that Florida has 1,772 schools identified as a TSI school. Over half, or 59%, of the schools identified for TSI 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.

I will now turn it over to Chase.



Thank you Carrie. We will now walk through how to navigate the 2021-22 SIP.

Before we begin, 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:

- Changes to the job titles within the school leadership team;
- The addition of a progress monitoring section;
- Revision of the analysis and planning for improvement questions; and
- The addition of identifying stakeholders in promoting a positive culture and environment.

Purpose of the SIP

- To assist school leadership teams in the development of a plan to identify and address needs and action steps required to increase student achievement.



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

CIMS Platform



www.FloridaCIMS.org



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

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.

Creating a SIP

Select the appropriate options and create your plan

Survey
Schoolwide Improvement Plan 2021-22

District
Alachua

School
0221 - A. L. Mebane Middle School

Create Plan

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When creating a 2021-22 SIP for the first time, follow these steps.

Step 1: Navigate to www.FloridaCIMS.org.

Step 2: Click on Plans tab located on the black ribbon.

Step 3: Click on green New Plan tab.

Step 4: Change Survey to Schoolwide Improvement Plan 2021-22 from dropdown menu.

Step 5: Select your District from dropdown menu.

Step 6: Select your School from dropdown menu.

Step 7: Click on the blue Create Plan tab.

This process will only need to be completed once per school. After the SIP has been created, all CIMS users attached to the school will have access to view and edit the SIP.

Accessing the SIP

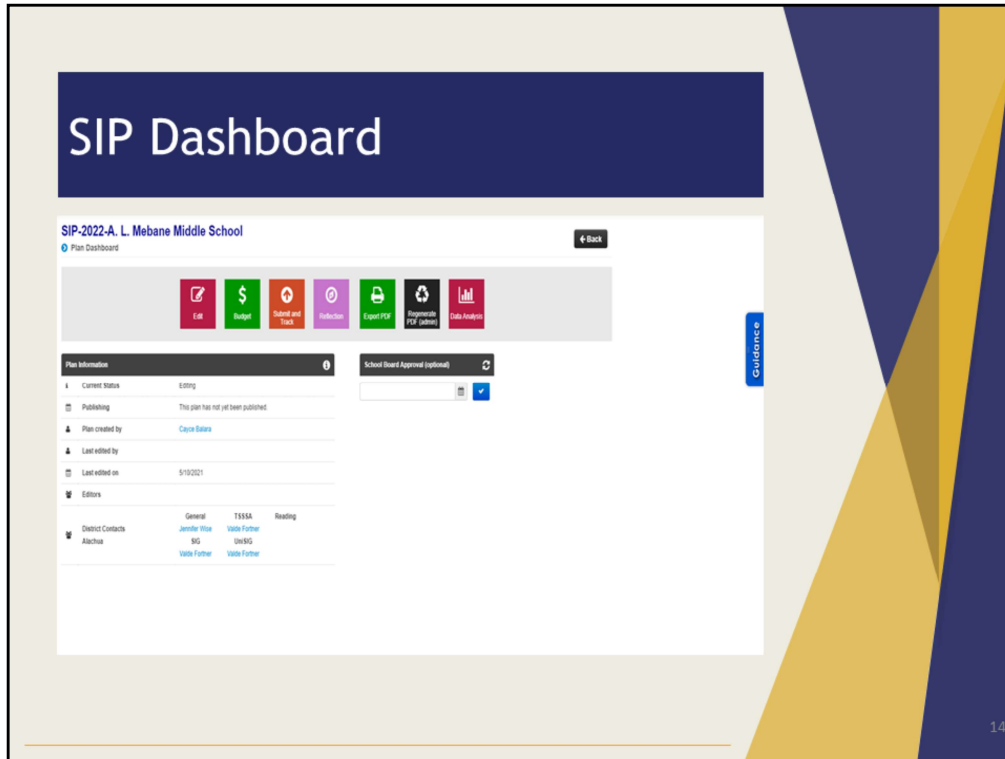
Year: 2021-22 | Survey: Schoolwide Improvement Plan 2021-22 | Status: All | Assigned To: All | District: Alachua | School: All | [+ New Plan](#)

School Type: All

District	School	Survey	Last Published	Status	Last Edit	Last Reflection	
Alachua	0221 - A. L. Mebane Middle School	Schoolwide Improvement Plan 2021-22		EDITING	5/10/2021		Dashboard



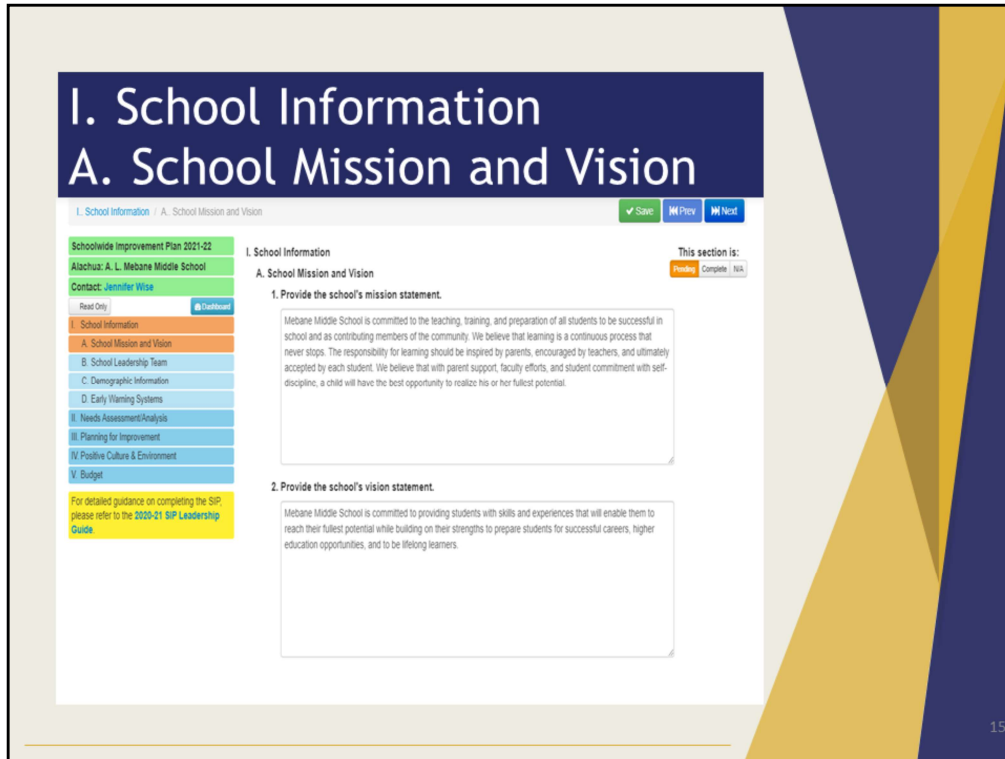
After the plan has been created in CIMS, you can begin entering information. To do this, click on the Plans tab at the top of screen, and select the correct year and survey from the dropdown menu. Then click the blue Dashboard button to access your SIP dashboard.



The SIP Dashboard allows you to navigate to 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 SIP dashboard.

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

To begin editing your SIP, click the red "Edit" tab.



Once you open your SIP, you will see that it has five sections: School Information, Needs Assessment/Analysis, Planning for Improvement, Positive Culture and Environment and Budget. 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: Companion Guide using the link found in the yellow box, under the navigation tree. The companion guide can also be found in the Toolkit section of CIMS.

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.

I. School Information
B. School Leadership Team

I. School Information / B. School Leadership Team Save Prev Next

Schoolwide Improvement Plan 2021-22
Alachua: A. L. Mebane Middle School
Contact: Jennifer Wise

Read Only Unfollow

I. School Information
A. School Mission and Vision
B. School Leadership Team
C. Demographic Information
D. Early Warning Systems
E. Needs Assessment/Analysis
F. Planning for Improvement
G. Positive Culture & Environment
H. Budget

For detailed guidance on completing the SIP please refer to the 2020-21 SIP Leadership Guide

I. School Information
B. School Leadership Team

This section is: Progress Complete N/A

1. Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.

Employee's Name	Employee's Title	Job Duties and Responsibilities
School Leader		

Other (if selected 'Other')

+ Add Member

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

If you do not see the employee title in the dropdown, select “other” and type the employees title in the box to the right.

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.

I. School Information C. Demographic Information

0221 - A. L. Mebane Middle School

Principal: Manda Bessner

1. Principal start date
 Prior to 2: May: 10:

2. 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.
[Click here for Teacher VAM Search Tool](#)

3. 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.
[Click here for Teacher VAM Search Tool](#)

4. Total number of teacher positions allocated to the school

5. Total number of students enrolled at the school

6. Identify the number of instructional staff who left the school during the 2020-21 school year.

7. Identify the number of instructional staff who joined the school during the 2021-22 school year.

8. Demographic Data

2021-22 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (50%) 2017-18: C (52%) 2016-17: C (51%) 2015-16: C (47%)
2021-22 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSAI

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

Section I. Part C.— Demographic Information. This page provides a snapshot of key information regarding your school.

- The principals name is prepopulated from the MSID file. You will need to enter his/her start date at the school.
- For the 2021-22 SIP, 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 24th.
- You will also identify the total number of teacher positions at the school regardless of funding source and including vacancies.
- This year, you will also identify the number of instructional staff who left the school during the 2020-21 school year and the number of new staff members who have joined the school for the 2021-22 school year.
- 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 TSI or CSI. This will be blank if your school does not qualify.

I. School Information

D. Early Warning Systems

1. School Information / D. Early Warning Systems Save | Prev | Next

Schoolwide Improvement Plan 2021-22
 Alachua: A. L. Mabane Middle School
 Contact: Jennifer Wike

I. School Information

D. Early Warning Systems This section is: Pending Complete N/A

1. 2021-22

a. The number of students by grade level that exhibit each early warning indicator listed

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

b. The number of students with two or more early warning indicators

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. The number of students identified as retainees

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year														
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

d. Date this data was collected or last updated
 2021 | May | 10

2. 2020-21 - As Reported

a. The number of students by grade level that exhibit each early warning indicator listed above

Part D. of Section I.— Early Warning Systems.

Here you will enter your school’s early warning system (EWS) indicators according to your district’s student information system. As the requested data is student data, rather than district or school, the Department 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.

This year, you will also need to identify the number of students with a substantial reading deficiency. As defined by FS.1008.25 subsection (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.

You may also enter any additional EWS indicators that may be helpful to your schoolwide improvement strategy.

II. Needs Assessment/Analysis A. School Data Review

Save | My View | My Needs

Schoolwide Improvement Plan 2021-22
 Alachua: A. L. Mebane Middle School
 Contact: Jennifer Wise

Home | School Information | Needs Assessment/Analysis | School Data Review | Grade Level Data Review - Assessments | Grade Level Data Review - Progress Monitoring Assessments | Subgroup Data Review | ESSA Data Review | Analysis | Planning for Improvement | Positive Culture & Environment | Report

II. Needs Assessment/Analysis
A. School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	81%	89%	84%	48%	60%	52%			
ELA Learning Gains	55%	56%	54%	51%	58%	54%			
ELA Lowest 25th Percentile	38%	41%	47%	36%	40%	47%			
Math Achievement	49%	60%	58%	50%	60%	58%			
Math Learning Gains	58%	56%	57%	52%	62%	57%			
Math Lowest 25th Percentile	45%	46%	51%	34%	45%	51%			
Science Achievement		33%	53%	51%	40%	56%	52%		
Social Studies Achievement		63%	73%	72%	66%	72%	72%		

School, State, District Comparison - 2021

Additional Data Analysis
 Additional data can be reviewed in the Data Analysis module (opens a new window/tab).

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Now, that we have finished Section I. School Information, let's take a look at Section II. Needs Assessment/Analysis. Data within Section II will be updated with 2021 state assessment data after the data has been released in the Fall.

Part A. School Data Review includes your school grade component data for the last three years of state assessment data as compared to the district and state averages. 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.

II. Needs Assessment/Analysis B. Grade Level Data Review-Assessments

II. Needs Assessment/Analysis / B. Grade Level Data Review - Assessments Save Prev Next

Schoolwide Improvement Plan 2021-22
 Alachua: A. L. Mabane Middle School
 Contact: Jennifer Wiley

II. Needs Assessment/Analysis
 B. Grade Level Data Review - State Assessments

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

This section is:

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	47%	53%	-6%	54%	-7%
Cohort Comparison						
07	2021					
	2019	45%	54%	-9%	52%	-7%
Cohort Comparison				-47%		
08	2021					
	2019	57%	61%	-4%	56%	1%
Cohort Comparison				-45%		

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	47%	52%	-5%	55%	-8%
Cohort Comparison						
07	2021					
	2019	51%	59%	-8%	54%	-3%
Cohort Comparison				-47%		
08	2021					
	2019	15%	27%	-12%	46%	-31%
Cohort Comparison				-51%		

Looking at Section II. Part B., you will see your school's grade level data from 2019 and 2021 state assessment data. These charts can 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.

Please note that this data is raw data and includes all students who tested at the school.

II. Needs Assessment/Analysis C. Grade Level Data Review- Progress Monitoring Assessments

Save Prev Next

Schoolwide Improvement Plan 2021-22
Alachua: A. L. Mabae Middle School
Contact: Jennifer Wise

Read Only

- I. School Information
- II. Needs Assessment/Analysis
 - A. School Data Review
 - B. Grade Level Data Review - Assessments
 - C. Grade Level Data Review - Progress Monitoring Assessments**
 - D. Subgroup Data Review
 - E. ESSA Data Review
 - F. Analysis
 - III. Planning for Improvement
 - IV. Student Culture & Environment
 - V. Budget

For detailed guidance on completing the SIP please refer to the 2020-21 SIP Leadership Guide

II. Needs Assessment/Analysis
C. Grade Level Data Review - Progress Monitoring Assessments

This section is: **Active** (Inactive) (NA)

1. Provide the progress monitoring tool(s) by grade level used to compile the below data.

0 words used, 250 words left

2. Provide the 2020-21 school based progress-monitoring data by grade level below.

		Grade 6			
		Number/Proficiency	Fall	Winter	Spring
English Language Arts	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Mathematics	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

		Grade 7			
		Number/Proficiency	Fall	Winter	Spring
English Language Arts	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Mathematics	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

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Section II. Part C is new for the 2021-22 SIP. This section will capture progress monitoring assessment data by grade level, subject area and select demographic information.

First, provide the progress monitoring tool by grade level and subject area used to compile the progress monitoring data. Next, you will need to provide the 2020-21 school based progress monitoring data by grade level broken down by all students, economically disadvantaged, students with disabilities and English Language Learners for each subject area for the Fall, Winter and Spring. If you do not have data for a specific grade, subject area or subgroup, you will need to enter a "0" in the box.

II. Needs Assessment/Analysis

D. Subgroup Data Review

II. Needs Assessment/Analysis / D. Subgroup Data Review

Schoolwide Improvement Plan 2021-22
 Alachua: A. L. Mabane Middle School
 Contact: Jennifer Wixie

Read Only

II. Needs Assessment/Analysis

D. Subgroup Data Review

This section is: [Home](#) | [Compare](#) | [NA](#)

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	10	42	31	9	55	63	5	13			
ELL	23	50		38	42						
BLK	30	42	38	29	49	34	5	48	38		
HSP	44	56	36	41	31	27	43	53			
MUL	42	48		35	65						
WHT	68	62	36	64	68	55	45	76	76		
FRL	40	51	41	39	53	40	22	56	44		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10	42	31	9	55	63	5	13			
ELL	23	50		38	42						
BLK	30	42	38	29	49	34	5	48	38		
HSP	44	56	36	41	31	27	43	53			
MUL	42	48		35	65						
WHT	68	62	36	64	68	55	45	76	76		
FRL	40	51	41	39	53	40	22	56	44		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	33	29	20	37	36	7	25			
BLK	25	39	35	26	42	33	19	50			
HSP	30	27		53	37			53			
MUL	47	56		63	60						
WHT	69	64	43	64	61	39	57	76	85		
FRL	35	41	33	39	44	31	23	58	79		

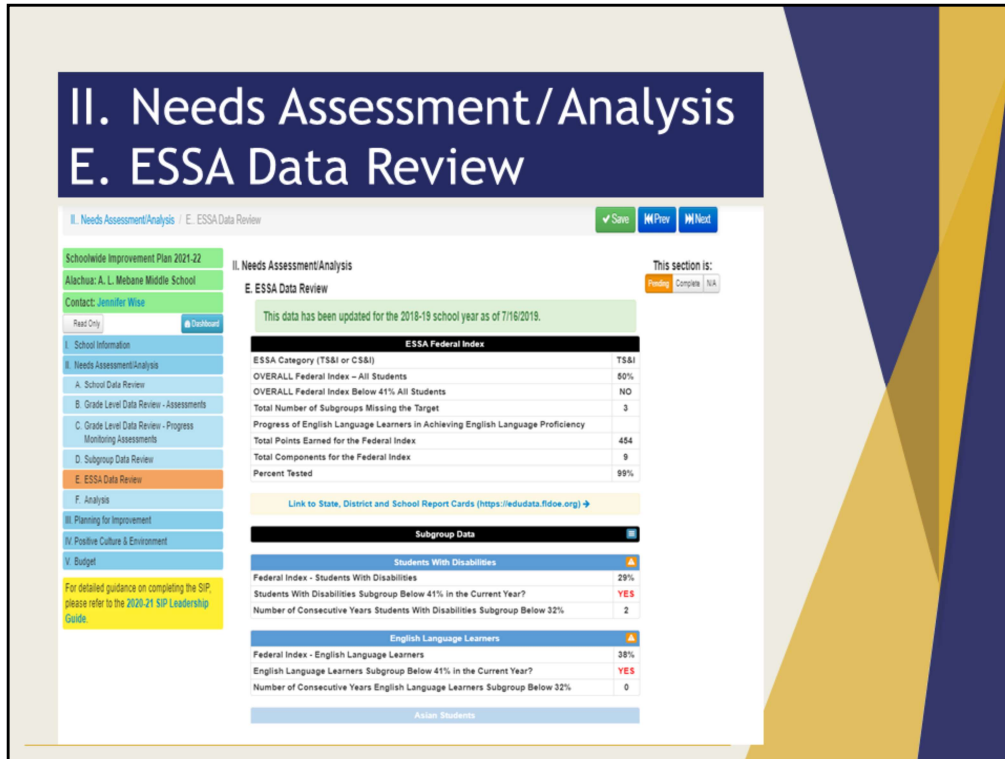
For detailed guidance on completing the SIP, please refer to the 2020-21 SIP Leadership Guide.

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Section II. Part D. 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 E., is called ESSA Data Review. This page is designed to show a simple summary of your school's 2019 ESSA status.

To be designated as a TSI school, a school has one or more ESSA subgroup(s) with a Federal Index below 41%, In this case the identified subgroups must be addressed within the SIP.

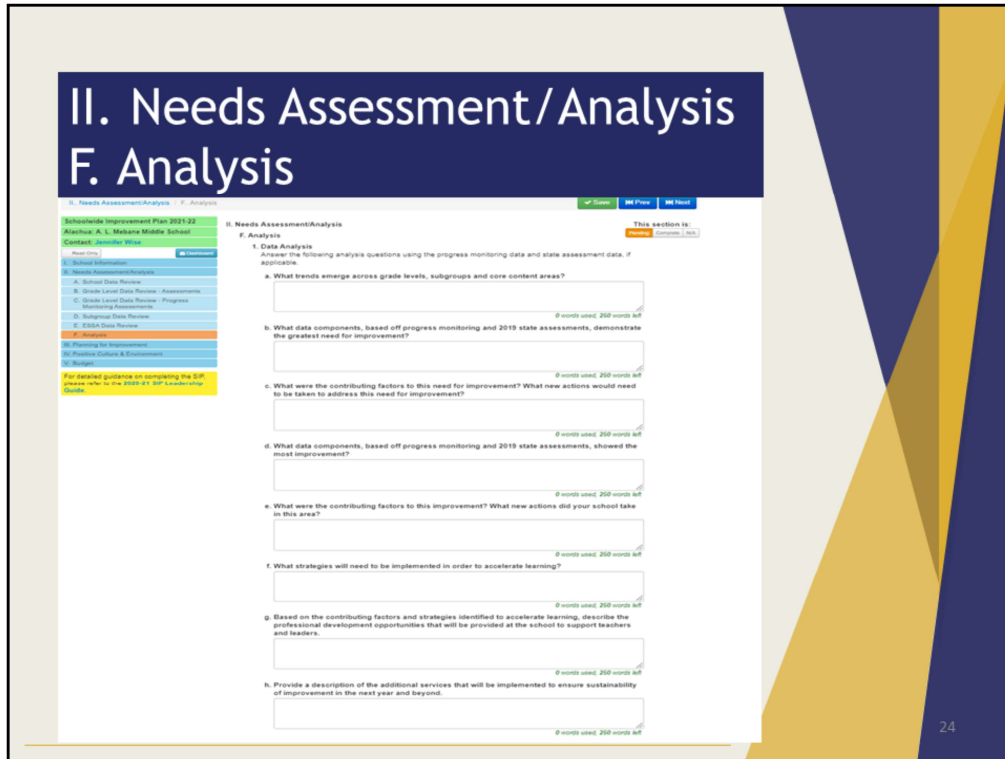
The chart at the top of the page includes some of your school's most relevant ESSA data, including your ESSA category, your overall Federal Index, and whether or not your school's Federal Index falls below 41%.

There is also a link on this page that will take you directly to the Know Your Schools website (formerly, EduData) to view your school or district report card. Here you will also be able 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 progress monitoring data and state assessment data, if applicable. Schools will need to address:

- What trends emerge across grade levels, subgroups and core content areas?
- What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?
- What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?
- What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?
- What were the contributing factors to this improvement? What new actions did your school take in this area?
- What strategies will need to be implemented in order to accelerate learning?
- 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.
- Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

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

III. Planning for Improvement

We will now review section 3, Planning for Improvement.

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: Companion 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 and include a rationale that explains how it was identified as a critical need from the data reviewed.
- State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
- Describe how this Area of Focus will be monitored for the desired outcome and the person responsible for monitoring the outcome.
- Describe the evidence-based strategy being implemented for this Area of Focus.

- 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.

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. 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.

III. Planning for Improvement

Schoolwide Improvement Plan 2021-22

Alachua: A. L. Mebane Middle School

Contact: Jennifer Wise

Read Only | Dashboard

I. School Information

II. Needs Assessment/Analysis

III. Planning for Improvement

IV. Positive Culture & Environment

V. Budget

For detailed guidance on completing the SIP, please refer to the [2020-21 SIP Leadership Guide](#)

III. Planning for Improvement

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources, including the data from Section II (Needs Assessment/Analysis).

This section is: Pending Complete N/A

A. Areas of Focus

-- Select below -- specifically relating to

+ Add An Area of Focus

B. Additional Schoolwide Improvement Priorities

Using Safe Schools for Alex School Incident Report, compare the incident and discipline data of the school to incident and discipline data across your county and the state. 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 SESIR incident or discipline data.

0 words used, 750 words left

Save Prev Next

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Additionally within section III. Planning for Improvement, you will need to use the website Safe Schools for Alex School Incident Report to compare the incident and discipline data of the school to incident and discipline data across your county and the state. 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 SESIR incident or discipline data.

IV. Positive Culture and Environment

IV. Positive Culture & Environment

Schoolwide Improvement Plan 2021-22

Alachua: A. L. Mabane Middle School

Contact: Jennifer Wise

Read Only

School Information

Needs Assessment/Analysis

Planning for Improvement

IV. Positive Culture & Environment

Budget

For detailed guidance on completing the SIP please refer to the 2020-21 SIP Leadership Guide

IV. Positive Culture & 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.

This section is:

Required

Complete

Next

A. Describe how the school addresses building a positive school culture and environment.

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B. Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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A pillar of school improvement is building and cultivating a 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.

You will need to describe how the school addresses building a positive school culture and environment and identify the stakeholders and their role in promoting a positive culture and environment at the school.

The SIP previously included the Family and Parent Engagement Plan for Title 1 schools. The Bureau of Federal Education Programs and Title 1, Part A department will now collect this document through ShareFile as part of their monitoring process. You do not need to upload it within the SIP.

V. Budget

V. Budget

Budget management functions are performed in the Budgets module. Click the button below to go to that module.

This section is: Pending Complete N/A

Manage Budget →

For detailed guidance on completing the SIP please refer to the 2020-21 SIP Leadership Guide.

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Section V. of the SIP allows schools to enter budget items associated with their SIP. Click on the blue Manage Budget button to be taken to the budget screen. 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 email the UniSIG pre-recorded webinar on May 24th and will host the UniSIG Q&A webinar on May 26th.



Submitting the SIP



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We will now review the steps required to submit the SIP.

SIP Dashboard

SIP-2022-A. L. Mebane Middle School ← Back

Plan Dashboard

Edit
Budget
Submit and Track
Reflection
Export PDF
Regenerate PDF (drafts)
Data Analysis

Plan Information

i Current Status: Editing
 Publishing: This plan has not yet been published.
 ▲ Plan created by: [Cayce Balala](#)
 ▲ Last edited by:
 Last edited on: 5/10/2021
 🗑 Editors:

School Board Approval (optional)

[Dropdown Menu]

District Contacts:

	General	TSSSA	Reading
Jennifer Wise		Valde Fortner	
Albacha	SKG	Ute SIG	
	Valde Fortner	Valde Fortner	

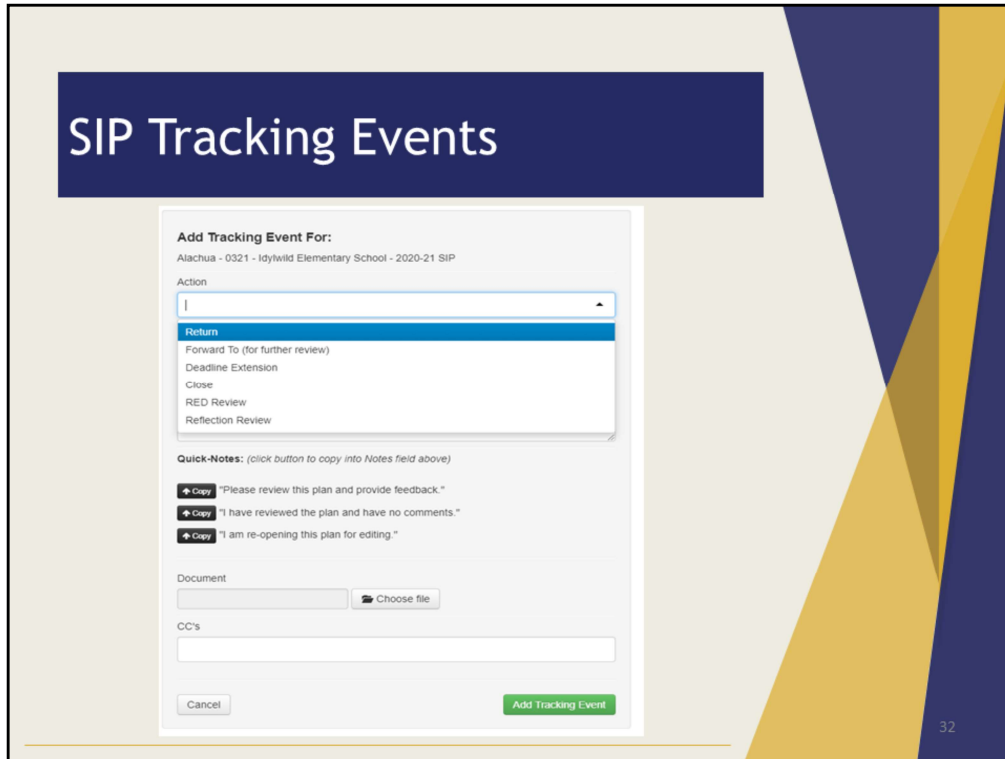
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From the SIP dashboard, click on the orange Submit and Track tab.



After all sections within the SIP have been marked complete, schools will be able to submit their plan by clicking on the blue Submit Plan button.



Using the Add Action button within the Submit and Track feature, plans can be approved or returned and unlocked for edits.

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

CSI schools must have their plan approved by the district and state, whereas TSI schools only require district approval. Deadlines for CSI 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 August 1st.

The SIP for CSI 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 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 TSI schools. However, both TSI and CSI school's SIP's will be locked and published in CIMS on October 15th for public view.

I will now turn it back over to Carrie, who will review best practices for the 2021 school year and the SIP timeline.



Best Practices and SIP Timeline



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Due to the impact of the COVID-19 pandemic, we understand that the 2021-22 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 best practices for 2021-22 that will drive school improvement initiatives to support our most vulnerable students at the most fragile schools.

Focus Areas

- Focused on Achievement Gaps (low-income students, ELL, SWD, and ethnic and racial background)
- Focused on Readiness (reading to learn, early learning and highly effective core instruction)
- Focused on Critical Educational Transitions (K, 3, HS graduation and transition from virtual/innovative model)
- Focused on Supports for Teachers (professional development, mentoring and coaching)

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During the upcoming school year, schools and districts must have a laser like focus to support students, families, teachers, program, school and district leaders.

A school should be focused on:

- Achievement gaps such as our low-income students, English Language Learners (ELL), Students with Disabilities (SWD) and ethnic and racial backgrounds;
- Readiness such as reading to learn, early learning and highly effective core instruction;
- Critical educational transitions in Kindergarten, third grade, high school graduation and transition from virtual or innovative model; and
- Supports for teachers such as, professional development, mentoring and coaching.



In 2018, Max Schachter created Safe Schools for Alex. His youngest son Alex was one of the 17 victims murdered at Marjory Stoneman Douglas High School in Parkland, Florida on Valentine's Day 2018. Since the heartbreaking day that changed Max's life forever, he has made it his mission to make schools safer. His latest initiative, the School Incident Report, was just launched in Florida. This user friendly tool is the First Statewide Dashboard to Reduce School Violence. We believe that by detailing the incidents of violence, drugs, and discipline inside each school, stakeholders will be empowered with the information they need to reduce violence, suspensions, and create a positive healthy learning environment for all children.

Using this site, schools can compare their SESIR incident and discipline data to other schools across the state. For additional guidance on how to navigate the [School Incident Report](#), please see the SIP: Companion Guide found on CIMS.

The Fordham Institute released *The Acceleration Imperative* (March 2021)

- Many students—especially the youngest children in the highest-need schools—will need extra help coming out of the pandemic, particularly in such forms as extended learning time, high-dosage tutoring, and expanded mental-health supports.
- That extra help should complement but cannot replace what students need from schools’ core programs. Tutoring cannot substitute for high-quality curriculum and mental-health services can’t take the place of a positive school culture. No amount of extended learning time can compensate for not making optimal use of the “regular” school day. So while education leaders must address the particular needs of students related to the pandemic, *they may also need to reboot their school improvement efforts*. Implementing a high-quality curriculum is job No. 1.
- To make up for what’s been lost, we need to focus on acceleration, not remediation—going forward rather than going back. That means devoting the bulk of classroom time to challenging instruction, at grade-level or higher, and giving all students access to “the good stuff”: a rich, high-quality curriculum in English language arts, mathematics, social studies, science, the arts, and more.
- Our decisions should be guided by high-quality research evidence whenever possible.



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To make up for what’s been lost, we need to focus on acceleration, not remediation—going forward rather than going back. That means devoting the bulk of classroom time to challenging instruction, at grade-level or higher, and giving all students access to “the good stuff”: a rich, high-quality curriculum in English language arts, mathematics, social studies, science, the arts, and more.

The Fordham Institute released *The Acceleration Imperative* which is an open-source evidence based document created to help address unfinished learning in our elementary grades. Our decisions and planning for the upcoming 2021-22 school year should be guided by high-quality research evidence whenever possible.

This open-source, evidence-based document created with input from dozens of current and former chief academic officers, scholars, and others with deep expertise and experience in high-performing, high-poverty elementary schools to help address unfinished learning in elementary grades. This resource is a living document that will continue to evolve with the input of readers. Practitioners can download and use it as a starting point or an aid for their own planning purposes.

SIP Timeline

2021	
May 17	Schoolwide Improvement Plan (SIP) pre-recorded webinar emailed to districts SIPs open in CIMS
May 20	SIP Q&A webinar
July 14- 29 th	School Improvement Summer Academies by region
August 31	Draft SIPs for all graded CSI schools submitted to district and forwarded to Regional Executive Director (RED) for review
September	2020-21 "opt in" school grades released 2021 state VAM released (3-year aggregate will include 2017-18, 2018-19 and 2020-21)
September 30	REDs finalize the SIP review of the CSI graded school in CIMS
October 15	Deadline for TSI SIPs District approved final versions of the SIP are published for public access in CIMS
November 15	Schoolwide Improvement Plan and School Advisory Counsel Assurances due in CIMS
2022	
February 1	SIP mid-year reflections due in CIMS for CSI Schools
May	Release of 2022-23 SIP
June 15	Preliminary 2021-22 state assessment data released
July	2021-22 school grades released BSI Summer Academy



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Finally, we will review the SIP timeline. As previously mentioned, TSI and CSI schools have different approval and submission requirements. However, all district approved final versions of the SIP are published for public view in CIMS on October 15th. Additional information regarding Schoolwide Improvement Plan and School Advisory Counsel assurances and SIP mid-year reflections will be shared at a later date.

The full BSI timeline can be found in the Toolkit section on CIMS.

CONTACTS

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This concludes today's learning and we thank you for taking the time to listen. The SIP is available on CIMS.

Again, this webinar has been recorded and will be posted in the CIMS Toolkit along with all supporting documents.

In closing and as a reminder, if you have additional questions, BSI will be holding a live Question and Answer Webinar on May 20th at 11am. In order to submit questions ahead of time please use the provided Google form that was previously emailed on May 17th. On the day of the Q&A, you may also submit using the chat feature.

Thank you.



DOE Order No. 2021-EO-02

IV. Opting in to school grades and school improvement ratings



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On April 9, 2021, Commissioner Corcoran issued DOE Order No. 2021-EO-02 to empower local school districts and schools to make important decisions on school grades. This Order directly affects Florida's school improvement network of strategic support that differentiates, by need, according to school grades, established in section 1008.33, Florida Statutes, and Rule 6A-1.099811, Florida Administrative Code. The impact of DOE Order No. 2021-EO-02 on school improvement is outlined in the following slides.

Section IV. A. School Grades, Improvement Ratings and VAM

- School accountability data will be updated in Know Your Schools, excluding new district and school grades.
- Three year aggregate state VAM will be updated and contain available teacher performance data from the following 3 school years: 2017-18, 2018-19 and 2020-21.



Section IV.A. of the Order outlines that school accountability data will be updated in Know Your Schools (formerly EduData), excluding new district and school grades. Rule 6A-5.0411, F.A.C., is suspended in part so that the three-year aggregate VAM scores will contain available teacher performance from the 2017-18, 2018-19 and 2020-21 school years. The three-year aggregate will contain all available data during that time period, meaning that the three year aggregate score will cover a four year span and will contain all available data during that time period.

Teacher eligibility for the UniSIG Supplemental Teacher Allocation will be reviewed during our UniSIG webinar on May 26th.

Section IV. B. Schools retain pre-COVID statutory designations

- Schools identified as CSI or TSI in 2020-21 will maintain their federal designation for the 2021-22 school year.
- Continue to implement a SIP and receive appropriate supports and interventions.
- Exception is for schools who have closed or have obtained a 2020 graduation rate of 67% or higher.

Section IV.B. outlines that schools will retain pre-COVID statutory designations. Except for schools that “opt in” to receive a 2020-21 school grade, all schools in Florida will retain their pre-COVID designations. Schools identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) in 2020-21 will maintain their federal designation for the 2021-22 school year. Schools will continue to implement a SIP and receive appropriate supports and interventions. Consistent with the requirements of ESEA section 8401(b)(1)(F), BSI will continue to support schools identified for CSI regardless of 2020-21 school grade designation. There is an exception for schools who have closed or have obtained a 2020 graduation rate of 67 percent or higher.

Section IV. C. School districts or charter school governing boards may apply to the Department to “opt in” to have one or more 2020-21 school grades or school improvement ratings officially recorded and reported for all statutory purposes.

- Any school that tests 90 percent or more of its eligible students may apply to the Department to "opt in" to have a 2020-21 school grade.
- In the event that a school meets the percent tested requirement of at least 95 percent and demonstrates a level of improvement under the terms of the state’s ESSA plan, the Department will consider a request for removal of a school from the federal designation of CSI.



Section IV. C. School districts or charter school governing boards may apply to the Department to “opt in” to have one or more 2020-21 school grades or school improvement ratings officially recorded and reported for all statutory purposes.


Any school that tests 90 percent or more of its eligible students, within 30 days after the release of all state testing data, may apply to the Department to “opt in” to have one or more 2020-21 school grades or school improvement ratings apply for all statutory purposes that are associated with a school grade or rating. If a 2020-21 Title I CSI school “opts in” to receive a 2020-21 school grade of C or higher and meets the percent test requirement of at least 95%, the school will be eligible to request to exit turnaround status. All districts and schools that do not “opt in” to receive a 2020-21 school grade and are identified as CSI must continue to meet the requirements of their CSI tiered support. The only exception is if there is State Board of Education action or an approved request by the Department.

Unified School Improvement Grant (UniSIG)

- 2020-21 CSI schools will maintain UniSIG eligibility for the 2021-22 school year;
- The Department will have discretion to the funding formula; and
- A school that “opts in” and receives a 2020-21 school grade of D or F and had a 2018-19 school grade of C or higher, will not be eligible to receive UniSIG funding.

UniSIG Supplemental Teacher Allocation

- 2020-21 CSI schools and schools who are approved to “opt in” with a 2020-21 school grade of D or F will be eligible.
- To be eligible, teachers must have a three-year aggregate state VAM of Highly Effective or Effective and be providing direct instruction as of August 31, 2021.
- State VAM can be either the 2019 3-year aggregate or the new state VAM calculation which contains the 2017-18, 2018-19 and 2020-21 school year, whichever is best. Algebra I teachers can use a one-year state VAM from 2019 or 2021.



Some things to keep in mind when preparing for the UniSIG webinar include:

- 2020-21 CSI schools will maintain UniSIG eligibility for the 2021-22 school year;
- The Department will have discretion to the funding formula; and
- A school that “opts in” and receives a 2020-21 school grade of D or F and had a 2018-19 school grade of C or higher, will not be eligible to receive UniSIG funding.

Additionally, we will cover the UniSIG Supplemental Teacher Allocation during the UniSIG webinar. Eligibility requirements include the following:

- 2020-21 CSI schools and schools who are approved to “opt in” with a 2020-21 school grade of D or F will be eligible.
- To be eligible, teachers must have a three-year aggregate state VAM of Highly Effective or Effective and be providing direct instruction as of August 31, 2021.
- State VAM can be either the 2019 3-year aggregate or the new state VAM calculation which contains the 2017-18, 2018-19 and 2020-21 school year, whichever is best. Algebra I teachers can use a one-year state VAM from 2019 or 2021.