



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

2022-23

Schoolwide Improvement Plan (SIP)

Companion Guide

Ungraded Schools

SIP: Companion Guide

The SIP is available at www.FloridaCIMS.org.

Purpose

The Schoolwide Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement. Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

A SIP is required for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to Section (s.) 1001.42, Florida Statutes (F.S.), and the federal Every Student Succeeds Act (ESSA). It is also a requirement for Department of Juvenile Justice (DJJ) schools receiving a rating of Unsatisfactory pursuant to ss. 1003.51 and 1003.52, F.S., and Rule 6A-1.099813, Florida Administrative Code (F.A.C.).

CSI schools can be designated as such in two ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index of 40% or lower.

DJJ Unsatisfactory Ratings are based on percentages by program type:

1. Prevention and Intervention (day treatment programs): 0%-50%
2. Nonsecure Programs: 0%-59%
3. Secure Programs: 0%-53%

To fulfill the requirements, schools are required to complete a SIP using the ungraded schools 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.

Schoolwide Improvement Plan Outline

Part I: School Information

A. School Mission and Vision

Use the text fields to provide your school's mission, vision statement and description of the school's unique population.

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.

3. Describe the population unique to the school.

School leadership should briefly describe the population served by the school.

B. School Leadership Team

This section requires information regarding the school leadership team as it relates to the SIP implementation. If changes in leadership positions occur during the school year, update this section accordingly.

Select the name and email address from the "Employee's Name" drop-down menu. 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. Employees' titles not listed in the drop-down

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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 as it relates to SIP implementation. Discuss how these members serve as instructional leaders, engage stakeholders and collaborate in the school’s decision-making process.

Additionally, this section requests information if educational services are provided through a contract.

C. Demographic Information

This information includes the principal’s name and 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.

Additionally, this section requests information to be entered regarding the instructional positions and student enrollment for the school.

This page also includes prepopulated information on the school type, grades served, primary service type, school function for accountability, Title I status, ESSA subgroups represented, ESSA subgroups below the Federal Index threshold, graduation rate, as well as the school’s school improvement rating, DJJ rating and ESSA status, as applicable to the school.

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 s. 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. 2022-23

- 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 statewide, standardized assessments in English Language Arts (ELA).
 - vii. Level 1 FSA score on the statewide, standardized assessments in mathematics.
 - viii. Students identified with a substantial reading deficiency. As defined by s. 1008.25(5)(a), F.S., 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,

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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.

- 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 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. 2021-22 - Updated
- a. This section is provided for school leadership teams to complete and use for data analysis purposes. Completion of this section is optional.

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. For some ungraded schools, the following charts will mask data with population representation under 10 students.

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.

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 may help you identify key Areas of Focus for your SIP. These charts also include individual grade-level and end-of-course (EOC) assessment 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.

C. 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

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recent school years of school assessment data.

D. ESSA Data Review

This section includes information pertaining to the following subgroups as specified in 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 (<https://edudata.fldoe.org>) to view the school's entire ESSA Report Card.

III: Planning for Improvement

To develop two to three Areas of Focus, schools are required to review performance data using the Know Your Schools Portal (<https://edudata.fldoe.org/index.html>) and EWS data from section.

A. Data Analysis

Your school leadership team will address the following reflection prompts applicable data:

- a) Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?
- b) Which data component showed the most improvement? What new actions did your school take in this area?
- c) What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?
- d) What trends emerge across grade levels, subgroups and core content areas?
- e) What strategies need to be implemented in order to accelerate learning?
- f) Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

Please note:

- **Some schools may receive an overall Federal Index of 40% or lower but have no identified ESSA subgroups below the 41% threshold. In this case, Data Analysis questions referring to ESSA subgroups should reflect on progress monitoring in applicable content areas.**
- **For DJJ schools identified as Unsatisfactory under the DJJ Education Accountability Rating but not identified with an overall Federal Index of 40% or lower under ESSA, data analysis should focus on DJJ Accountability Components rather than ESSA subgroups.**
- **When applicable, schools having no identified ESSA subgroups below 41% may choose to include clarifying language for stakeholders (i.e., "As there are no ESSA subgroups identified below the Federal Index threshold, reflection in this area will focus on...").**

B. Areas of Focus

In this section, your school leadership team 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 analysis. An Area of Focus should target a system or process to be implemented and/or revised

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and monitored to improve student outcomes.

Identify Area(s) of Focus:

Step 1: Identify your school's most critical Area(s) of Focus based on the data review. 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.

Step 4: Identify a measurable outcome the school plans to achieve. This should be a data-based, objective outcome.

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

Step 6: 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 7: Describe the evidence-based strategy being implemented to achieve the measurable outcome and describe how it will be monitored.

Step 8: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Step 9: 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.

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

Step 5: An additional step may be required for each area of focus. If the Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

- **Please Note: For DJJ schools identified only under the DJJ Education Accountability Rating and not under ESSA, data analysis should focus on DJJ Accountability Components rather than ESSA subgroups.**

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

IV: R.A.I.S.E.

Reading Achievement Initiative for Scholastic Excellence (RAISE) Program

The RAISE program established criteria for identifying schools for additional support. The criteria includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment. Additional guidance on the RAISE section of the SIP will be available in July 2022.

Part V. Positive Culture and Environment

Positive school culture and environment are critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment and answer the related analysis questions:

- A. Describe how data will be collected and analyzed to guide decision-making related to the selected target.
- B. Describe how the target area, related data and resulting action plan will be communicated to stakeholders.
- C. Describe how implementation will be monitored for progress.