

FDOE Bureau of School Improvement

Reflection How-to Guide for Schools

**An Introduction to Using the
Reflection Module in CIMS**

Welcome to the Reflection How-to Guide. The purpose of this guide is to provide Level 1 and 2 users with step-by-step directions for accessing and completing a Reflection for each school goal.

Contents

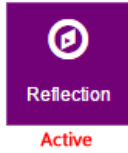
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CIMS is continuously improving! As a result, you may notice slight differences between the screen shots in this guide and what you experience on-screen in CIMS.

Reflection How-to Guide

Introduction



The **Reflection** module is available to schools through the **Plan Dashboard** for a **School Improvement Plan (SIP)**. The **magenta Reflection** button is only active for plans that have previously been reviewed, approved, and published. If the button is disabled (i.e., appears grayed out), then you will need to submit your plan and await approval and publication before you can complete a **Reflection**. [Publishing happens automatically on any approved plan via a batch process that runs overnight.]

A **Reflection** is performed on the most recently edited version of your plan, and should be completed for each SIP goal. Although all schools are welcome to use the tool, a mid-year **Reflection** for each SIP goal is required for Focus, Priority, Monitoring Only, and School Improvement Grant (SIG) 1003(g) Cohort 3 schools.

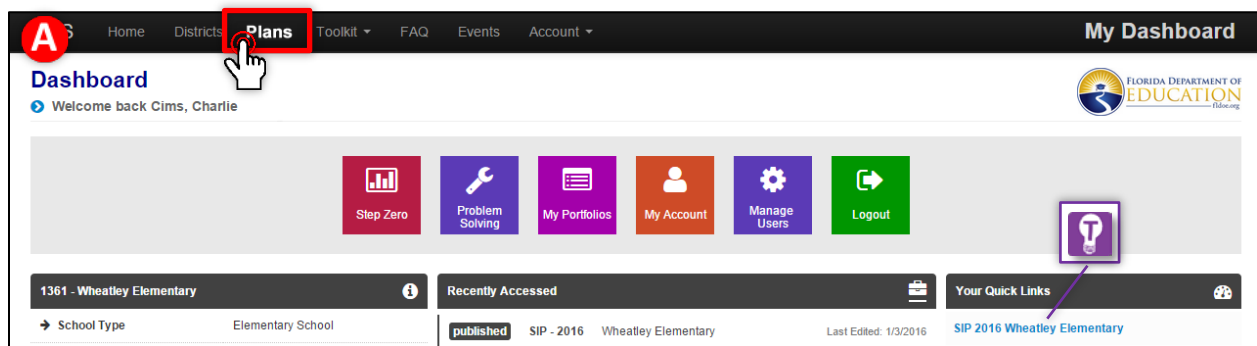


NOTE: Only users who can edit the plan (i.e., Level 1 or 2 users for the school) can complete a **Reflection**. Users with the **Read Only** flag can only view the **Reflection**.

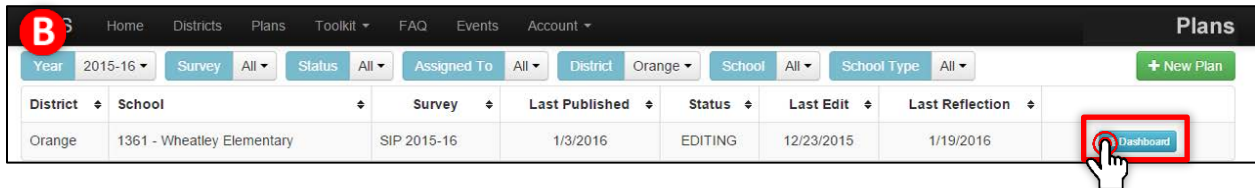
Accessing the Reflection Module

Follow the steps to learn how to access the **Reflection** module.

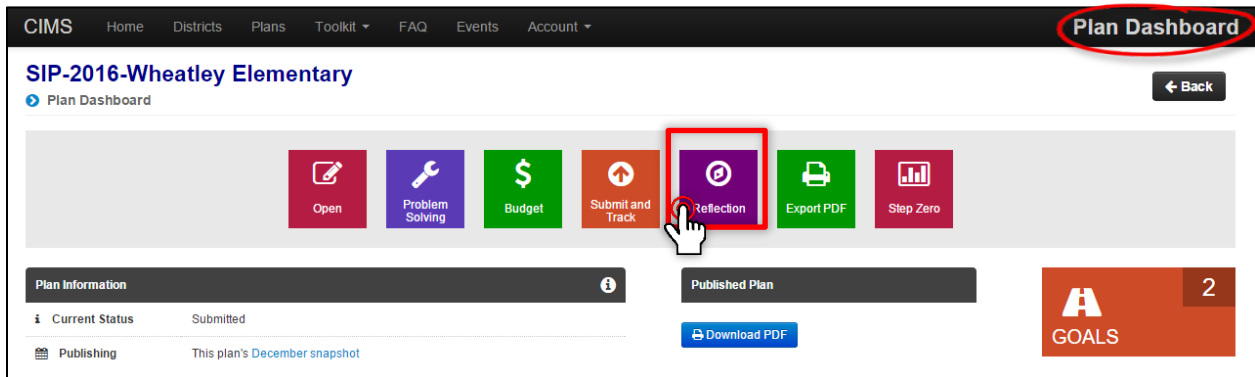
1. Go to <https://www.floridacims.org> and click **Login** to sign in to the CIMS platform.
2. Locate your current **School Improvement Plan** on the **Plans** page (A) and click the **teal Dashboard** button for the plan (B).



TIP: You can also access the **SIP** survey by clicking the link in the **Your Quick Links** pod on **My Dashboard**.

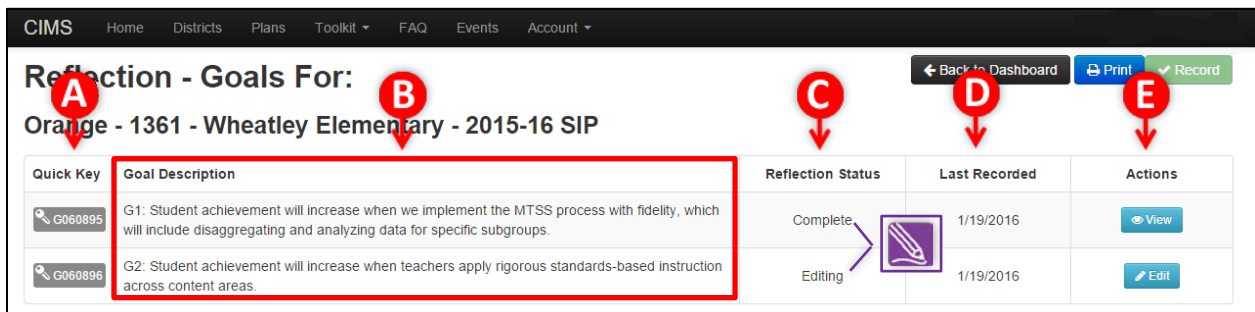


- From the **Plan Dashboard**, click the **Reflection** button in the **Quick Actions Panel**.



NOTE: If you do not have editing rights or the plan has not been published, then the **Reflection** button will be disabled and grayed out.

- You will then be directed to the **Reflection Index** page, which lists all current goals captured in your plan. For each goal listed, the following information and features are provided in the table.
 - Quick Key (A)** – Displays an alphanumeric code that allows you to easily find the information entry point within the **Problem Solving** module; to do so, enter the key in the search field at the top-right corner of the **Problem Solving** module to go directly to the place where the information was entered.
 - Goal Description (B)** – Displays the strategic goal descriptions entered in **Step 1a** of **Problem Solving**.
 - Reflection Status (C)** – Displays the current status (i.e., **Editing** or **Complete**) of the **Reflection** for each goal.
 - Last Recorded (D)** – Displays the most recent date a **Reflection** was recorded for the survey. If no **Reflection** has been recorded yet, then the field will be blank.
 - Actions (E)** – Displays an **Edit** button when a **Reflection** can be edited or a **View** button if a **Reflection** has already been completed.





NOTE: The **Reflection Status** for a goal will appear as **Editing** until the user indicates that work on the **Reflection** for that goal is finished by marking it **Complete**, at which point the **Reflection Status** will change to **Complete**.

- Click the **teal Edit** button next to a goal to open the **Reflection** page for that goal.

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Reflection - Goals For: Back to Dashboard Print Record

Orange - 1361 - Wheatley Elementary - 2015-16 SIP

Quick Key	Goal Description	Reflection Status	Last Recorded	Actions
G060895	G1: Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups.	Editing	1/19/2016	Edit
G060896	G2: Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.	Editing	1/19/2016	Edit



TIP: If the **Reflection** for a goal has been marked **Complete**, then the **teal** button on the **Reflection Index** will read **View** rather than **Edit**.

- On the **Reflection** page for a goal, you will see three buttons at the top-right corner: **Back to Reflection Index**, **Clear**, and **Save**.

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Reflection Back to Reflection Index Clear Save

Orange - 1361 - Wheatley Elementary - 2015-16 SIP

For the goal identified below, reflect on the data targets (i.e., SMART goals) and plan to evaluate progress toward the goal created in Steps 1 and 8 of the problem-solving process, and answer the following questions:

G1: Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups.

Has the goal been achieved? Yes

Click the **green Save** button (A) to store your changes to the **Reflection** page. If you would like to delete all responses entered on the page, click the **red Clear** button (B). To return to the **Reflection Index** page, which displays all goals for the plan, click the black **Back to Reflection Index** button (C).

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Reflection Back to Reflection Index Clear Save

Orange - 1361 - Wheatley Elementary - 2015-16 SIP

For the goal identified below, reflect on the data targets (i.e., SMART goals) and plan to evaluate progress toward the goal created in Steps 1 and 8 of the problem-solving process, and answer the following questions:

C Edit Complete **B** **A**



IMPORTANT NOTE: To avoid losing any work, it is strongly recommended that you click **Save** periodically as you answer the **Reflection** questions.



CAUTION: It is worth noting that once you click the **Clear** button, you will see a dialog box that indicates that the action cannot be reversed. If you would like the previously entered **Reflection** to be captured for historical record, you must use the **Record** feature before clearing the page (see [Recording a Reflection](#)).

When the **Reflection** for a goal is marked **Complete**, the page is locked to editing and the **Save** and **Clear** buttons are hidden. To edit, save, or clear the page, simply change the page status back to **Editing**.

Completing the Reflection Questions

Follow the steps to complete a **Reflection** for each SIP goal.



CAUTION: Although the **Reflection** questions may prompt you to revisit **Problem Solving**, it is strongly recommended that you refrain from making changes to your goals or barriers until after the **Reflection** is recorded. The **Reflection** module displays information currently entered in **Problem Solving**, so changes may compromise the integrity of your **Reflection**. See [Recording a Reflection](#) for more information.

1. Reflect on the data targets (i.e., SMART goals) and plan to evaluate progress toward the goal created in **Steps 1** and **8** of **Problem Solving** and answer the following questions.
 - a. **Has the goal been achieved?**
 - i. The default answer is **No**. If the goal has been achieved, set the slider to **Yes** and describe the evidence supporting achievement of the goal in the text box provided.

- ii. If the goal has not been achieved, leave the slider at **No** and answer the next question.

Reflection ← Back to Reflection Index Clear Save

Orange - 1361 - Wheatley Elementary - 2015-16 SIP

For the goal identified below, reflect on the data targets (i.e., SMART goals) and plan to evaluate progress toward the goal created in Steps 1 and 8 of the problem-solving process, and answer the following questions:

G1: Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups.

Has the goal been achieved? No

Is desired progress being made to accomplish the goal? No

b. *Is desired progress being made to accomplish the goal?*

- i. The default answer is **No**. If desired progress is being made to accomplish the goal, set the slider to **Yes** and describe the evidence in the text box provided.

Reflection ← Back to Reflection Index Clear Save

Orange - 1361 - Wheatley Elementary - 2015-16 SIP

For the goal identified below, reflect on the data targets (i.e., SMART goals) and plan to evaluate progress toward the goal created in Steps 1 and 8 of the problem-solving process, and answer the following questions:

G1: Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups.

Has the goal been achieved? No

Is desired progress being made to accomplish the goal? Yes

What evidence do you see to indicate that desired progress has been made to accomplish the goal?

- ii. If desired progress is not being made, leave the slider at **No**.

Reflection ← Back to Reflection Index Clear Save

Orange - 1361 - Wheatley Elementary - 2015-16 SIP

For the goal identified below, reflect on the data targets (i.e., SMART goals) and plan to evaluate progress toward the goal created in Steps 1 and 8 of the problem-solving process, and answer the following questions:

G1: Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups.

Has the goal been achieved? No

Is desired progress being made to accomplish the goal? No

scroll down

2. For each barrier selected for the goal, reflect on the plan to eliminate the barrier created in **Steps 2-7 of Problem Solving** and answer the following questions.

a. ***Has the barrier been eliminated or reduced?***

Select a status from the drop-down menu. The options are **Eliminated**, **Reduced**, or **No Change**.

For each barrier identified below, reflect on the plan to eliminate the barrier to the goal created in Steps 2-7 of the problem-solving process and answer the following questions.

Barrier 1: Teachers inconsistently progress monitor students.

Has the barrier been eliminated or reduced?

Review the selected strategies, and corresponding action and monitoring plans outlined in Step 4-6.

Are the strategies being implemented with fidelity as designed?

Select One
Select One
Eliminated
Reduced
No Change

- i. If the barrier has been eliminated, select **Eliminated** from the drop-down menu and a new text box will appear **(A)**. Describe the evidence that the indicated barrier has been eliminated in the text box provided **(B)**.

The page will suggest you revisit the barriers listed in **Step 2** to decide whether to concentrate on another currently selected barrier, select a different barrier, and/or identify a new barrier. Click the **teal Go to Barriers** button to be redirected to the **Barriers** page for this goal **(C)**.

For each barrier identified below, reflect on the plan to eliminate the barrier to the goal created in Steps 2-7 of the problem-solving process and answer the following questions.

Barrier 1: Teachers inconsistently progress monitor students.

Has the barrier been eliminated or reduced?

What evidence do you see that the indicated barrier has been eliminated or reduced?

Review the selected strategies, and corresponding action and monitoring plans outlined in Steps 4-6.

Are the strategies being implemented with fidelity as designed?

Consider the evidence and data collected; decide whether adequate progress is being made toward the goal or if revisions should be made to the plan to intensify, modify, or terminate action steps or strategies; revise barriers; or modify the goal itself.

Revisit the barriers listed in **Step 2**; decide whether to concentrate on another currently selected barrier, select a different barrier, and/or identify a new barrier.

Revisit the plan previously developed for monitoring the **fidelity of implementation** of the strategy outlined in **Step 6**; decide whether changes need to be made to the plan to make it more feasible.

Eliminated

Go to Barriers

Go to B1 Strategies

- ii. If the barrier has been reduced, but not eliminated, select **Reduced** from the drop-down menu and a new text box will appear. Describe your evidence of reduction in the text box provided.

For each barrier identified below, reflect on the plan to eliminate the barrier to the goal created in Steps 2-7 of the problem-solving process and answer the following questions.

Barrier 1: Teachers inconsistently progress monitor students.

Has the barrier been eliminated or reduced? Reduced ▼

What evidence do you see that the indicated barrier has been eliminated or reduced?

Review the selected strategies, and corresponding action and monitoring plans outlined in Steps 4-6.

Are the strategies being implemented with fidelity as designed? No

Consider the evidence and data collected; decide whether adequate progress is being made toward the goal or if revisions should be made to the plan to intensify, modify, or terminate action steps or strategies; revisit barriers; or modify the goal itself.

Revisit the plan previously developed for monitoring the **fidelity of implementation** of the strategy outlined in **Step 6**; decide whether changes need to be made to the plan to make it more feasible. Go to B1 Strategies →

- iii. If there has been no change in the barrier, select **No Change** from the drop-down menu.

For each barrier identified below, reflect on the plan to eliminate the barrier to the goal created in Steps 2-7 of the problem-solving process and answer the following questions.

Barrier 1: Teachers inconsistently progress monitor students.

Has the barrier been eliminated or reduced? No Change ▼

Review the selected strategies, and corresponding action and monitoring plans outlined in Steps 4-6.

Are the strategies being implemented with fidelity as designed? No

b. Are the original strategies being implemented with fidelity as designed?

- i. The default answer is **No**. If the strategies are being implemented with fidelity, set the slider to **Yes** and a new text box will appear **(A)**. Describe the evidence that indicates the strategies have been implemented with fidelity in the text box provided **(B)**.

The page will suggest you revisit the strategies listed in **Step 4** to decide whether to continue with the strategy as designed, concentrate on another currently selected strategy, select a different strategy, and/or identify a new strategy. Click the **teal Go to Bn Strategies** button **(C)** to be redirected to the **Strategies** page for this barrier, or scroll down to address the next barrier or enter **Additional Notes**.

For each barrier identified below, reflect on the plan to eliminate the barrier to the goal created in Steps 2-7 of the problem-solving process and answer the following questions.

Barrier 1: Teachers inconsistently progress monitor students.

Has the barrier been eliminated or reduced? Eliminated

What evidence do you see that the indicated barrier has been eliminated or reduced?

Review the selected strategies, and corresponding action and monitoring plans outlined in Steps 4-6.

Are the strategies being implemented with fidelity as designed? Yes

What evidence do you see to indicate strategies have been implemented with fidelity?

Consider the evidence and data collected; decide whether adequate progress is being made toward the goal or if revisions should be made to the plan to intensify, modify, or terminate action steps or strategies; revisit barriers; or modify the goal itself.

Revisit the barriers listed in **Step 2**; decide whether to concentrate on another currently selected barrier, select a different barrier, and/or identify a new barrier.

Revisit the strategies listed in **Step 4**; decide whether to continue with the strategy as designed, concentrate on another currently selected strategy, select a different strategy, and/or identify a new strategy.

A **B** **C**

- ii. If the strategies are not being implemented with fidelity, leave the slider at **No** (A).

The page will suggest you revisit the plan previously developed for monitoring the fidelity of implementation of the strategy outlined in **Step 6** to decide whether changes need to be made to the plan to make it more feasible. Click the teal **Go to Bn Strategies** button (B) to be redirected to the **Strategies** page for this barrier, or scroll down to address the next barrier or enter **Additional Notes**.

For each barrier identified below, reflect on the plan to eliminate the barrier to the goal created in Steps 2-7 of the problem-solving process and answer the following questions.

Barrier 1: Teachers inconsistently progress monitor students.

Has the barrier been eliminated or reduced? Eliminated

What evidence do you see that the indicated barrier has been eliminated or reduced?

Review the selected strategies, and corresponding action and monitoring plans outlined in Steps 4-6.

Are the strategies being implemented with fidelity as designed? No

Consider the evidence and data collected; decide whether adequate progress is being made toward the goal or if revisions should be made to the plan to intensify, modify, or terminate action steps or strategies; revisit barriers; or modify the goal itself.

Revisit the barriers listed in **Step 2**; decide whether to concentrate on another currently selected barrier, select a different barrier, and/or identify a new barrier.

Revisit the plan previously developed for monitoring the **fidelity of implementation** of the strategy outlined in **Step 6**; decide whether changes need to be made to the plan to make it more feasible.

A **B**

3. If desired, use the **Additional Notes** field located at the bottom of the page to capture any other notes relevant to the **Reflection** for this goal. This field is particularly useful if you find that no progress has been made toward the goal, the barriers have remained unchanged, and the strategies are not being implemented with fidelity.

4. When you have addressed all the barriers for this goal, mark the page **Complete** by clicking the **Complete** button at the top-right corner.

A dialog box will then ask, “Are you ready to mark this reflection complete?” Click **OK** to proceed. This action will lock the **Reflection** to editing.



NOTE: To make edits to the **Reflection** after it is marked **Complete**, change the page status back to **Editing**.

5. To complete a **Reflection** for another goal, click the black **Back to Reflection Index** button (A) and then click the teal **Edit** button for the next goal (B).

Reflection - Goals For:

Orange - 1361 - Wheatley Elementary - 2015-16 SIP

Quick Key	Goal Description	Reflection Status	Last Recorded	Actions
G060895	G1: Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups.	Complete	1/19/2016	View
G060896	G2: Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.	Editing	1/19/2016	Edit

Saving or Printing a Reflection

If you would like to save or print a summary of the **Reflection** information, complete the following steps.

1. Go to the **Reflection Index** page and click the **blue Print** button at the top-right corner of the page.

Reflection - Goals For:

Orange - 1361 - Wheatley Elementary - 2015-16 SIP

Quick Key	Goal Description	Reflection Status	Last Recorded	Actions
G060895	G1: Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups.	Complete	1/19/2016	View
G060896	G2: Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.	Complete	1/19/2016	View

2. A **Save As** window will open on your computer displaying the file name. Navigate to the desired folder **(A)** and click the **Save** button **(B)**.

Save As

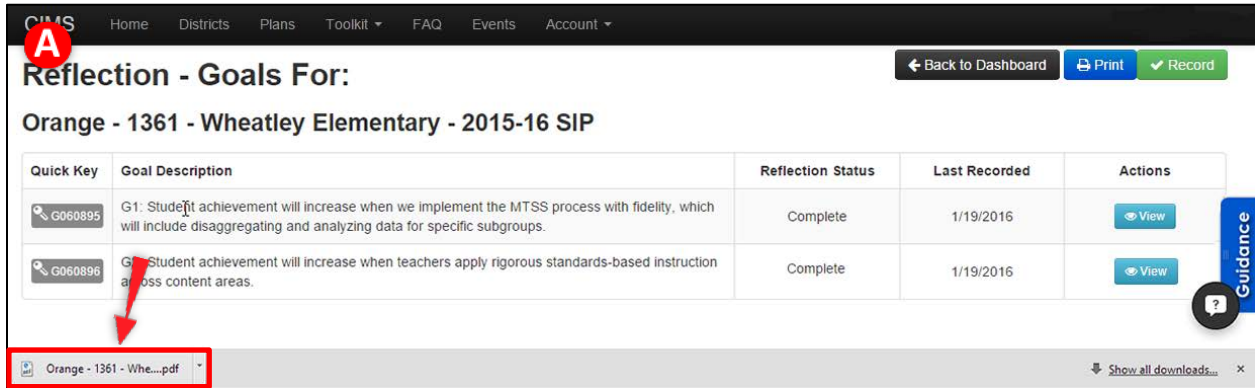
This PC > Downloads > SIP Reflection Reports

File name: **Orange - 1361 - Wheatley Elementary - 2015-16 SIP Reflection Report**

Save as type: Adobe Acrobat Document

Save **Cancel**

Once saved, click the download button at the bottom of the browser window **(A)** to open the document inside the browser. From there, print directly from the page using the print function from your browser **(B)**.



Reflection - Goals For:

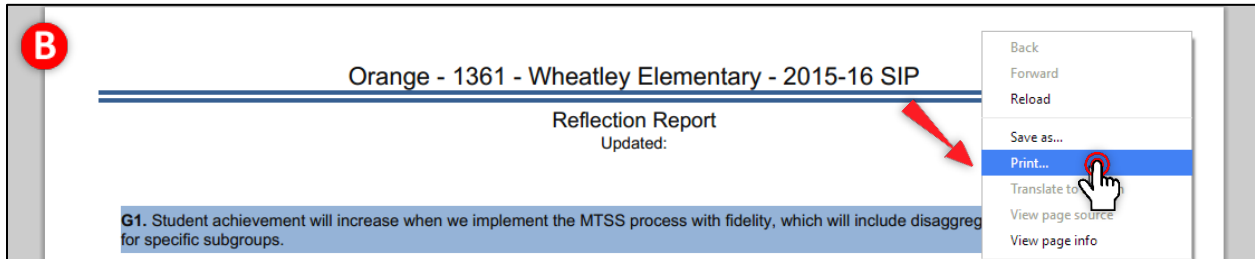
Orange - 1361 - Wheatley Elementary - 2015-16 SIP

Quick Key	Goal Description	Reflection Status	Last Recorded	Actions
G060895	G1: Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups.	Complete	1/19/2016	View
G060896	G2: Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.	Complete	1/19/2016	View

Orange - 1361 - Whe...pdf



NOTE: Printing features and functions vary by browser.



Orange - 1361 - Wheatley Elementary - 2015-16 SIP

Reflection Report
Updated:

G1. Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups.



TIP: You can access and print the PDF version of the report at a later time by returning to the saved file on your hard drive.

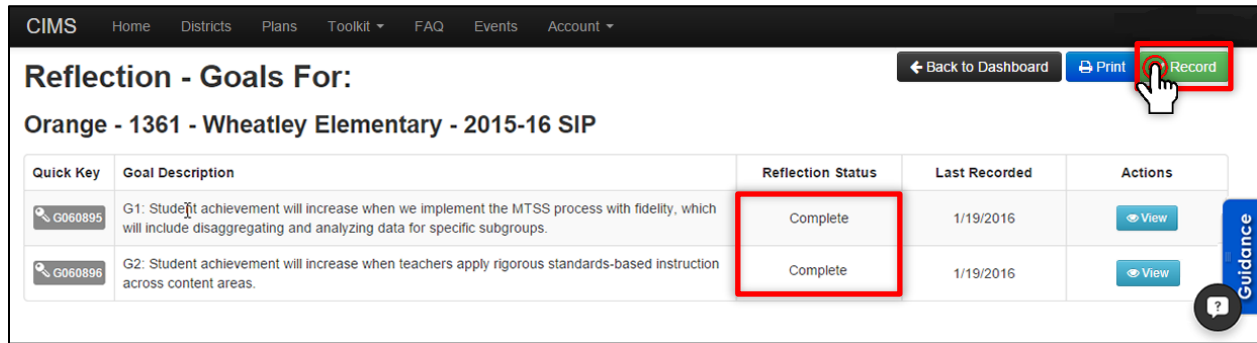
Recording a Reflection

To record a PDF of a **Reflection** for historical record, complete the following steps. It is worth noting that the **Record** feature allows multiple **Reflections** to be captured throughout the year, if desired.



IMPORTANT NOTE: For schools required to complete a SIP **Reflection**, the **Record** feature must be used in order for the **Reflection** requirement to be satisfied.

1. Go to the **Reflection Index** page and click the **green Record** button at the top-right corner of the page. In order for the **Record** button to be functional, the **Reflection Status** for all goals listed must be **Complete**; otherwise, the button will be grayed out and disabled.



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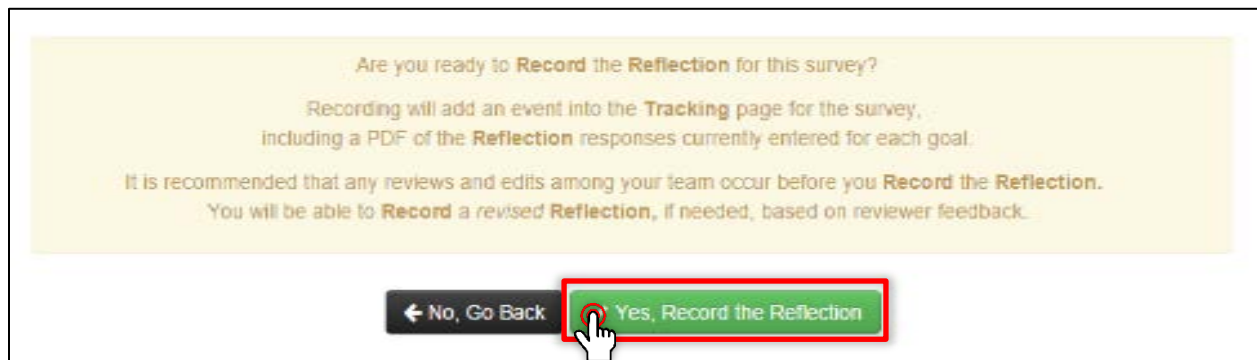
Reflection - Goals For: ← Back to Dashboard Print **Record**

Orange - 1361 - Wheatley Elementary - 2015-16 SIP

Quick Key	Goal Description	Reflection Status	Last Recorded	Actions
G060895	G1: Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups.	Complete	1/19/2016	View
G060896	G2: Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.	Complete	1/19/2016	View

Guidance

- You will be taken to a **Record Reflection** page that contains additional information about the **Record** feature. To complete the task, click the **green Yes, Record the Reflection** button. This action will record a PDF of the **Reflection** on the plan's **Tracking** page.



Are you ready to **Record the Reflection** for this survey?

Recording will add an event into the **Tracking** page for the survey, including a PDF of the **Reflection** responses currently entered for each goal.

It is recommended that any reviews and edits among your team occur before you **Record the Reflection**. You will be able to **Record** a revised **Reflection**, if needed, based on reviewer feedback.

← No, Go Back **Yes, Record the Reflection**

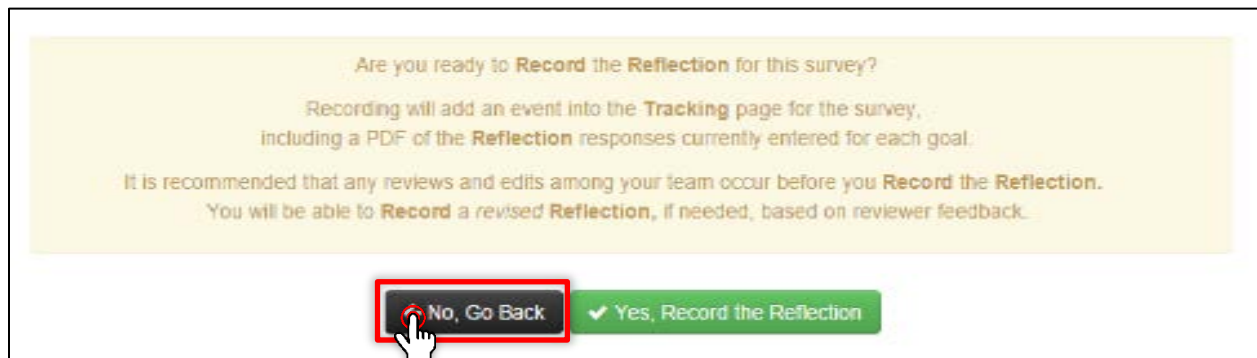
You will return to the **Reflection Index** and a **green** flash message will appear at the top of the page to verify that your **Reflection** was successfully recorded.

✓ Your reflection was successfully recorded.



NOTE: When a **Reflection** is recorded on the SIP **Tracking** page, the district school improvement contact receives a notification. For schools required to complete a mid-year **Reflection**, this action also sends a notification to the regional executive director (RED).

Click the black **No, Go Back** button to return to the **Reflection Index** without recording the **Reflection**.



Are you ready to **Record the Reflection** for this survey?

Recording will add an event into the **Tracking** page for the survey, including a PDF of the **Reflection** responses currently entered for each goal.

It is recommended that any reviews and edits among your team occur before you **Record the Reflection**. You will be able to **Record** a revised **Reflection**, if needed, based on reviewer feedback.

No, Go Back ✓ Yes, Record the Reflection



TIP: To determine when a **Reflection** was last recorded for your plan, you can always check the **Last Reflection** column on the **Plans** page.

- To view a recorded **Reflection**, click the **orange Submit and Track** button on the **Plan Dashboard**.

Then, locate the desired **Reflection** and click the PDF link in the **Additional Information** column.

Date/Time	From User	Action	To User	Additional Information
01/19/2016, 12:40PM	Charlie Cims	Reflection	Marcie Mathews CC: Ella Thompson	Document: Reflection-Report.pdf

Next Steps in Learning

Need to revise your SIP as a result of your **Reflection**? Review the [School Problem Solving How-to Guide](#) located in the **Toolkit** under **Navigation Guides**.