



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

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## **Department of Juvenile Justice: Schoolwide Improvement Plan (SIP) Guide**

## Purpose

The purpose of this guide is to assist Department of Juvenile Justice (DJJ) program leaders with the creation of the SIP. Schools and districts are strongly encouraged to collaborate in the development and implementation of this plan. **DJJ schools are only required to complete the specific sections of the SIP that are outlined in this document.**

This plan is a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA). To fulfill the requirements, schools are required to complete a SIP using the template located in the Continuous Improvement Management System (CIMS) at [www.floridacims.org](http://www.floridacims.org). Regardless of designation, all schools have access to utilize this template in their school improvement efforts.

To be designated as a TS&I school, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. In this case, the Area(s) of Focus specified within the SIP must address the identified subgroup(s). **This plan shall be approved by the district.**

There are three ways a school can be designated as CS&I: (1) have a school grade of D or F (2) have a graduation rate of 67% or lower (3) have an overall Federal Index below 41%. **For these schools, the SIP shall be approved by the district as well as the Department of Education.**

## Timeline

### Submission of SIP

This plan shall be completed and submitted online at [www.floridacims.org](http://www.floridacims.org). The deadline for initial submission is **August 30, 2019**. The planning process used within the online survey will require the school to review data, some of which will be prepopulated within the SIP and some of which will need to be gathered by the school in consultation with the district.

### Mid-Year Reflection

The SIP includes a Mid-Year Reflection required for all TS&I and CS&I schools to be completed by **February 3, 2020**. The Mid-Year Reflection is intended to help schools evaluate their progress toward achieving measurable intended outcomes, as well as assist schools in adjusting their evidence-based strategies, action steps, and resources as necessary.

## 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.**

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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.

### **Job Duties & Responsibilities**

Describe the duties and responsibilities of each member of the School Leadership Team. Discuss how these members serve as instructional leaders, engage stakeholders, and collaborate in the school's decision making process.

## **C. Demographic Information**

This information includes the principal's name and allows you to enter his/her start date. Additionally, it also includes the school type, the grades served, Title I status, ESSA subgroups represented, 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 file. If the principal changes during the school year, please make sure that your district MSID contact notifies the FDOE of this change.

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

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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.

**NOTE: Not all of the EWS data listed below will be applicable for DJJ schools. Enter only the EWS data that is relevant and obtainable for each specific school.**

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. 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 a result of out-of-school suspension (For DJJ residential schools, consider prior school attendance)
  - iii. One or more suspensions, whether in school or out of school (For DJJ residential programs, consider prior school suspensions)
  - iv. Course failure in ELA or mathematics during any grading period
  - v. Level 1 score on the statewide, standardized assessments in ELA or mathematics
  - vi. (*optional*) Enter any other EWS indicators that may be helpful to your schoolwide improvement strategy (see the Guidance tab for more information).
- 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 total FTE units allocated at the school (the number of teachers schoolwide).
- e. Enter the date this EWS data was collected or last updated from the student information system to record a date for future comparisons.

2. Prior Year - As Reported (**Not applicable for DJJ programs**)

- 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 (**Not applicable for DJJ programs**)

- a. This is the school's prepopulated data as reported from the prior year for the EWS indicators which can be updated based on any new data.
- b. This is the school's prepopulated data as reported from the prior year identifying students by grade level as exhibiting two or more EWS indicators which can be edited for correction.

## Part II: Needs Assessment/Analysis

Schools are required to review performance and EWS data in order to develop Areas of Focus for the coming school year related to the school's greatest areas of need. The EWS data is self-reported data, while the rest will be prepopulated within the SIP.

### A. School Data

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 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).

### B. 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 Schoolwide 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.

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

### C. 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.

### D. ESSA Data

This section includes information pertaining to the following subgroups as specified in the Every Student Succeeds Act (ESSA): White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, and Economically Disadvantaged students. This section automatically shows which subgroups fall below the 41% threshold according to the Federal Index. It also includes a link to the EduData site ([edudata.fldoe.org](http://edudata.fldoe.org)) to view the school's entire ESSA Report Card.

### E. Analysis

Your school leadership team will need to consider the following reflection prompts as you examine any relevant school data sources. This may include EWS data, district systems data, progress monitoring data, attendance records, and any other applicable data.

#### 1. Data Reflection

- a) Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends. **DJJ schools**

**should enter which subgroup(s) showed the lowest performance and discuss any trends.**

- b) Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline. **(Not applicable for DJJ programs)**
- c) Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends. **(Not applicable for DJJ programs)**
- d) Which data component showed the most improvement? What new actions did your school take in this area? **(Not applicable for DJJ programs)**
- e) Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? **(Optional for DJJ schools based on their available information)**
- f) Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year. **(DJJ schools will rank their highest priorities based on subgroup)**

### **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).

#### **A. Areas of Focus**

- Step 1: Identify your school's most critical Area(s) of Focus based on the data review from Section II (Needs Assessment/Analysis). **(DJJ Areas of Focus will address any low performing subgroups)**  
Although the 2018-2019 informational baseline DJJ accountability ratings **do not require any specific action at this time**, "Unsatisfactory Components" can be an optional area of focus.
- 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: State the Measurable Outcome that the school plans to achieve.
- Step 4: Identify the person responsible for monitoring the outcome for each Area of Focus.
- Step 5: State the evidence-based strategy that will be implemented to achieve the measurable outcome and describe how it will be monitored.
- Step 6: Explain your rationale for selecting this specific evidence-based strategy.
- Step 7: Describe the Action Step(s) to be taken in this specific Area of Focus.
- Step 8: Identify the person responsible for implementing the Action Step(s).
- 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.

#### **B. Additional Schoolwide Improvement Priorities (Optional for DJJ schools)**

- 1. After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

### **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*

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*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 SIP-Title I Crosswalk can be found at [www.floridacims.org](http://www.floridacims.org) in the Toolkit under the SIP tab.

### **Part V: Budget (Not applicable for DJJ programs)**

### **Part VI: Mid-Year Reflection**

We are in the process of refining the Mid-Year Reflection based on the changes to the 2019-20 Schoolwide Improvement Plan. More information and guidance will be provided in the near future regarding the Mid-Year Reflection.