



FLORIDA DEPARTMENT OF EDUCATION

Form SIP-1

**School Improvement Plan (SIP) Outline
For Focus and Priority Schools**

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

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Purpose

The purpose of this web-based application is to guide the school improvement planning, problem solving and implementation process throughout the year and coordinate strategies and resources that will lead to increased student achievement at the school. The completed school improvement plan may also serve as the Title I Schoolwide Plan, as the SIP is embedded with questions addressing all required components of a schoolwide program, as set forth in the No Child Left Behind (NCLB) Act of 2001, Public Law No. 107-110, Section 1114(b)(1), codified at 20 U.S.C. § 6314(b).

Instructions

Initial Submission

This plan shall be completed and submitted online in the Bureau of School Improvement (BSI) School Improvement Plan web application. The deadline for initial submission will be posted at <https://www.floridaCIMS.org/> prior to the start of the school year, allowing notice of at least 30 days. The 8-step planning and problem-solving process used within the online survey will require the school to review data, some of which will be populated or linked by the department and some of which will need to be gathered by the school in consultation with the district. The Differentiated Accountability (DA) Regional Team shall have access to these data, as needed.

Mid-Year Reflection

While there is a deadline each school year by which the school improvement plan shall be initially completed, it is for archival/research purposes only. The SIP is intended to be a “living” document, allowing schools to continually problem solve how best to reach their goals and adjust strategies and resources as necessary to improve student achievement. To encourage these ongoing discussions, the template includes a mid-year reflection to be completed after the release of mid-year assessment data.

Schools are also encouraged to update school information in Part I as changes are made throughout the school year.

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All responses in Part I should be drafted specifically in reference to the current situation at the school. The information gathered in Part I is intended to inform the review of data indicators for goal development in Part II and provide a foundation for identifying resources and barriers during Part III.

Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

- a. Provide the school's mission statement.
- b. Provide the school's vision statement.

2. School Environment

- a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.
- b. Describe how the school creates an environment where students feel safe and respected before, during and after school.
- c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time.
- d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

3. Early Warning Systems¹

- a. Describe the school's early warning system and provide a list of the early warning indicators used in the system. This list shall include the following:
 - i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 - ii. One or more suspensions, whether in school or out of school
 - iii. Course failure in English Language Arts or mathematics
 - iv. Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- b. Provide the following data related to the school's early warning system:
 - i. The number of students by grade level that exhibit each early warning indicator listed above
 - ii. The number of students identified by the system as exhibiting two or more early warning indicators
- c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

¹ Required for schools with grades 6, 7 or 8

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B. Family and Community Involvement

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

C. Effective Leadership

1. School Leadership Team

- a. Membership
 - i. Identify the name of each member of the school leadership team.
- b. Duties
 - i. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.
 - ii. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

2. School Advisory Council (SAC)

- a. Membership
 - i. Identify the name and stakeholder group of each member of the SAC.
- b. Duties
 - i. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes.
 1. Evaluation of last year's school improvement plan
 2. Development of the current school improvement plan
 3. Preparation of the school's annual budget and plan
 - ii. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.
 - iii. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
 1. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

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3. *Literacy Leadership Team (LLT)*

a. Membership

- i. Identify the name of each member of the school-based LLT, also known as the Reading Leadership Team, in accordance with Rule 6A-6.053(3), Florida Administrative Code.

b. Duties

- i. Describe how the LLT promotes literacy within the school.

D. Public and Collaborative Teaching

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.
2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.
3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

E. Ambitious Instruction and Learning

1. *Instructional Programs and Strategies*

a. Instructional Programs

- i. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

b. Instructional Strategies

- i. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.
- ii. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:
 1. Strategy type and description
 2. Strategy purpose and rationale
 3. Number of minutes added to the school year
 4. Person(s) responsible for monitoring implementation of the strategy
 5. Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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2. Student Transition and Readiness

- a. PreK-12 Transition
 - i. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.
- b. College and Career Readiness²
 - i. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.
 - ii. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.
 - iii. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.
 - iv. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes.

Part II: Needs Assessment

Schools are required to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool has been developed, available to all schools, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation. This path of inquiry is referred to as “Step Zero” as it is the pre-work necessary to prepare for the 8-step planning and problem-solving process, which is captured in Part III of this plan.

Part III: 8-Step Planning and Problem Solving for Implementation

Goals, barriers and/or strategies must specifically address any subgroup not meeting its AMO targets for the prior school year. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) must also be considered during this process.

Develop implementation plans for the school’s highest-priority goals by engaging in a facilitated planning and problem-solving process. Use the following prompts to capture the process and plan components:

Step 1: a) Identify a strategic goal. b) Establish targets (i.e., SMART goals) to be accomplished by successfully reaching the strategic goal.

The goal and targets together form a “Theory of Action” [e.g., If we (1a), then we will see (1b)], which will be tested and refined through this process.

² Required for schools with grades 9, 10, 11 or 12

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Step 2: Brainstorm resources that are available to support the goal and barriers that could hinder achieving the goal. Organize barriers into thematic “buckets.”

Step 3: Prioritize barrier buckets and select one bucket of *alterable elements* (e.g., curriculum, instruction, environment, organizational systems) to address, based on the potential impact the elimination or reduction of the barrier would have on the goal and the cost and complexity of implementation.

Step 4: Brainstorm and prioritize strategies that could be used to eliminate or reduce the selected barrier bucket; include the rationale for each strategy. Select a strategy to develop an action plan for implementation.

In Steps 5-8, details must include a description of the activity, the person(s) responsible for completing the activity, the start and end dates and frequency of the activity, and the evidence the person responsible will use to demonstrate completion of the activity.

Step 5: Develop an action plan by identifying all steps that will need to be taken to implement the selected strategy.

- Indicate whether the step is a professional development opportunity or technical assistance. These items will require additional details, including the facilitator and participants or the developer and intended audience.
- Indicate whether the step will require funding. Budget items will require additional details, including a description, the funding source and the amount needed.

Step 6: Determine how the action plan for the selected strategy will be monitored for fidelity of implementation; add distinct monitoring activities as needed.

Step 7: Determine how the selected strategy will be monitored for effectiveness at reducing or eliminating the selected barrier bucket; add distinct monitoring activities as needed.

Step 8: Determine how progress towards the goal and annual targets will be monitored, including the data that will be collected and reviewed throughout the year; add distinct monitoring activities as needed.

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Mid-Year Reflection

This section is to be completed after mid-year assessment data is available.

Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part III.

- Has the goal been achieved?
 - If yes, what evidence do you see to indicate you have achieved the goal?
 - If no, is desired progress being made to accomplish the goal?
 - If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?
 - If no, have the originally targeted barriers been eliminated or reduced?
 - If yes, what evidence do you see to indicate barriers have been eliminated or reduced?
 - If no, are the original strategies being implemented with fidelity as designed?
 - If yes, what evidence do you see to indicate strategies have been implemented with fidelity? Engage in a problem-solving process around *strategy development*, making edits as needed to Step 4.
 - If no, engage in a problem-solving process around *implementation fidelity*, making edits as needed to Step 6.

Appendix 1: Implementation Timeline

This report will be generated automatically based upon each action step and monitoring activity entered as part of the 8-step planning and problem-solving process in Part III.

Appendix 2: Professional Development and Technical Assistance Outlines

These reports will be generated automatically based upon each activity identified as a professional development opportunity or technical assistance item as part of the 8-step planning and problem-solving process in Part III.

Appendix 3: Budget

This report will be generated automatically based upon each budget item identified in the 8-step planning and problem-solving process in Part III.