2022-23
School Improvement Plan Companion Guide

Bureau of School Improvement

Purpose

The School 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.

This plan is a requirement for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools pursuant to section (s.) 1008.33, Florida Statutes (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. We encourage all schools to utilize this template in their school improvement efforts.

A school designated as CSI has met one of the following criteria: (1) have a 2021-22 school grade of D or F; (2) a 2020-21 graduation rate of 67% or lower; or (3) have an overall Federal Index below 41%. **For these schools, the LEA and the Bureau of School Improvement shall approve their SIP.**

A school designated as TSI has 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). **The LEA shall approve the SIP.**

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

School Improvement Plan Outline

I: School Information

A. School Mission and Vision
Use the text fields to provide your school's mission and vision statements. These fields are prepopulated from the 2021-22 SIP, 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.

2. **Provide the school's vision statement.**
A vision statement should describe the ideal state of the organization.

B. School Leadership Team
This section requires information regarding the school leadership team. If changes in leadership positions occur during the school year, update this section accordingly.

1. **Membership**
Select the name and email address 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. LEA School Improvement contact can add and update CIMS user accounts.

Position titles not listed in the drop-down 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. Discuss how these members serve as instructional leaders, engage stakeholders and collaborate in the school's decision-making process.

C. **Demographic Information**

1. **Principal Start Date**
   This information includes the principal's name and his/her start date at the school. If the principal changes during the school year, the LEA shall update the Master School Identification (MSID) file. If the LEA would like to replace the principal at a Turnaround School during the implementation of a Turnaround plan, the LEA shall submit a Principal Verification Form 10 days in advance of hiring to BSI@fldoe.org for approval.

2. **Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.**
   Input the number of teachers with a state Value-added Model (VAM) rating of Highly Effective based off their 2022 3-year aggregate. The new 2022 state VAM calculation contains assessment data from the 2018-19, 2020-21 and 2021-22 school year. The 1-year Algebra state VAM rating includes assessment data from 2022.

   Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments. This information can be found at https://portal.fldoesso.org/PORTAL/Sign-on/SSO-Home.aspx/.

3. **Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.**
   Input the number of teachers with a state VAM rating of Effective based off their 2022 3-year aggregate. The new 2022 state VAM calculation contains assessment data from the 2018-19, 2020-21 and 2021-22 school year. The 1-year Algebra state VAM rating includes assessment data from 2022.

   Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments. This information can be found at https://portal.fldoesso.org/PORTAL/Sign-on/SSO-Home.aspx/.

4. **Total number of teacher positions allocated to the school**
   Input the number of teacher positions allocated to the school (the number of teacher units schoolwide including vacancies).

5. **Total number of students enrolled at the school**
   Input the number of students enrolled at the school at the time the SIP is completed.

6. **Identify the number of instructional staff who left the school during the 2021-22 school year.**
   Input the number of instructional staff who left the school at any point during the 2021-22 school year.

7. **Identify the number of new instructional staff who will join the school during the 2022-23 school year.**
   Input the number of instructional staff who are or will be new to the school during the 2021-22 school year.

8. **Demographic Data**
   This page includes school type, grades served, Title I status, ESSA subgroups represented [10 or more students (subgroups with an asterisk (*) have a federal index below 41%)], the school grade history (including percent of points earned), as well as the school's School Improvement (SI) and ESSA status.

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 self-reported school 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 areas of growth and guides 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 contains all grade levels.

1. 2022-23
    a. Using prior year's data, complete the table with the number of students by current grade level that exhibit each early warning indicator listed. Enter your school's EWS indicators according to your LEA'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 2022 statewide, standardized assessments in ELA.
        vii. Level 1 FSA score on the 2022 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, 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 school improvement strategy.

    b. Using the table from section a., complete the table with the number of students by current grade level who have two or more early warning indicators. *A Level 1 FSA score on the 2022 statewide, standardized assessment in ELA and mathematics counts as one indicator.*

    c. Using current year data complete the table with the number of students identified as being "retained."
        i. In the first row, enter the number of students, by grade, retained in the 2021-22 school year.
        ii. In the second row, enter the number of students, by grade, 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 - As reported, the data tables include prepopulated information submitted in the prior year's SIP.
    a. This is the school's prepopulated EWS data, as reported from the prior year.

    b. This is the school's prepopulated data, as reported from the prior year; identify students by grade level as exhibiting two or more EWS indicators.

    c. This is the school's prepopulated retainee data, as reported from the prior year.

3. Prior Year - Updated, data tables are prepopulated based off information submitted in prior year's SIP.
    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; identify students by grade level as exhibiting two or more EWS indicators, which can be edited for correction.

    c. This is the school's prepopulated retainee data, as reported from the prior year.

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.

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. The bar chart compares state, district and school data.

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 will help you identify key Areas of Focus for your SIP. These charts also include individual grade level and End-of-Course (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.

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 recent school years of school assessment data.

D. ESSA Data Review

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

III: Planning for Improvement

To develop 2-3 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 **I: School Information**. This interactive platform displays information on how the state, LEA and schools are doing with regard to student achievement and success.

A. Data Analysis

Your school leadership team will address the following reflection prompts based on the Know Your Schools data review. Additional data review may be included in the analysis as applicable.

1. What trends emerge across grade levels, subgroups and core content areas?

2. What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

3. What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

4. What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

5. What were the contributing factors to this improvement? What new actions did your school take in this area?

6. What strategies will need to be implemented in order to accelerate learning?

7. 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.

8. Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

B. **Areas of Focus**
In this section, you will develop 2-3 specific plan items for addressing the school's highest priority needs by identifying the most important Areas of Focus based on school data.

The Areas of Focus available within this section:
- **Transformational Leadership -** building the capacity of the school leadership team and improving systems for teacher efficacy.
- **Instructional Practice -** elements of effective teaching methods that come together to achieve student success.
- **Positive Culture and Environment -** consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals and employing school improvement strategies that impact the school culture and environment.
- **ESSA Subgroups -** American Indian/Alaskan Native, Asian, Black/African American, Economically Disadvantaged, English Language Learners, Hispanic, Multiracial, Native Hawaiian/Other Pacific Islander, Students with Disabilities and White. *If your school would like to implement or revise a system for multiple subgroups, please select "outcomes for multiple subgroups" in the drop down box to the right. Identify the specific subgroups targeted within the description box.*

Identify Area(s) of Focus:
Step 1: Click on the green **Add an Area of Focus** button to begin.

Step 2: **Areas of Focus**
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.

Step 3: **Area of Focus Description and Rationale**
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Step 4: **Measurable Outcome**
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

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

Step 6: **Person responsible for monitoring outcome**
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. In order for members to appear in the drop-down menu, they must be registered CIMS users. The LEA School Improvement contact can add and update CIMS user accounts.

Step 7: **Evidence-based Strategy**

   Describe the evidence-based strategy being implemented for this Area of Focus.

Step 8: **Rationale for Evidence-based Strategy**

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

Step 9: Click the green **Save** button 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 menu. In order for members to appear in the drop-down menu, they must be registered CIMS users. The LEA 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. The action steps must be added in order of implementation.

   To delete an action step, click the red image of a trash can next to an action step to mark it for deletion. The user can click the blue undo button to keep the action step.

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

Repeat the above process for each Area of Focus and subsequent Action Steps that 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 (R.A.I.S.E.) Program
For questions regarding RAISE, please contact Paige Michael at Paige.Michael1@fldoe.org.

Section (s.) 1008.365, Florida Statutes (F.S.), established the Reading Achievement Initiative for Scholastic Excellence (RAISE) within the Florida Department of Education to provide instructional supports to school districts, school administrators and instructional personnel in implementing evidence-based reading instruction and interventions in order to improve student reading achievement.

The RAISE program establishes criteria for identifying schools for additional support from State Regional Literacy Directors (SRLDs). For the 2022-2023 school year, the criteria include schools with students in grades three through five, where 50 percent or more of its students, in any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment. In addition, at least 10 students must be present for both the second and third full-time equivalent (FTE) survey periods and must be enrolled at the time of the statewide, standardized testing.

The list of 1,061 identified elementary schools for direct support in the 2022-2023 school year can be found here. Schools identified under the RAISE program will be determined on an annual basis using the criteria established in Rule 6A-6.0531, Florida Administrative Code (F.A.C.).

The 1,061 identified schools under RAISE in 2022-2023 will receive support to assist with improving student literacy achievement from SRLDs. SRLDs serve in a regional capacity focused on improving implementation of evidence-based reading instruction and intervention to meet the needs of all students. SRLDs monitor district-level, school-level and classroom-level data to help provide differentiated support to school districts, school-level literacy leadership teams, literacy coaches and teachers. Specifically, SRLDs provide:

- Professional learning, aligned to the science of reading and evidence-based strategies;
- Initial and ongoing professional learning and support for effective implementation of Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) ELA Standards;
- Professional learning and support for building capacity of school-level literacy leadership teams;
- Professional learning and support for literacy coaches, including delivery of the literacy coach endorsement program; and
- Assistance with:
  - Data-informed instructional decision-making using progress monitoring and other data;
  - Selection and consistent, coordinated use of high-quality evidence-based instructional materials and supplemental materials;
  - Reading instruction in other core subject area curricula, with an emphasis on civic literacy; and
  - A multi-tiered system of supports in order to provide students effective interventions and identify students who may require an evaluation for special educational services, including identifying characteristics of conditions that affect phonological processing, such as dyslexia.

All identified RAISE schools must implement a Schoolwide Improvement Plan (SIP) pursuant to s. 1001.42(18)(a), F.S., using the statewide SIP template found on www.FloridaCIMS.org. All identified schools must complete the SIP and explicitly address strategies for improving reading in grades K-5. In the RAISE portion of the SIP, RAISE schools will identify the Area(s) of Focus (Instructional Practice specifically relating to Reading/ELA), Measurable Outcomes, Monitoring, Evidence-based Practices/Programs and Action Steps to address the Area(s) of Focus. SRLDs can provide support to RAISE schools with developing the RAISE portion of the SIP.

The district may identify a due date; however, all school board approved final versions of the SIP will be published for public view in CIMS on October 31. Additional resources for completing the SIP can be found on www.FloridaCIMS.org.

V: 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

A. Describe how the school addresses building a positive school culture and environment.
B. Identify the stakeholders and their role in promoting a positive school culture and environment.