



School Improvement Plan Development Guide

2016-2017

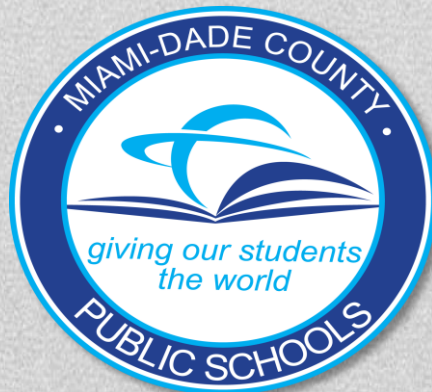




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Introduction

This School Improvement Plan (SIP) Development Guide is a tool to be utilized by all schools in developing a meaningful and effective SIP through strategic problem solving and collaboration amongst all stakeholders. The processes contained in this guide provide schools with the structures and step-by-step processes that enable the development of a customized SIP that will meet the requirement for the 2016-2017 Florida Department of Education (FLDOE) 2016-2017 SIP.

The 2016-2017 SIP Development Guide provides step-by-step processes which will lead schools from the pre-planning stage to the completion of the plan. These processes involve identifying problems and establishing a goal, analyzing data to determine the root causes of undesirable outcomes, identifying barriers and resources in addressing the goal, developing strategies that address, reduce, or eliminate a targeted barrier, and developing specific action steps.

Schools are encouraged to build upon the comprehensive knowledge gained through the 2016 Synergy Summer Institute and refer to the 2016-2017 Professional Development School-Site Blueprint, when developing their SIP goals as they reflect on their current reality in meeting the AdvancED standards.

Each school will prioritize the strategies and action steps and monitor for progress through the use of structured, data-driven, and problem solving processes. Revisions to the strategies and/or action steps will be made throughout the course of the school year.

2016-2017 School Improvement Plan (SIP) Overview

Information from the 2015-2016 SIP has been rolled over into the 2016-2017 plan.

Florida CIMS

- Log on to: <http://www.floridacims.org/plans>
- Enter your e-mail address as your username then enter your password
- Click the green button on the top right hand corner of the screen “+ New Plan” to add a new plan
- This will take you to the Dashboard where the new plan can be accessed
- Click the “Edit” button at the top of your Dashboard to begin updating your plan

Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision
2. School Environment
3. Early Warning Systems (This information will remain the same for the first submission of the SIP. You will update the information for the mid-year report.)

B. Family and Community Involvement

C. Effective Leadership

1. School Leadership Team
2. School Advisory Council
3. Literacy Leadership Team

D. Public and Collaborative Teaching

E. Ambitious Instruction and Learning

Part II: Needs Assessment

This requirement has been met through the completion of the 2015-2016 End-of-Year (EOY) School Improvement Plan (SIP) Review and Planning **and/or** the 2016-2017 Professional Development School-Site Blueprint developed during the 2016 Synergy Summer Institute. **No further action is required for this section.**

Part III: Problem Solving

The Core Instruction Goal is addressed within this section following the 8-Step Problem Solving Process.

- Goal
- Barriers and Resources
- Priority Barrier
- Strategy and Rationale
- Action Steps
 - Monitor for Fidelity of Implementation
 - Monitor for Effectiveness
 - Monitor for Progress toward Meeting Goal

Part IV: Professional Development

Part V: Technical Assistance

Part VI: Budget

SIP Part I: Current School Status

A. Supportive Environment

Review and update your school's response to the following:

1. School Mission and Vision Statements

- a. A mission statement typically describes the current state of the organization, answering questions such as who are we, what do we do, and why do we do it.
- b. A vision statement should describe the ideal state of the organization, answering questions such as who do we want to become or what do we want to ultimately achieve.

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 school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.
- 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 Systems

(This information will remain the same for the first submission of the SIP. You will update the information for the mid-year report.)

- 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:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or Mathematics
- A 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:

1. The number of students by grade level that exhibit each early warning indicator
2. 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.

B. Family and Community Involvement

Review and update your school's response's to the following:

- a. 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.
- b. 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

Review and update your school's response's to the following:

1. School Leadership Team

- a. Membership: Identify the name, email address and position title for each member of the school leadership team.

b. Duties:

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.
2. 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

a. Membership: Identify the name and stakeholder group for each member of the SAC.

b. Duties:

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
 - a. Evaluation of last year's school improvement plan
 - b. Development of this school improvement plan
 - c. Preparation of the school's annual budget and plan
2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.
3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

3. Literacy Leadership Team

- a. Membership: Identify the name, email address and position title for each member of the school-based LLT.
- b. Duties:
 1. Describe how the LLT promotes literacy within the school.

D. Public and Collaborative Teaching

Review and update your school's response's to the following:

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

Review and update your school's response's to the following:

1. Instructional Programs and Strategies

- a. Instructional Programs
 1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.
- b. Instructional Strategies
 1. 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.
 2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

1. 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 Readiness

(This section is required for schools with grades 9,10,11 or 12. All other schools can respond with “ N/A”)

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.
4. 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

SIP Part II: Needs Assessment

**This requirement has been met through the completion of:
(No further action is required for this section)**

- a. 2016-2017 End-of-Year (EOY) School Improvement Plan (SIP) Review and Planning **and/or**
- b. 2016-2017 Professional Development School-Site Blueprint developed during the 2016 Synergy Summer Institute.

SIP Part III: Problem Solving

A. Getting Started

To access the prepopulated goals, click on either the blue “Go to Problem Solving” button or the orange “Problem Solving” button at the top right-hand corner of the page.

B. Goal

- a. Enter the core instruction goal:

If core instruction is increased in all content areas then student achievement will improve.

This is the only required goal for the 2016- 2017 School year.

- b. Click on the blue “Edit” button to continue.

C. Problem Solving Process

1. **Step 1a:** If core instruction is increased in all content areas then student achievement will improve. **(Do not delete the prepopulated information in this section)**

Step 1b: From the list of data indicators provided, establish targets (i.e., “SMART goals”) to be accomplished by successfully reaching the strategic goal; use percent or percentile.

Click on the blue “Step 2” button to continue.

2. **Barriers:** Update the information accordingly.

Resources: List resources from all content areas.

Click on the blue “Step 3” button to continue.

3. **Priority Barrier:** Select one priority barrier.

Click on the blue “Step 4” button to continue.

4. **Strategy:** Select a strategy that can be used to help eliminate or reduce the priority barrier.

Rationale: Include the rationale for the strategy.

Click on the blue “Step 5” button to continue.

5. **Action Steps:** Develop an action plan by identifying all steps that need to be taken to implement the strategy selected in Step 4.

a. Indicate whether the step is a professional development opportunity or technical assistance opportunity.

1. Professional Development (PD): Interactive opportunities for staff to grow in their beliefs, knowledge and/or skills, such as workshops, book studies, and coaching. PD tends to require facilitation, active engagement, participant collaboration, reflection, and follow-up to ensure transfer into practice.

2. Technical Assistance (TA): Informational materials (e.g., directions, FAQs, handbooks, tutorials) designed to convey policies and procedures to help people do their work properly. Well-designed TA can usually be completed and understood by an individual without interacting with colleagues or a facilitator.

b. Indicate whether the step is a budget item. Budget items will require additional details, such as a description, funding source and amount needed.

Click on the blue “Step 6” button to continue.

6. **Monitor for Fidelity of Implementation:** Determine how the action plan (Step 5) for the selected strategy will be monitored for fidelity of implementation. Add distinct monitoring activities as needed.

Click on the blue “Step 7” button to continue.

7. **Monitor for Effectiveness:** Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the barrier selected (Step 3). Add distinct monitoring activities as needed.

Click on the blue “Step 8” button to continue.

8. **Monitor for Progress toward Meeting Goal:** Determine how progress towards the goal and annual targets established (Step 1) will be monitored (what data will be collected and reviewed throughout the year). Add distinct monitoring activities as needed.

This marks the completion of the core instruction goal.

SIP Part IV: Professional Development

This data has been populated automatically from Problem Solving using Action Steps marked as "PD Opportunity." To change text displayed, click the "Jump to Step" button to return to the section of Problem Solving where it was originally entered.

SIP Part V: Technical Assistance

This data will be populated automatically from Problem Solving using Action Steps marked as "TA Opportunity." To change text displayed, click the "Jump to Step" button to return to the section of Problem Solving where it was originally entered.

SIP Part VI: Budget

There are two tabs on the SIP 2016 Budget page.

1. **Summary/Reports:** This tab automatically generates a downloadable CSV file populated with all budget lines entered for the plan. Click the black Budget CSV Download button to download the file.
2. **Problem Solving:** This tab allows you to add budget lines directly tied to strategies proposed to reduce barriers to the strategic goal(s) identified in III. Problem Solving.