

Frequently Asked Questions for School Improvement Plan

1. Pages 8-26 of the SIP draft refer to “school based funding.” Does this include federal funds that are allocated from the district to the school level? (For example, the Title IA per pupil allocation.)

Yes, this would include discretionary funding at the school level only.

2. Regarding SIP budgets, the school is only supposed to reflect items that are paid for from the school’s budget—this omits anything provided by District Dept’s and will not reflect purchases that will support important interventions at the school.

The SIP should only reflect school based funds, not district funds. The DIAP serves this purpose.

3. Our district wants to have access to the online template to populate the online SIP and Baseline/Midyear Data Reports for our schools.

Districts will be able to view a read-only version of the previous year’s reports when they log in to complete the current report. The read-only version can be used to inform the completion of the report for the current year.

4. If a school is a first or second year Title I school, how long does the school have for paraprofessionals to retain highly qualified status.

These schools should already have highly qualified paraprofessionals. The USDOE waiver was denied on this issue.

5. If schools have no first or second year teachers, what are the criteria for assigning or requiring mentoring?

This is a district decision.

6. On page 5 of the template, do the “High School Only” questions refer only to Sec. 1008.37(4) F.S. or also Sec. 1003.413(g)(j) F.S.?

Both statutes should be included and have been added to the template.

7. Can the following sections from last year’s SIP (HQ Administrators, HQ Instructional Coaches, HQ Teachers, Additional Requirements – Coordination and Integration, Response to Intervention, Preschool Transition (Elementary), and Post Secondary Transition (High School) be pre-populated into this year’s template?

Only data that can be linked from other applications, such as Coordination and Integration, will be pre-populated. For data that requires updated information, such as Highly Qualified administrators/teachers, we are unable to pre-populate.

8. On page 4 of the template regarding the Literacy Leadership Team (LLT), should we list the LLT members by name or position?

They should be listed by name.

9. When will schools have access to the SIP online template?

The online template should be available in late June.

10. When will the SIP Technical Guidance document be available to schools?

The document should be available in late June.

11. In the sections on academic goals, is the intent of the #1 goal(s) targeting an increase in the percent of students who are proficient to focus on providing enrichment/rigor for students who are Levels 3-5?

Another goal was added for students who are Levels 4-5 to focus on enrichment.

12. Please provide guidance as to where the number of students that represents the “2010 Current Level of Performance” and “2011 Expected Level of Performance” should come from. For example, the percent for the Total school population, LEARNING gains for all students, and the Lowest 25% is available; however, the **number of students** that this represents is not provided on the *School Accountability Reports – School Grades* Excel format at <http://schoolgrades.fldoe.org> . Can either file be updated to provide the data that you are requesting?

The number of students should be calculated at the school level by simply converting the percentage to a number.

13. For the Reading and Mathematics goals, are there a suggested minimal number of strategies?

No, there is not a suggested minimum.

14. We recommend that multiple lines be provided in the AYP blocks for reading, math, and writing to allow for the listing of each “Not achieving AYP subgroup”. This would provide for a disaggregated listing of the current and expected performance levels by subgroup. Combining numbers and percentages for subgroups from the AYP Report would provide skewed data. The “Problem Solving Process to Increase Student Achievement” can remain the same to avoid the necessity of repeating the information for each subgroup.

More lines have been added to accommodate more subgroups.

15. For the science goals, if a school uses the District value because there are not enough students in the grade level tested, what number of students do they put in ()s?

This should not be the case with this year’s rule change of 10 instead of 30 students needed per grade level.

16. For the writing goals, please confirm proficiency (3.0, 3.5, or 4.0) in Goal #1 & Goal #2?

The template has been updated to include the proficiency levels.

17. In the section concerning suspension goals, should the data reflect all suspensions or just external suspensions?

Both should be discussed.

18. Regarding the goals for Learning Gains (LG) in reading and math, there are 2 goals for LG- one for all LG and one for bottom quartile. Should the one for all LG focus on all students except for bottom quartile or should the one for all LG focus on Level 3+ and bottom quartile focus on Level 1 +2?

The goal for Learning Gains should focus on all students. The goal for the Lowest 25% should focus on all students in the bottom quartile.

19. Will the designation of **“TO BE COMPLETED BY TITLE I (AND DA SCHOOLS) ONLY”** be added to the appropriate sections of the template?

No, only sections that specifically apply to Title I schools have been identified.

20. For all budget and professional development areas, do we include a funding source if the school sends staff to District PDs and the school pays the substitute coverage?

Yes, use Title I, School Improvement dollars, general budget, etc.