# 

**Volusia County Schools**

School Improvement Workbook

**SY 2019-2020**

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# http://myvolusiaschools.org/Community-Information-Services/Logos/ALL%20IN%20BW%20transparent%20background.png

# Purpose

The purpose of this workbook is to assist principals and the School Leadership Team with the creation of the School Improvement Plan (SIP) and will support Title I requirements for budget. A School Improvement Plan is a requirement for all Volusia County Schools, and it also fulfills expectations of our accrediting body, AdvancEd.

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

Schools should use the School Improvement Plan to reflect ongoing school improvement efforts. Multiple data sources, including but not limited to, a climate survey, SIP End of Year Report, EWS data and School Grade Component data should be used to inform 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.

# SIP 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 tentatively **\_\_\_\_\_\_\_\_\_\_\_, 2019**. The SIP planning process requires 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.

## Submission of UniSIG Budget (UniSIG schools only)

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 tentative **August 2019** deadline for submission of the budget to the Office of Grants Management. This budget section will then be locked tentatively by August 2019; however, School Leadership Teams can continue to make changes within the other sections of the SIP until its due date, tentatively by **August 31, 2019**.

## 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, which is due tentatively by **February 15, 2020**.

# Part I: School Information

## School Mission and Vision

Use the text fields to provide your school's mission and vision statements. The fields are prepopulated with your previous mission and vision statement. Review the information with your School Leadership Team and modify as needed.

## 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?

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| **Mission Statement:** |

## 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?

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| **Vision Statement:** |

## 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.

## Membership

The name and email address must be selected from the Employee's Name drop-down menu. Members but be registered in CIMS in order to appear in the drop-down menu. Please refer to the guidance tab in CIMS for instructions on editing this list.

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| **NAME** | **TITLE** |
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## 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.

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## Demographic Information (pre-populated)

This information includes the principal name, school type, grades served, Title I status, minority rate, 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.

## 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 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

1. 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:
   1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
   2. One or more suspensions, whether in school or out of school
   3. Course failure in ELA or mathematics during any grading period
   4. Level 1 score on the statewide, standardized assessments in ELA or mathematics
2. Provide the number of students identified by the system as exhibiting two or more early warning indicators.
3. Provide the number of students by grade level identified as retainees.
   1. In the first row, enter the number of students by grade who were retained in the most recent school year.
   2. 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.
4. Enter the date this EWS data was collected from the student information system to record a date for future comparisons.
   1. Prior Year - As Reported
5. This is the school’s prepopulated data as reported from the prior year for the early warning system indicators.
6. 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.
   1. Prior Year – Updated
7. This is the school’s prepopulated data as reported from the prior year for the EWS indicators which can be edited for correction.
8. 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 conduct a **SIP End of Year Review** with their School Leadership Team in **May** in order to complete a final needs assessment to prepare for the School Leadership Team Summer Institute. Schools will review their performance and EWS data in order to develop Areas of Focus for the upcoming school year in context of the school’s greatest strengths and needs.

## Assessment and Analysis (SLT pre-work)

## Systems and Structures Gap Analysis: School Leadership Teams will analyze the effectiveness of their current systems and structures.

## Directions:

## Highlight all systems and structures that are currently in place at your school.

## Circle any of the highlighted systems and structures that need to be improved.

## Select 3 systems and structures from those that you circled and also NOT highlighted to implement this year.

## Research the 3 systems and structures. (Canvas link)

## Brainstorm how you would implement each at your school.

## Pitch it to your team.

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| SYSTEM OR STRUCTURE |  |  |  |
| 5ESSENTIAL |  |  |  |
| BRAINSTORM |  |  |  |
| TIMELINE of IMPLEMENTATION |  |  |  |

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| **Effective Leaders** | **Safe & Supportive Environment** | **Ambitious Instruction** | **Collaborative Teachers** | **Family & Community Engagement** |
| *The principal works with teachers to implement a clear and strategic vision. They develop a plan that includes structures and supports to accelerate and sustain school improvement.* | *Students feel safe and supported by their teachers and peers. The school’s culture is focused on high expectations for all students. All stakeholders are committed to equity.* | *Classes are academically demanding and engage students by emphasizing the application of knowledge. High expectations for all students.* | *The staff is committed to the school, receives professional learning and works together to improve the school through a belief in collective efficacy.* | *The entire school staff builds strong relationships with families and communities to support learning.* |
| * **Administrative Learning Walk** * **Administrative Walkthrough & Feedback Schedule** * **Administrative Walkthrough Tools** * **Administrative Weekly Meetings** *(discuss curriculum, instruction, & assessment)* * **Decision Making Chart** * **Master Schedule** * **Meetings Schedule/Calendar** *(Faculty, SAC, PTA, EWS, PST, SLT, Leadership, Coaches, Grade Level/ Department)* * **MBWA**   *(manage by walking around)*   * **Roles & Responsibilities Chart** * **School Branding & Marketing** * **School Handbook** * **School Professional Learning Plan** * **School-Wide Common Instructional Agreements** *(curriculum map, resources, grading practices, assessments, bell to bell)* * **School-Wide Assessment Schedule** * *(date certain by grade/subject of District and State assessments)* * **SIP One-Page Summary** * **Weekly Principal Message** | * **Attendance and Tardy Policies** *(prevention program, incentives/consequences, parent contact, chronic absentee plan)* * **Bully Prevention Program** * **Classroom Management: CHAMPS** * **Coaching Culture**   *(meet regularly w/leadership, coaching expectations)*   * **Discipline Policies & Procedures**   *(level of offense, referrals, consequences, parent contact, follow-up communication)*   * **Disrupting Poverty Practices** * **Early Warning System**   *(quarterly review, drop-out prevention plan, action plan)*   * **Foster Student Leaders** *(safety patrol, student council, honor clubs, awards)* * **Growth Mindset for All** * **Mentoring Program** * **New Student Induction Plan** * **New Teacher Induction Plan** * **Safety Plan and Procedures** * **School-wide Behavioral Plan** (*PBIS, Restorative Practices)* * **School Celebrations & Traditions** * **Social Emotional Learning** *(Sanford Harmony, RULER)* | * **Access to Standards for ELL Students** * **Acceleration Classes** * **Common Board Format** * **ESSA Subgroup Monitoring** * **Frequent Formative Assessments** * **Gradual Release** * **Graduation Assurance Plan** * **Growth Mindset Culture** * **Higher-Order Questioning** * **Inclusive Practices** * **Instructional Practice Guides (IPGs)** * **Intervention & Remediation Plan** *(struggling students, ESE, ESOL, lowest quartile, ESSA)* * **Models of Gifted** * **School Improvement Progress Monitoring Meetings** * **Standards-Based Instruction** * **Student Data Chats** * **Student Engagement** *(questioning techniques & collaborative structures)* * **Sub Plans** * **Teacher Led Small Group** * **Technology to Enhance Learning** | * **Coaching Culture**   *(coaching plan, cycles, tools)*   * **Collaborative Planning w/Knowledgeable Other** * **Collective Efficacy Practices** * **Common Assessments** * **Data Meetings** * **Data Wall** * **Learning Walks** * **Personalized Learning** * **Planning and Pacing** * **Professional Learning Communities** * **Quarterly Grade Level/Subject Area** * **School Leadership Team** | * **Award Ceremonies**  *(students, teachers, volunteers, business partners)* * **Communication Tool** *(newsletter, website, Connect Ed., activities/event calendar)* * **Family & Community Input** *(Parent comment box, Climate Surveys-teacher, student, parent, and community)* * **First Impressions** **Practices** * **Parent Conferences** *(graduation assurance, data chats)* * **Parent Events** *(curriculum, FSA, SAC, PTS/PTSA, EWS, Parent University, FACT Fair)* * **MS & HS EXPOs** * **Registration Policies & Process** *(Kindergarten, family, new student)* * **Start of Year Kick-Off** *(Meet the Teacher, First day of School, Open House)* |

## \*Not inclusive.

## SIP End of Year Report

## In May, your SLT will meet for a SIP End of Year Review. Consider the following reflection prompts as you examine all relevant academic data sources.

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## 1. Which data component (subject & grade) performed the lowest? Indicate whether this data indicates a trend.

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## 2. Which data component (subject & grade) performed the highest? Indicate whether this data indicates a trend.

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## 3. Which data component (subject & grade) showed the greatest difference when compared to the district average?

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## 4. Which data component (subject & grade) showed the most improvement?

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## 5. What new actions or changes did your school make in the area of improvement indicated above in question number 4?

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## Climate Survey Data (5Essentials or AdvancED)

## Your School Leadership Team will need to consider the following reflection prompts as you examine all relevant data sources.

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## 1. Looking at the data, what strengths do you see?

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|  | STAFF | FACULTY/TEACHER | STUDENTS | PARENTS |
| AdvancED |  |  |  |  |
| 5Essentials |  |  |  |  |

## 2. Looking at the data, what areas of improvement do you see?

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|  | STAFF | FACULTY/TEACHER | STUDENTS | PARENTS |
| AdvancEd |  |  |  |  |
| 5Essentials |  |  |  |  |

## 3. What additional data might we collect through interviews or focus groups to provide context for the climate survey data?

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**4. How will we present the data to different stakeholders, such as staff, students, family, and the community?**

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## 5. Based on your climate survey(s), what new actions or changes will your school consider for SY19-20?

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## Comprehensive Needs Assessment (Title I Schools Only)

## All Title I schools are required to complete a CNA prior to their SY19-20 budget approval. The district budget is due in May and must contain everything that schools would request prior to SY19-20. Complete the following CNA below to help focus your budget request.

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| **Title I Comprehensive Needs Assessment for 2019-2020** | |
| **School:** | **Principal:** |

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| **Effective Leaders and Collaborative Teachers**  *The principal works with teachers to implement a clear and strategic vision. They develop a plan that includes structures and supports to accelerate and sustain school improvement.*  *The staff is committed to the school, receives professional learning and works together to improve the school through a belief in collective efficacy.* | |
| **As you review this section, keep these guiding questions in mind as you reflect on SY18-19 and plan for SY19-20:** | |
| * Is there a process to determine professional development needs of coaches, teachers and non-instructional staff? * Do teachers engage in professional learning that includes self-assessment, peer observation, mentoring and coaching, that is aligned, sustained and focused with time to practice and implement? * How effective are PLCs with using data to make instructional decisions and prepare classroom lessons? (Consideration is given to all ESSA Sub-groups) * How often do teachers engage in collaborative planning with knowledgeable other(s)? * Is there a sense of collective efficacy among teachers, staff and administration? | |
| **What did the data indicate?** | **How will Title I funds be used to address the need?**  (Professional Learning, Resources, Personnel, Technology) |
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| **Safe and Supportive Environment**  *Students feel safe and supported by their teachers and peers. The school’s culture is focused on high expectations for all students. All stakeholders are committed to equity.* | |
| **As you review this section, keep these guiding questions in mind as you reflect on SY18-19 and plan for SY19-20:** | |
| * To what degree is your implementation of a school-wide SEL or Behavior Plan? What impact has it made on climate and behavior at school? * According to your SIP Mid-year Data Report, what were the data trends? (EWS, Attendance, Discipline, SEL, D&F Report, etc.) * Are there specific differences in sub-group populations? * What supports are needed for intervention for students with behavioral or social emotional concerns? * What do student, parent, and teacher survey responses indicate about school culture and climate? (5-Essentials or AdvancED or Title I Parent Survey) * What supports are in place for students who are homeless? Migrant students? ELL? | |
| **What did the data indicate?** | **How will Title I funds be used to address the need?**  (Professional Learning, Resources, Personnel, Technology) |
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| **Ambitious Instruction**  *Classes are academically demanding and engage students by emphasizing the application of knowledge. High expectations for all students.* | |
| **As you review this section, keep these guiding questions in mind as you reflect on SY18-19 and plan for SY19-20:** | |
| * To what degree are teachers implementing standards-based instruction in all content areas? * According to your SIP Mid-year Data Report, what were the academic data trends? * According to your ESSA Report, do any student sub-groups (Black, White, Hispanic, Multi-Racial, SWD, ED, ELL) perform below 41% proficiency? What factors contribute to or inhibit student outcomes? * What supports are needed for intervention/remediation to close the achievement gap? * If applicable, how effective is the PK or VPK program at your site? What is the impact on K readiness? | |
| **What did the data indicate?** | **How will Title I funds be used to address the need?** (Professional Learning, Resources, Personnel, Technology) |
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| **Family and Community Involvement**  *The entire school staff builds strong relationships with families and communities to support learning.* | |
| **As you review this section, keep these guiding questions in mind as you reflect on SY18-19 and plan for SY19-20:** | |
| * Is the Parent & Family Engagement Plan (PFEP formerly known as PIP) known and valued by teachers and families? Does it drive decisions for engaging families? * Are parents and teachers involved in the development and monitoring of the PFEP? * What percentage of the activities for parents and families have an academic focus? * Do teachers engage in professional development focused on working effectively with parents and families? * How do teachers keep parents informed of their child's progress? * Does the school work intentionally towards creating a welcoming environment for families that is customer service orientated? (survey results) * Do parents respond to outreach through technology? | |
| **What did the data indicate?** | **How will Title I funds be used to address the need?**  (Professional Learning, Resources, Personnel, Technology) |
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| **PART B. SY18-19 Title I Funds Impact Analysis** | |
| **IMPACT SCALE** | |
| 5 | **Impact on Learning.** The use of funds had the intended effects and **there is evidence of impact on student learning**. *What effects did you see that you can attribute to your school's success? How do you know you were successful? What evidence do you have that the efforts/activities were successful?* |
| 4 | **Change in Practice.** The use of funds had the intended effects and **there is evidence of change in practice/beliefs**. Our school is on track with this approach. *How do you know you are on track? What changes have been noted? Were the changes intended or secondary to the change that was intended? How are you tracking qualitative data to support your evidence?* |
| 3 | **Implementation.** The funds were used as intended and the activity was implemented, but **there is not enough evidence yet to assess the impact**. (*Was the activity/program implemented fully and with fidelity? What data can be used to assess success? What was not successful and could be improved?)* |
| 2 | **Partial Implementation.** The funds were expended, but **implementation was not fully implemented or there was lack of fidelity, so results were inconclusive or insufficient to determine the intended impact**. (*What would you revise and/or adjust for the future? What would you do instead?* |
| 1 | **Not implemented.** *Why not? What did you do instead?* |

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| **Title I Funded School Supports** | **Rate Current Level on Impact Scale** | **Provide a justification (data/evidence) for your IMPACT SCALE rating.** |
| Coach(es) |  |  |
| Intervention teacher(s) |  |  |
| Title I Tutoring (school-based) |  |  |
| STAR Tutoring |  |  |
| Parent Liaison |  |  |
| Graduation Assurance |  |  |
| Parent and Family Engagement |  |  |
| Professional Learning |  |  |
| PLCs |  |  |
| STEM/STEAM |  |  |
| Technology Purchases |  |  |
| Technology Integration |  |  |
| Supplemental Materials |  |  |
| Supplies |  |  |
| Transportation (tutoring) |  |  |
| Homeless allocation |  |  |

## B. School Data (FSA data will be pre-populated in June and July)

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).

## Grade Level Data (FSA data will be pre-populated in June and July)

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 (FSA data will be pre-populated in July)

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.

**Any ESSA subgroup below 41% proficiency will require a plan of action. Check your SY17-18 baseline school report card:** [**https://edudata.fldoe.org/**](https://edudata.fldoe.org/)**. Mark an X in each subgroup that performed below 41% proficiency during SY17-18.**

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| **ESSA Subgroups**  **Below 41%** | **WHT** | **BLK** | **HSP** | **ASN** | **AMI** | **MUL** | **PAC** | **SWD** | **FRL** | **ELL** |
| **SY17-18** |  |  |  |  |  |  |  |  |  |  |
| **SY18-19** |  |  |  |  |  |  |  |  |  |  |

# 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.

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.

Include action steps for:

* + - * + ESSA subgroups performing below 41% proficiency
        + Title I funded purchases

Step 6: Identify the Point Person(s) responsible for implementing the Action Step(s).

Step 7: Describe the Plan to Monitor the Effectiveness of the Action Step(s) pertaining to the Area of Focus.

Include dates for:

* SIP Progress Monitoring, Mid-year and End of year Review Meetings
* SLT meetings

Step 8: Identify the Point Person(s) 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.

**Areas of Focus**

**Activity #1**

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| **Step 1: Identify one of your school’s most critical Area of Focus based on data.** | | | |
| **Area of Focus #1:** | | | |
| **Step 2: Include a Rationale that explains how this Area of Focus was identified as a critical need and how this Area of Focus impacts student**  **learning and success.** | | | |
| **Rationale:** | | | |
| **Steps 3 & 4: Describe the Intended Outcome that the school plans to achieve and identify a Point Person who will lead and oversee the overall**  **initiative. *The intended outcome is a research-based theory of action.*** | | | |
| If our school does **this action** | | then we will see **this outcome** | |
|  | |  | |
| **Intended Outcome:** | | | |
| **Point Person:** | | | |
| **Steps 5 & 6: Describe the Action Steps to be taken in addressing this specific Area of Focus and identify a Point Person who will oversee the implementation of the Action Steps. (Any action steps requiring Title I funds must be included in the SIP.)** | | | |
| **Action Step 1:** | | | |
| **Action Step 2:** | | | |
| **Action Step 3:** | | | |
| **Action Step 4:** | | | |
| **Action Step 5:** | | | |
| **Point Person(s):** | | | |
| **Steps 7 & 8: Describe the Plan to Monitor the Effectiveness of the Action Step(s) and identify the Point Person(s) who will oversee the plan to monitor the effectiveness.** | | | |
| **Description** | **Point Person(s)** | | **Date** |
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**Activity #2**

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| **Step 1: Identify one of your school’s most critical Area of Focus based on data.** | | | |
| **Area of Focus #1:** | | | |
| **Step 2: Include a Rationale that explains how this Area of Focus was identified as a critical need and how this Area of Focus impacts student**  **learning and success.** | | | |
| **Rationale:** | | | |
| **Steps 3 & 4: Describe the Intended Outcome that the school plans to achieve and identify a Point Person who will lead and oversee the overall**  **initiative. *The intended outcome is a research-based theory of action.*** | | | |
| If our school does **this action** | | then we will see **this outcome** | |
|  | |  | |
| **Intended Outcome:** | | | |
| **Point Person:** | | | |
| **Steps 5 & 6: Describe the Action Steps to be taken in addressing this specific Area of Focus and identify a Point Person who will oversee the implementation of the Action Steps. (Any action steps requiring Title I funds must be included in the SIP.)** | | | |
| **Action Step 1:** | | | |
| **Action Step 2:** | | | |
| **Action Step 3:** | | | |
| **Action Step 4:** | | | |
| **Action Step 5:** | | | |
| **Point Person(s):** | | | |
| **Steps 7 & 8: Describe the Plan to Monitor the Effectiveness of the Action Step(s) and identify the Point Person(s) who will oversee the plan to monitor the effectiveness.** | | | |
| **Description** | **Point Person(s)** | | **Date** |
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**Activity #3**

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| **Step 1: Identify one of your school’s most critical Area of Focus based on data.** | | | |
| **Area of Focus #1:** | | | |
| **Step 2: Include a Rationale that explains how this Area of Focus was identified as a critical need and how this Area of Focus impacts student**  **learning and success.** | | | |
| **Rationale:** | | | |
| **Steps 3 & 4: Describe the Intended Outcome that the school plans to achieve and identify a Point Person who will lead and oversee the overall**  **initiative. *The intended outcome is a research-based theory of action.*** | | | |
| If our school does **this action** | | then we will see **this outcome** | |
|  | |  | |
| **Intended Outcome:** | | | |
| **Point Person:** | | | |
| **Steps 5 & 6: Describe the Action Steps to be taken in addressing this specific Area of Focus and identify a Point Person who will oversee the implementation of the Action Steps. (Any action steps requiring Title I funds must be included in the SIP.)** | | | |
| **Action Step 1:** | | | |
| **Action Step 2:** | | | |
| **Action Step 3:** | | | |
| **Action Step 4:** | | | |
| **Action Step 5:** | | | |
| **Point Person(s):** | | | |
| **Steps 7 & 8: Describe the Plan to Monitor the Effectiveness of the Action Step(s) and identify the Point Person(s) who will oversee the plan to monitor the effectiveness.** | | | |
| **Description** | **Point Person(s)** | | **Date** |
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# Part IV: Title I Requirements

*This section must be completed if the school is implementing a Title I, Part A schoolwide program 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](http://www.floridacims.org/) in the Toolkit under the SIP tab. Any items requiring Title I funds will need to be included in the SIP.

1. **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

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1. **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.**

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1. **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

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1. **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.**

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1. **Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**.

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# 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).

# Part VI: Mid-Year Reflection

*This section is to be completed after mid-year assessment data is available.*

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?