

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability



Form SIP-1

School Improvement Plan (SIP)

Rule 6A-1.099811
Effective August 2013

This is a paper version of the online template available at <http://www.flbsi.org/>.

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Purpose

The purpose of this web-based application is to guide the school improvement problem-solving and planning 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 all required components of a schoolwide and targeted assistance program, as set forth in the No Child Left Behind (NCLB) Act of 2001, Public Law No. 107-110, Section 1114(b)(1) and 1115(c), 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 <http://www.flbsi.org/> prior to the start of the school year, allowing notice of at least 30 days. The application has built-in logic that will determine which questions are required, based on the school's profile and data. Therefore, not all schools will answer all questions in this template. The problem-solving process used within the online form 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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Part I: Current School Status

A. School Information

1. School-Level Information

- a) School
- b) Principal's name
- c) School Advisory Council chair's name
- d) Names and position titles of the School-based Leadership Team.

2. District-Level Information

- a) District
- b) Superintendent's name
- c) Date of school board approval of SIP

B. School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

1. Describe the membership of the SAC including position titles.
2. Describe the involvement of the SAC in the development of this school improvement plan.
3. Describe the activities of the SAC for the upcoming school year.
4. Describe the projected use of school improvement funds and include the amount allocated to each project.
5. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below.
 Yes, we are in compliance.
 No, we are not in compliance.
6. If no, describe the measures being taken to comply with SAC requirements.

C. Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

1. Administrators

- a) # Administrators
- b) # Receiving Effective rating or higher (percentage will auto-calculate)
- c) For each of your school's administrators (principal and all assistant principals), complete the following fields:

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- 1) Name
- 2) Credentials (degrees and certifications)
- 3) Number of years as an administrator
- 4) Number of years at the current school
- 5) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)

2. *Instructional Coaches*

- a) # Instructional Coaches
- b) # Receiving Effective rating or higher (percentage will auto-calculate)
- c) For each of your school's instructional coaches, complete the following fields:
 - 1) Name
 - 2) Full-time or Part-time
 - 3) School-based or District-based
 - 4) Subject area
 - 5) Credentials (degrees and certifications)
 - 6) Number of years as an instructional coach
 - 7) Number of years at the current school
 - 8) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward AMOs

3. *Classroom Teachers*

- a) # of classroom teachers
- b) # receiving effective rating or higher (percentage will auto-calculate)
- c) # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) (percentage will auto-calculate)
- d) # certified in-field, pursuant to Section 1012.2315(2), F.S. (percentage will auto-calculate)
- e) # ESOL endorsed (percentage will auto-calculate)
- f) # reading endorsed (percentage will auto-calculate)
- g) # with advanced degrees (percentage will auto-calculate)
- h) # National Board Certified (percentage will auto-calculate)
- i) # first-year teachers (percentage will auto-calculate)
- j) # with 1-5 years of experience (percentage will auto-calculate)

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- k) # with 6-14 years of experience (percentage will auto-calculate)
- l) # with 15 or more years of experience (percentage will auto-calculate)

4. **Education Paraprofessionals, pursuant to s. 1012.01(2)(e)**

- a) # of paraprofessionals
- b) # Highly Qualified, as defined in 20 U.S.C. § 7801(23) (percentage will calculate)

5. **Other Instructional Personnel**

- a) # of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals
- b) # receiving effective rating or higher (percentage will auto-calculate)

6. **Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.

7. **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

8. **Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

- a) Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.
- b) What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?
- c) Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP.
- d) Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).
- e) Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents.

9. **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development). Describe what data is collected and how it is analyzed to determine effectiveness of strategies, including persons responsible.

10. Literacy Leadership Team (LLT)

This section meets requirements of Rule 6A-6.053(3), F.A.C.

- a) Identify the names and positions titles of the members of your school-based LLT.
- b) Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).
- c) What will be the major initiatives of the LLT this year?

11. Every Teacher Contributes to Reading Improvement

This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.

Describe how the school ensures every teacher contributes to the reading improvement of every student.

12. Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section is required for schools with grades K-2.

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.

13. College and Career Readiness

This section is required for secondary schools, per Sections 1003.413(2)(g),(h), and (j) and 1008.37(4), F.S.

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

- a) How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
- b) How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?
- c) Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.

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Part II: Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

For each data point below, unless otherwise directed in this form, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.

A. Area 1: Reading

1. *Annual Measurable Objectives (AMOs) scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA*
 - a) All Students
 - b) American Indian
 - c) Asian
 - d) Black
 - e) Hispanic
 - f) White
 - g) English language learners
 - h) Students with disabilities
 - i) Economically disadvantaged
2. *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*
 - a) Students scoring at Achievement Level 3
 - b) Students scoring at or above Achievement Level 4
3. *Florida Alternate Assessment (FAA)*
 - a) Students scoring at Levels 4, 5, and 6
 - b) Students scoring at or above Level 7
4. *Learning Gains*
 - a) Students making learning gains (FCAT 2.0 and FAA)
 - b) Students in lowest 25% making learning gains (FCAT 2.0)
5. *Comprehensive English Language Learning Assessment (CELLA)*
 - a) Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)
 - b) Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)
 - c) Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)

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6. Postsecondary readiness

The following data shall be considered by high schools.

- a) *On-time graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.*

B. Area 2: Writing

1. *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5*
2. *Florida Alternate Assessment (FAA) Students scoring at or above Level 4*

C. Area 3: Mathematics

1. Elementary and Middle School Mathematics

The following data shall be considered by elementary and middle schools.

- a) *Annual Measurable Objectives (AMOs) scoring at or above Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA*
 - 1) All Students
 - 2) American Indian
 - 3) Asian
 - 4) Black
 - 5) Hispanic
 - 6) White
 - 7) English language learners
 - 8) Students with disabilities
 - 9) Economically disadvantaged
- b) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*
 - 1) Students scoring at Achievement Level 3
 - 2) Students scoring at or above Achievement Level 4
- c) *Florida Alternate Assessment (FAA)*
 - 1) Students scoring at Levels 4, 5, and 6
 - 2) Students scoring at or above Level 7
- d) *Learning Gains*
 - 1) Students making learning gains (FCAT 2.0, EOC, and FAA)

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- 2) Students in lowest 25% making learning gains (FCAT 2.0 and EOC)

2. **Middle School Acceleration** (This target includes Algebra I, Geometry, and Biology)

The following data shall be considered by middle schools.

- a) Middle school participation in high school EOC and industry certifications
- b) Middle school performance on high school EOC and industry certifications

3. **High School Mathematics**

The following data shall be considered by high schools.

- a) *Annual Measurable Objectives (AMOs) scoring at or above Level 3 on EOC assessments, or scoring at or above Level 4 on FAA*
 - 1) All Students
 - 2) American Indian
 - 3) Asian
 - 4) Black
 - 5) Hispanic
 - 6) White
 - 7) English language learners
 - 8) Students with disabilities
 - 9) Economically disadvantaged
- b) *Florida Alternate Assessment (FAA)*
 - 1) Students scoring at Levels 4, 5, and 6
 - 2) Students scoring at or above Level 7
- c) *Learning Gains*
 - 1) Students making learning gains (EOC and FAA)
 - 2) Students in lowest 25% making learning gains (EOC)
- d) *Postsecondary readiness - On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.*

4. **Algebra I End-of-Course Assessment (EOC)**

The following data shall be considered for schools with students taking the Algebra I EOC.

- a) Students scoring at Achievement Level 3
- b) Students scoring at or above Achievement Level 4

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5. *Geometry End-of-Course Assessment (EOC)*

The following data shall be considered for schools with students taking the Geometry EOC.

- a) Students scoring at Achievement Level 3
- b) Students scoring at or above Achievement Level 4

D. Area 4: Science

1. *Elementary School Science*

The following data shall be considered by elementary schools.

- a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*
 - 1) Students scoring at Achievement Level 3
 - 2) Students scoring at or above Achievement Level 4
- b) *Florida Alternate Assessment (FAA)*
 - 1) Students scoring at Levels 4, 5, and 6
 - 2) Students scoring at or above Level 7

2. *Middle School Science*

The following data shall be considered by middle schools.

- a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*
 - 1) Students scoring at Achievement Level 3
 - 2) Students scoring at or above Achievement Level 4
- b) *Florida Alternate Assessment (FAA)*
 - 1) Students scoring at Levels 4, 5, and 6
 - 2) Students scoring at or above Level 7

3. *High School Science*

The following data shall be considered by high schools.

- a) *Florida Alternate Assessment (FAA)*
 - 1) Students scoring at Levels 4, 5, and 6
 - 2) Students scoring at or above Level 7

4. *Biology I End-of-Course Assessment (EOC)*

The following data shall be considered for schools with students taking the Biology I EOC.

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- a) Students scoring at Achievement Level 3
- b) Students scoring at or above Achievement Level 4

E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)

- 1. All levels
 - a) # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)
 - b) Participation in STEM-related experiences provided for students

- 2. High schools

The following data shall be considered by high schools.

- a) Students enrolling in one or more *accelerated* STEM-related courses
- b) Completion rate (%) for students enrolled in *accelerated* STEM-related courses
- c) Students taking one or more advanced placement exams for STEM-related courses
- d) Passing rate (%) for students who take advanced placement exams for STEM-related courses
- e) CTE-STEM program concentrators
- f) Students taking CTE-STEM industry certification exams
- g) Passing rate (%) for students who take CTE-STEM industry certification exams

F. Area 6: Career and Technical Education (CTE)

The following data shall be considered by middle and high schools.

- 1. Students enrolling in one or more CTE courses
- 2. Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses
- 3. Completion rate (%) for CTE students enrolled in *accelerated* courses
- 4. Students taking CTE industry certification exams
- 5. Passing rate (%) for students who take CTE industry certification exams
- 6. CTE program concentrators
- 7. CTE teachers holding appropriate industry certifications

G. Area 7: Social Studies (Area 7 will not be completed in 2013-14)

- 1. *U.S. History End-of-Course Assessment (EOC)*

The following data shall be considered in 2014-15 for schools with students taking the U.S. History EOC in 2013-14.

- a) Students scoring at Achievement Level 3
- b) Students scoring at or above Achievement Level 4

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2. *Civics End-of-Course Assessment (EOC)*

The following data shall be considered in 2015-16 for schools with students taking the Civics EOC in 2014-15.

- a) Students scoring at Achievement Level 3
- b) Students scoring at or above Achievement Level 4

H. Area 8: Early Warning Systems

1. *Elementary School Indicators*

The following data shall be considered by elementary schools.

- a) Students who miss 10 percent or more of available instructional time
- b) Students retained, pursuant to s. 1008.25(4)(c), F.S.
- c) Students who are not proficient in reading by third grade
- d) Students who receive two or more behavior referrals
- e) Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.

2. *Middle School Indicators*

The following data shall be considered by middle schools.

- a) Students who miss 10 percent or more of available instructional time
- b) Students who fail a mathematics course
- c) Students who fail an English Language Arts course
- d) Students who fail two or more courses in any subject
- e) Students who receive two or more behavior referrals
- f) Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.

3. *High School Indicators*

The following data shall be considered by high schools.

- a) Students who miss 10 percent or more of available instructional time
- b) Students in ninth grade with one or more absences within the first 20 days
- c) Students in ninth grade who fail two or more courses in any subject
- d) Students with grade point average less than 2.0
- e) Students who fail to progress on-time to tenth grade
- f) Students who receive two or more behavior referrals
- g) Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.

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4. Graduation

The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report.

- a) Students dropping out of school, as defined in s.1003.01(9), F.S.
- b) Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)
- c) Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.
- d) Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)

I. Area 9: Parent Involvement

Title I Schools may use the [Parent Involvement Plan](#) to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities).

J. Area 10: Additional Targets

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

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K. Problem-Solving

Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall 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) shall also be considered during this process. Operational data such as climate surveys and classroom walkthroughs may also be used as available and relevant.

1. Step 1: Identify goal(s) to help you achieve your targets. (Select one or more Areas each goal addresses.)
2. Step 2: Brainstorm which resources are available to support the goal and barriers that could prevent achieving the goal; prioritize barriers.
3. Step 3: Choose some barriers to address, based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed, or are immediately actionable).
4. Step 4: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.
5. Step 5: Identify action steps (including who, what, when, and evidence of completion) that will need to be taken to implement the identified strategies.
6. Step 6: Determine how strategies will be monitored for fidelity of implementation (including who, what, when, and evidence of completion).
7. Step 7: Determine how strategies will be monitored for effectiveness (including who, what, when, and evidence of completion).
8. Step 8: Determine how progress towards each goal will be monitored (including who, what, when, and evidence of completion).

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Part III: Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Part IV: Professional Development

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information:

- A. Related goal (select from drop-down of goals created in Part IIK)
- B. Topic, focus, and content
- C. Facilitator or leader
- D. Participants (e.g., Professional Learning Community, grade level, schoolwide)
- E. Target dates or schedule (e.g., early release day, once a month)
- F. Strategies for follow-up and monitoring, including person responsible

Part V: Budget

Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:

- A. Related goal (Select from drop-down of goals created in Part IIK)
- B. Strategy
- C. Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)
- D. Description of resources
- E. Funding source
- F. Amount needed

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Part VI: Mid-Year Reflection

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(II), 1114(b)(1)(B)(iv) and 1115(c)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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, re-engage the problem solving process at Step 4, making edits as needed to Part II of the SIP.
 - If no, engage in a problem solving process around *implementation fidelity* of the original plan, and make edits as desired to Part II of the SIP.