



FLORIDA DEPARTMENT OF
EDUCATION
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Principal's Guide for the Pilot School Improvement Plan

Please contact your Regional Differentiated Accountability Team or the Bureau of School Improvement to assist with any questions your school leadership team may have in completing this process.

Principal's Guide to the Pilot School Improvement Plan (SIP)

The Pilot SIP is available at www.floridaCIMS.org.

Purpose

The purpose of this guide is to assist principals and the school leadership team with the creation of the SIP. This plan is a requirement for Targeted Support and Improvement (TS&I) or Comprehensive Support and Improvement (CS&I) Schools pursuant to 1008.33 F.S. Both the Pilot SIP and Standard SIP meet the statutory requirements; however, districts have the discretion to determine which template should be used by schools.

The completed SIP may also serve as the Title I Schoolwide Plan, as the SIP includes all of the required components of a schoolwide program, pursuant to Every Student Succeeds Act, Public Law No. 114-95, § 1114(b).

Schools are also encouraged to update information within the SIP to reflect their ongoing school improvement efforts. The data contained in the SIP survey on www.floridaCIMS.org, including EWS data and School Grade Component data, should be used to inform the overarching Areas of Focus described in this School Improvement Plan. This SIP should be drafted specifically in reference to the current situation at the school.

Timeline

Submission of UniSIG Budget

The budget section of the SIP shall be completed by the school leadership team and submitted to the district. The principal shall confirm the district deadline for the school to submit the budget to the district. This will ensure that the district can meet the **August 3, 2018** deadline for submission of the budget to the Office of Grants Management. This budget section will then be locked on August 3, 2018; however, school leadership teams can still continue to make changes within the other sections of the SIP until its August 31, 2018 due date.

Submission of SIP

This plan shall be completed and submitted online at www.floridaCIMS.org. The deadline for initial submission is **August 31, 2018**. The planning process used within the online survey will require the school to review data, some of which will be prepopulated within the Pilot SIP and some of which will need to be gathered by the school in consultation with the district. The Differentiated Accountability (DA) Regional Team will have access to review the data included within the SIP and provide feedback prior to the publication of the SIP.

Mid-Year Reflection

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 required mid-year reflection to be completed with the use of district progress monitoring date by **February 1, 2019**.

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Part I: School Information

A. School Mission and Vision

Use the text fields to provide your school's mission and vision statements. If the fields are prepopulated, 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, answering questions such as the following:

- Who are we?
- What do we do?
- Why do we do it?

2. Provide the school's vision statement.

A vision statement should describe the ideal state of the organization, answering questions such as the following:

- Who do we want to become?
- What do we want to ultimately achieve?

B. School Leadership Team

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

1. Membership

The name and email address must be selected 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. Please refer to the guidance tab in this section for instructions on editing this list.

2. Duties

Describe the roles and responsibilities of the different members 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

This information includes the principal name, the school type, the grades served, Title I status, minority rate, the school grade history, as well as the school's DA status. This information is imported by FDOE from Survey 2, Survey 3, and the MSID files.

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-level data, rather than district- or school-level, FDOE is not able to prepopulate this data. This data is to be used as part of your team's needs assessment to identify potential problem areas and inform your school's planning for school improvement.

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Only schools with grades K through 8 are required to complete this section, pursuant to section 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. Current Year

- 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. 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 ELA or mathematics during any grading period
 - iv. Level 1 score on the statewide, standardized assessments in ELA or mathematics
- b. Provide the number of students identified by the system as exhibiting two or more early warning indicators.
- 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. Enter the date this EWS data was collected from the student information system to record a date for future comparisons.

2. Prior Year - 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 edited for correction.
- 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

Schools are required to review performance and EWS data in order to develop Areas of Focus for the coming school year in context of the school's greatest strengths and needs.

A. Assessment and Analysis

Your school leadership team will need to consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS.

1. Which data component performed the lowest? Indicate whether or not this data indicates a trend.
2. Which data component showed the greatest decline from the prior year?

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3. Which data component showed the greatest difference when compared to the state average?
4. Which data component showed the most improvement? Indicate whether or not this improvement indicates a trend.
5. What new actions or changes did your school make in the area of improvement indicated above?

B. School Data

This section includes several key data charts to help provide a better understanding of your school's data as well as your schools greatest areas of need. The first chart depicts your school's School Grade Component averages for the past two years 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 data (formerly Step Zero).

C. Grade Level Data

This section includes grade level data for your school from the last two years. These data charts will help you identify key Areas of Focus for your School Improvement Plan. These charts also include individual grade level and 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.

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

D. Subgroup Data

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 two most recent school years.

Part III: Planning for Improvement

Develop specific plans 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).

- Step 1: Identify your school's most critical Area(s) of Focus based on the data review from Section II (Needs Assessment/Analysis).
- Step 2: Include a Rationale that explains how this Area of Focus was identified as a critical need from the data reviewed and how this Area of Focus impacts student learning and success.
- Step 3: For each Area of Focus, describe the Intended Outcome that the school plans to achieve.
- Step 4: Identify the Point Person who will lead and oversee the overall initiative to address this Area of Focus.
- Step 5: Describe the Action Step(s) to be taken in addressing this specific Area of Focus.
- Step 6: Identify the person responsible for implementing the Action Step(s).

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- Step 7: Describe the Plan to Monitor the Effectiveness of the Action Step(s) pertaining to the Area of Focus.
- Step 8: Identify the person responsible for monitoring effectiveness.
- Step 9: 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.

Part IV: Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

There are five additional questions to complete to fulfill the Title I requirements that are not embedded in other parts of the SIP. The Parent and Family Engagement Policy (PFEP) may also be uploaded in this section. The guiding document named the School Improvement Plan and Title I Requirements can be found at www.floridacims.org in the Toolkit under the SIP tab.

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 Pilot Budget page. This page includes the Summary/Reports, Administrative Costs, and Areas of Focus tabs.

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. Each Area of Focus contains Action Steps. Add as many budget line items as necessary to address the Action Steps (that require funding) within the Area of Focus.

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.

Budget focus: This prepopulates the school's name, no action required.

Funding Source: Select UniSIG from dropdown menu.

FTE: Complete the Full Time Equivalent (FTE) percentage for the position listed. If not applicable, leave this blank.

Amount: Enter cost amount.

Additional Budget Line Notes: Budget notes are optional.

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; you must 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.

Make sure to click the green Save Changes button before leaving this page.

Administrative Costs

Click the Administrative 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 UniSIG allocation. Select Function Code 7200 (General Administration) and Object Code 790 (Miscellaneous Expenses).

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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.

Part VI: Mid-Year Reflection

This section is to be completed after mid-year assessment data is available and due by February 1 for DA schools so the RED and DA team may review the reflection.

Reflect on the Action Steps created to address the Area(s) of Focus described at the beginning of the year and answer the following questions for each of the Intended Outcomes identified in Part III.

Go to the Plan Dashboard and click on the purple Reflection tab to begin the reflection.

- Have the Intended Outcomes been achieved for each Area of Focus?
 - If yes, what evidence do you see to indicate you have achieved the Intended Outcome(s)?
 - What further Action Steps must be continued or added to sustain the Intended Outcome(s)?
 - If no, is desired progress being made to achieving the Intended Outcome(s)?
 - What has hindered progress toward the Intended Outcome(s) and how will they be reduced or eliminated?
 - Are the Action Steps being implemented with fidelity as designed?
 - What changes or adaptations will be made to ensure that Action Steps are implemented with fidelity?