



School Improvement Overview

November 14, 2019

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Executive Director
Bureau of School Improvement

Session Agenda

- Learn about the School Improvement (SI) System of Support
- Review and provide feedback on the Schoolwide Improvement Plan (SIP)
- Discuss how Instructional Leadership Teams can improve student outcomes
- Collaborate on how the SIP can serve as a blueprint to drive improvement



School Improvement State System of Support

Rule 6A-1.099811, F.A.C.



Summary of Rule Changes

- Replaces the term Differentiated Accountability (DA)
- Eliminates the state designation of Targeted Support and Improvement (TS&I)
- Adds a form to notify and receive approval from the Department prior to the replacement of a turnaround principal
- Requires K-12 reading instruction to be provided by teachers certified or endorsed in reading
- Adds language that External Operator (EO) contracts shall include conditions of payment based on performance indicators
- Adds language setting forth the criteria to revoke an approved turnaround plan

Replaces the Term Differentiated Accountability (DA)

- This rule amendment replaces the term Differentiated Accountability (DA) with School Improvement (SI) State System of Support for Deficient and Failing Schools.
- This change is reflected in rule language, as well as in all incorporated forms used by school districts.

Eliminates State TS&I

- Eliminates the state designation of Targeted Support & Improvement (TS&I) and classifies all School Improvement schools as Comprehensive Support & Improvement (CS&I) to align with the Every Student Succeeds Act (ESSA).
- CS&I refers to any school that earns a grade of D or F or any school that has a graduation rate of sixty-seven (67) percent or less.
- All graded CS&I schools shall receive support and intervention from the school district and the Department within the context of a three-tiered system.



Tiers of Support for CS&I Schools

Tier 3
19 schools

3 Options:
Closure, Charter, or
External Operator

Tier 2
30 schools

**District-managed
Turnaround Plan**
Submit Quarterly Data (PMDR)

Year 1 -23
Year 2 -5
Year 3 -2

**Schoolwide Improvement Plan
and Instructional Reviews
(SI-1 and SI-2)**

Tier 1 - 91 schools
89 schools
First time D's
2 schools
Graduation Only

** Tiering requirements escalate*

Principal Change Verification

- This rule amendment adds a form for districts to notify and receive approval from the Department **prior** to the replacement of a turnaround principal.
- This ensures the district will employ a principal who meets the requirements (successful leadership experience and qualifications to support the population being served) during the implementation of a turnaround plan.
- The form shall be submitted to the Department for approval no later than 10 days **prior** to proposed principal hire date.

Strengthening Instructional Support

- ESSA evidence-based levels 1, 2, and 3, shall be used in determining effectiveness of instructional programs.
- This rule amendment adds language that ensures teachers providing K-12 intensive reading instruction are certified or endorsed in reading.
- Resources will be prioritized to benefit K-3 students.

External Operator Contract

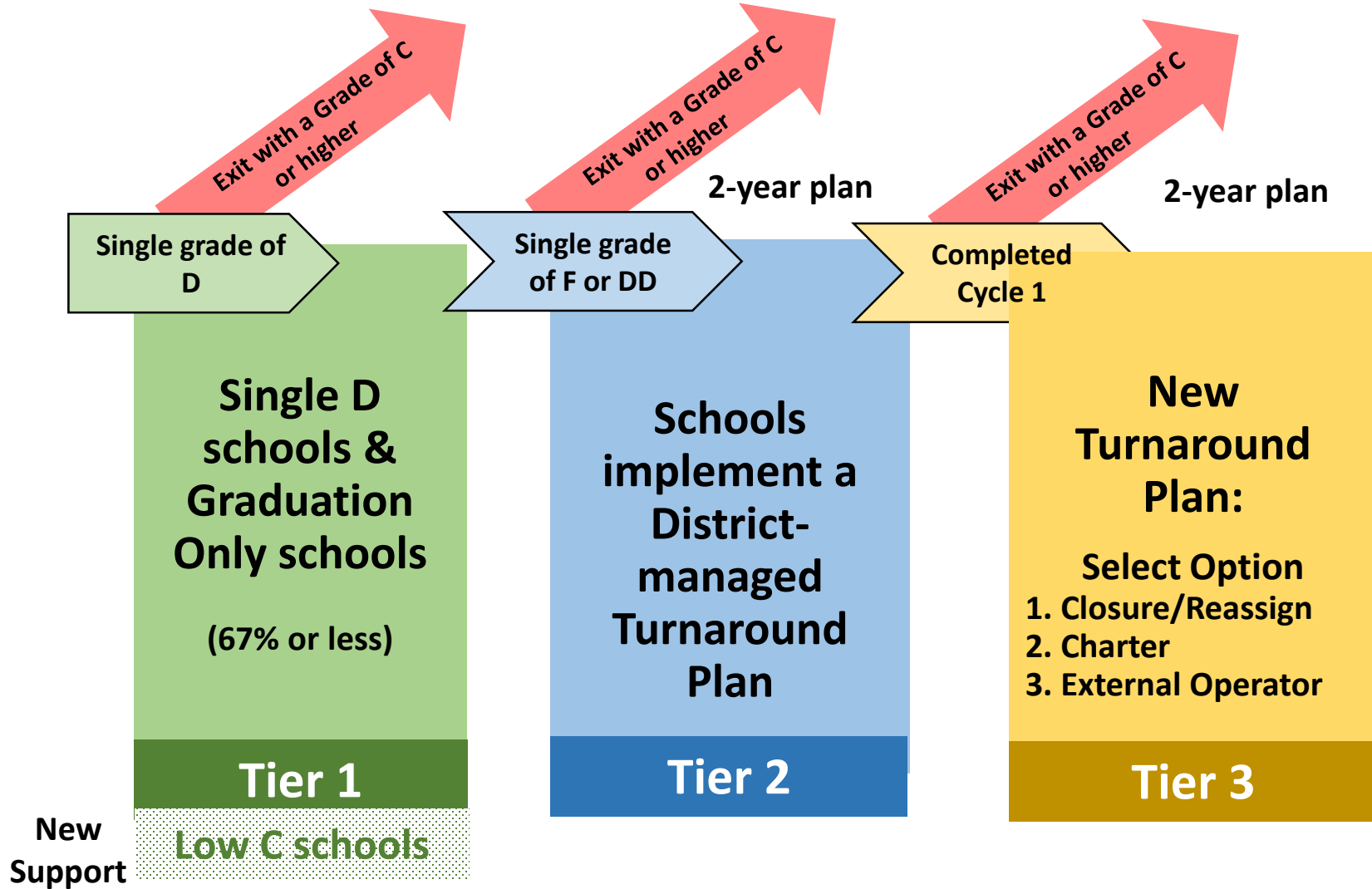
- **External Operator (EO) contracts will include conditions of payment based on performance indicators and the authority for a school district to terminate or non-renew the contract if the EO fails to meet the performance indicators or contractual obligations.**
 - Deferred payment of the final installment of at least 33% shall be based on the improvement of the school grade, to at least a C, or an increase of at least four school grade percentage points overall (average gain in 2018-19 EO schools).

Revocation of an Approved Turnaround Plan

- The State Board of Education is authorized to revoke an approved turnaround plan at any time when the district:
 - 1) Fails to follow the approved turnaround plan, or
 - 2) Fails to meet the requirements of the plan, or
 - 3) Fails to demonstrate that the school will earn a grade of at least a C during implementation of their turnaround plan.

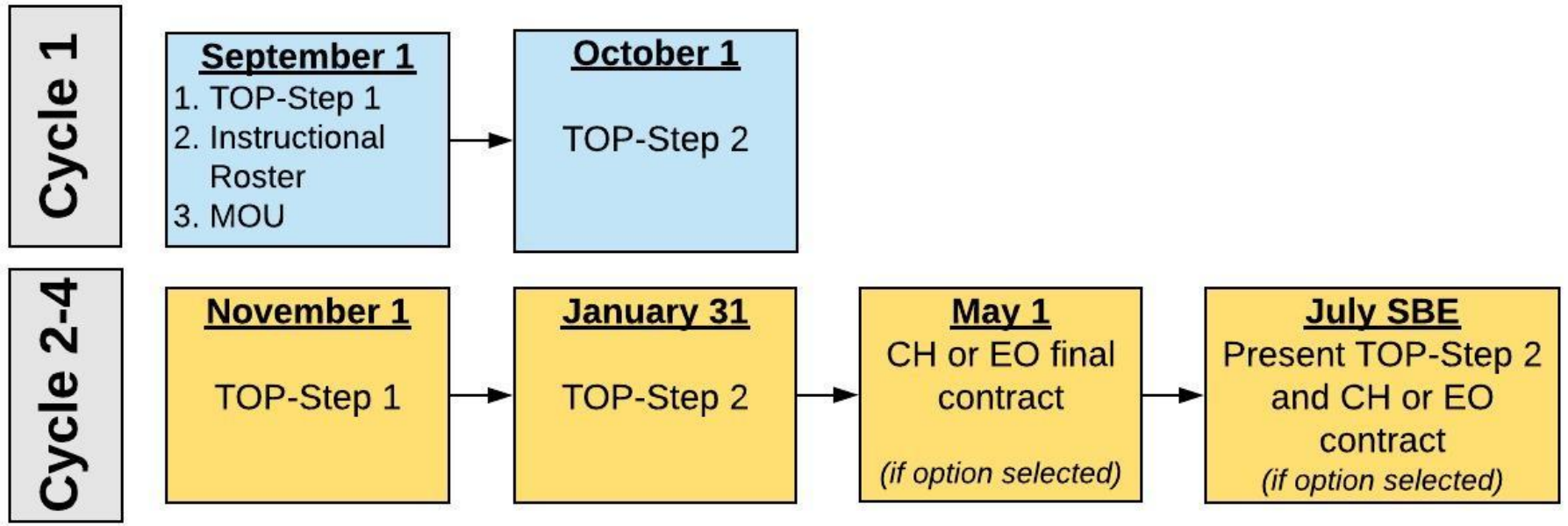


School Improvement Process - CS&I Schools





Turnaround Option Plan (TOP) Timeline- When

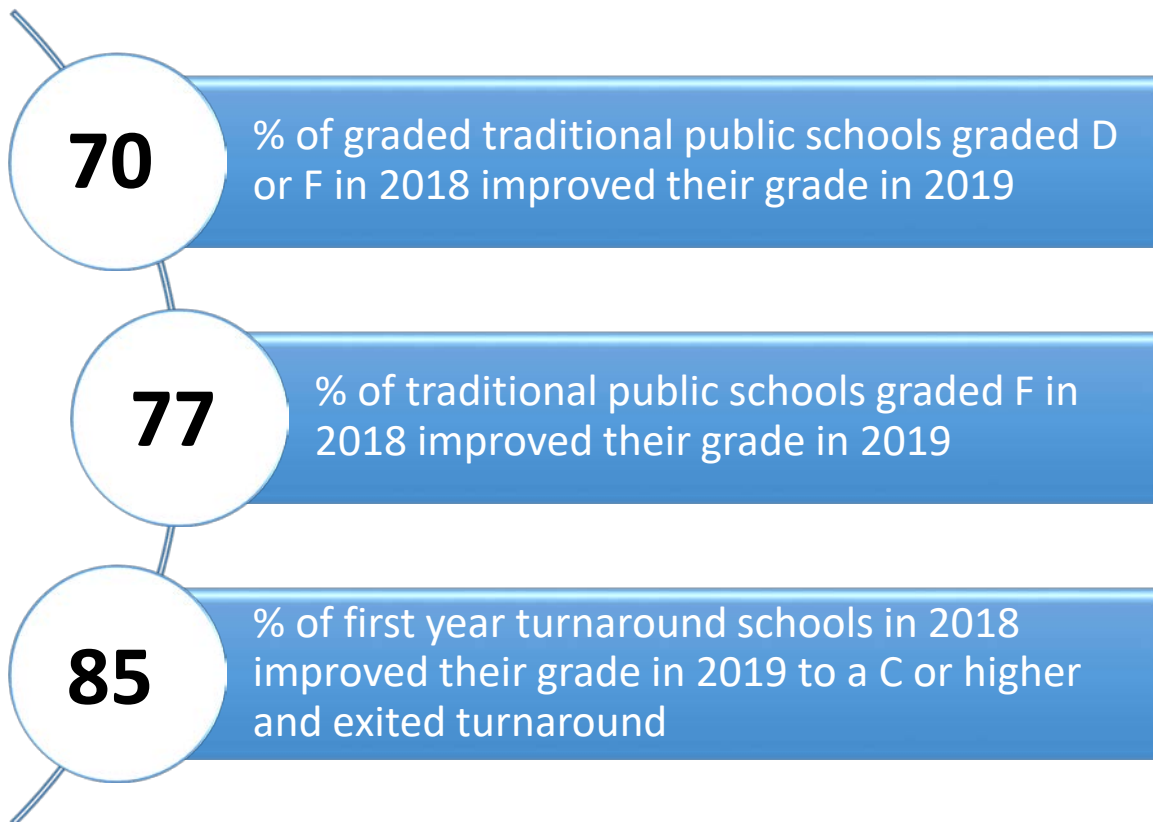


Continuous support provided by the FDOE regional field teams



School Improvement Data Highlights

School Improvement	
2013-14	420
2014-15	467
2015-16	498
2016-17	467
2017-18	223
2018-19	202
2019-20	142



*These numbers are based on schools that received grades in both 2018 and 2019.



2019-20 School Improvement Schools

Level of Support	Classification	# of Schools
Tier 1	First Time D's	91
	Graduation Only	2
Tier 2	First Time F's, Cycle 1, Year 1	3
	Cycle 1, Year 1 (DD-18 or DF-2)	20
	Cycle 1, Year 2	5
	Cycle 1, Year 3	2
Tier 3	Cycle 2, Year 1 (External Operator)	12
	Cycle 2, Year 2 (External Operator)	6
	Cycle 2, Year 3	0
	Cycle 3, Year 1	0
	Cycle 3, Year 2 (External Operator)	1
	TOTAL CS&I Graded Schools	142
	Closed schools from 2017-19 -monitor students for 3 years	13



2019-20

Schoolwide Improvement Plan



Evolution of the SIP

In 2018-19, there were two options available in CIMS for the SIP.

- **Standard SIP** (traditional format) **≈200 Users**
- **Pilot SIP** (condensed, data-based format) **≈2000 Users**

In 2019-20, there was only one option.

- **Stakeholder input** (internal, external)
- **SIP** (condensed, practical, data-based format)

We are now beginning the process of receiving feedback from stakeholders for 2020-21

2019-20 Schoolwide Improvement Plan (SIP)

Created in collaboration with feedback from SI Team, Internal DOE partners, and districts.

Notable Changes:

- SI and ESSA status will be listed on the demographics page
- EWS systems page will include number of students by grade level and teachers at the school
- School's ESSA data will be included
- Analysis questions revamped to provide deeper and more thought provoking reflection
- Planning process revamped to include measureable outcomes and evidence-based strategies
- Helpful links to the State, District, and School Report Card and the 2019-20 School Improvement Leadership Guide are included in the plan

School Improvement Plans (SIP) in Florida Statutes

- The district shall annually approve a SIP for each school which:
 - Has a school grade of “D” or “F”
 - Has a significant gap in achievement on state assessments by one or more subgroups
 - Has not significantly increased the percentage of students passing state assessments
 - Has not significantly increased the percentage of students demonstrating learning gains
 - Has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate

s. 1001.42(18)(a), F.S.



TS&I

1 or more ESSA subgroup(s)
w/ Federal Index < 41%

- Required to complete SIP in CIMS.
- Area(s) of Focus identified must address identified ESSA subgroup(s).
- Plan shall be approved by the **district**.

CS&I

School Grade – D or F
Graduation rate of 67% or lower
Overall Federal Index < 41%

- Required to complete SIP in CIMS.
- Plan must be approved by both the **district and state**.


Schools

Not designated TS&I or CS&I

- Schools not designated TS&I and CS&I are not required to complete a SIP in CIMS.
- However, these schools may choose to use CIMS to complete a SIP.

Schoolwide Improvement Plan

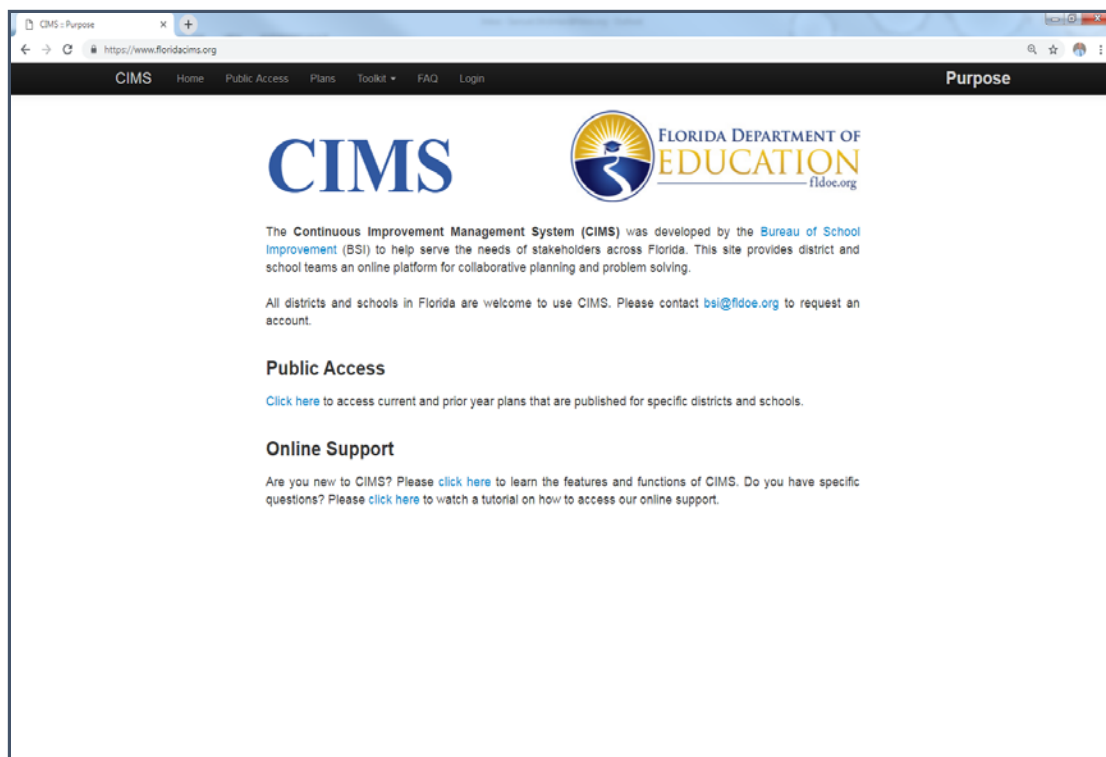
Requirements for CS&I and TS&I Schools

Classification	Criteria	Graded /Ungraded	SIP Requirements	SIP Deadlines and Support
NON-CHARTER SCHOOLS				
CS&I	Earned a 2019 school grade of D or F 140 schools	GRADED	Schoolwide Improvement Plan (SIP) must be completed in CIMS and be approved by the district and the state	August 30, 2019 SIP must be submitted at www.floridacims.org (CIMS) to Regional Executive Director (RED) for review
	Graduation rate of 67% or below and earned a 2019 school grade of A, B, or C 2 schools			September 30, 2019 REDs complete the review of the SIPs in CIMS
	Overall Federal Index below 41% and earned a 2019 school grade of A, B, or C 3 schools			October 15, 2019 Districts approve final versions of SIPs for publication in CIMS
				Tiered Support will be provided by the Bureau of School Improvement (BSI) and regional field teams
CS&I	Overall Federal Index below 41% or graduation rate of 67% or below 214 schools	UNGRADED (K-12, DJJ, Alternative, and ESE Centers)	SIP must be completed in CIMS	August 30, 2019 SIP must be submitted in CIMS Intensive Support will be provided by other bureaus within FLDOE
TS&I	1 or more subgroups have a Federal Index below 41% and earned a 2019 school grade of A, B, or C	GRADED 1,539 schools	SIP must be completed in CIMS and approved by the district (<i>state approval is not required</i>)	District determines SIP deadline
TS&I	1 or more subgroups have a Federal Index below 41%	UNGRADED 10 schools	Areas of Focus in SIP must address identified subgroup(s)	Universal Support will be provided by other bureaus within FLDOE
CHARTER SCHOOLS				
CS&I	Earned a 2019 school grade of D or F	GRADED 30 schools	A SIP is required pursuant to Section 1002.33(9)(n), F.S. CS&I Charter schools must submit SIP to bsi@fldoe.org by November 1, 2019	 <p>FLORIDA DEPARTMENT OF EDUCATION fldoe.org</p>
TS&I	1 or more subgroups have a Federal Index below 41%	GRADED 223 schools	Completion of a Schoolwide Improvement Plan is <u>not</u> required.	
CS&I	Overall Federal Index below 41% or graduation rate of 67% or below	UNGRADED 80 schools		
TS&I	1 or more subgroups have a Federal Index below 41%	UNGRADED 2 schools		



Schoolwide Improvement Plan (SIP)

- www.floridacims.org
- District School Improvement contacts can add/update CIMS user accounts



I. School Information

C. Demographics

SIP 2019-20

Orange: Acceleration East

Contact: [Illatawie Showalter](#)

Read Only

[Dashboard](#)

I. School Information

A. School Mission and Vision

B. School Leadership Team

C. Demographic Information

D. Early Warning Systems

II. Needs Assessment/Analysis

III. Planning for Improvement

IV. Title I Requirements

V. Budget

For detailed guidance on completing the SIP, please refer to the [2019-20 SIP Leadership Guide](#).

1811 - Acceleration East

Principal: Douglas Loftus

Start Date for this Principal:

2019

April

17

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 8-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grade	2017-18:
	2016-17:
	2015-16:
School Grades History	2014-15:
	2013-14:
2018-19 Differentiated Accountability (DA) Information*	
DA Region	Southeast
Regional Executive Director	Gayle Sitter
Turnaround Option/Cycle	
Year	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).



II. Needs Assessment/Analysis

A. School Data

SIP 2019-20

Orange: Acceleration East

Contact: Illatawie Showalter

Read Only Dashboard

- I. School Information
- II. Needs Assessment/Analysis
 - A. School Data**
 - B. Grade Level Data
 - C. Subgroup Data
 - D. ESSA Data
 - E. Analysis
- III. Planning for Improvement
- IV. Title I Requirements
- V. Budget

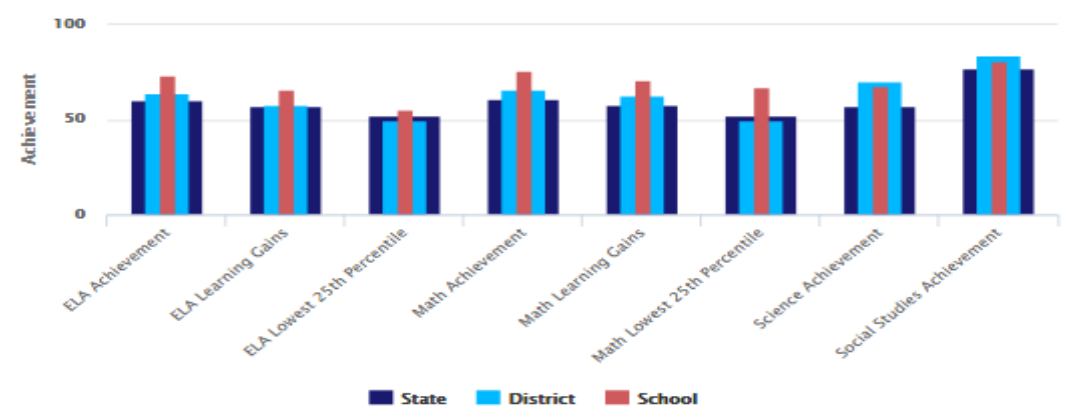
For detailed guidance on completing the SIP, please refer to the [2019-20 SIP Leadership Guide](#).

B. School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	73%	64%	60%	73%	67%	57%
ELA Learning Gains	66%	58%	57%	68%	64%	57%
ELA Lowest 25th Percentile	55%	50%	52%	57%	53%	51%
Math Achievement	76%	66%	61%	74%	68%	58%
Math Learning Gains	71%	63%	58%	72%	67%	56%
Math Lowest 25th Percentile	67%	50%	52%	55%	56%	50%
Science Achievement	68%	70%	57%	71%	67%	53%
Social Studies Achievement	81%	84%	77%	90%	85%	75%

School, State, District Comparison – 2018



EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	3 (7)	3 (4)	3 (5)	1 (4)	3 (2)	7 (6)	8 (5)	0 (6)	9 (4)	37 (43)
One or more suspensions	0 (1)	0 (0)	1 (0)	0 (0)	0 (1)	0 (0)	2 (2)	1 (3)	0 (1)	4 (8)
Course failure in ELA or Math	0 (0)	1 (0)	0 (1)	1 (2)	0 (1)	0 (1)	0 (1)	0 (1)	0 (1)	2 (8)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	11 (1)	6 (11)	9 (10)	5 (11)	11 (9)	9 (7)	51 (49)

Additional Data Analysis

Additional data can be reviewed in the Data Analysis module (opens a new window/tab).



*These charts show fictional data for demo purposes.



II. Needs Assessment/Analysis

B. Grade Level Data

SIP 2019-20

Orange: Acceleration East

Contact: Illatawie Showalter

Read Only

Dashboard

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For detailed guidance on completing the SIP, please refer to the [2019-20 SIP Leadership Guide](#).

B. Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						
09	2019					
	2018	23%	50%	-27%	53%	-30%
Cohort Comparison		0%				
10	2019					
	2018	21%	49%	-28%	53%	-32%
Cohort Comparison		-23%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	29%	62%	-33%	65%	-36%

*Chart also includes Civics EOC, History EOC, Algebra & Geometry EOC (not shown here).

II. Needs Assessment/Analysis

C. Subgroup Data

SIP 2019-20

Orange: Acceleration East

Contact: [Illatawie Showalter](#)

Read Only

[Dashboard](#)

I. School Information

II. Needs Assessment/Analysis

A. School Data

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For detailed guidance on completing the SIP, please refer to the [2019-20 SIP Leadership Guide](#).

D. Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	76	67	58	81	77	66	71	83	56		
HSP	69	65	52	67	61	64	64	73	45		
SWD	36	61	45	46	50	35	40				
FRL	66	65	55	67	66	64	62	77	42		
ELL	50	63		50	71	80					

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	74	67	61	74	69	53	70	89	57		
HSP	73	74	50	73	76	60	75	91	25		
SWD	46	59	47	50	61	41	43				
FRL	62	65	57	66	70	56	62	81	30		
ELL	38	50		38	72	77					26



II. Needs Assessment/Analysis

D. ESSA Data

SIP 2019-20

Orange: Acceleration East

Contact: [Ilatawie Showalter](#)

Read Only

Dashboard

I. School Information

II. Needs Assessment/Analysis

A. School Data

B. Grade Level Data

C. Subgroup Data

D. ESSA Data

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For detailed guidance on completing the SIP, please refer to the [2019-20 SIP Leadership Guide](#).

II. Needs Assessment/Analysis

D. ESSA Data

This data has been compiled for the 2017-18 school year. Data for the 2018-19 school year will be updated when available.

ESSA Federal Index

ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	298
Total Components for the Federal Index	10
Percent Tested	92%

[Link to State, District and School Report Cards \(https://edudata.fldoe.org\)](https://edudata.fldoe.org) →

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	16
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners

Federal Index - English Language Learners	15
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1

Asian Students

II. Needs Assessment/Analysis

D. Analysis

SIP 2019-20

Orange: Acceleration East

Contact: Illatawie Showalter

Read Only

Dashboard

I. School Information

II. Needs Assessment/Analysis

A. School Data

B. Grade Level Data

C. Subgroup Data

D. ESSA Data

E. Analysis

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For detailed guidance on completing the SIP, please refer to the [2019-20 SIP Leadership Guide](#).

II. Needs Assessment/Analysis

E. Analysis

1. Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

- a. Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

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- b. Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

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- c. Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

0 words used, 250 words left

- d. Which data component showed the most improvement? What new actions did your school take in this area?

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- e. Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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- f. Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

- 1.
- 2.
- 3.
- 4.
- 5.



**NEEDS
ASSESSMENT**



**AREA OF
FOCUS**

III. Planning for Improvement

SIP 2019-20

Orange: Acceleration East

Contact: Illatawie Showalter

Read Only

Dashboard

I. School Information

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For detailed guidance on completing the SIP, please refer to the [2019-20 SIP Leadership Guide](#).

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 any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

A. Areas of Focus

New Activity

Area of Focus (limited to 255 characters)

What are the most critical areas of focus based on data review from section 2?

Rationale

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

State the measureable outcome the school plans to achieve

0 words used, 150 words left

This should be some kind of data-based objective outcome

0 words used, 150 words left

Person responsible for monitoring outcome

Select One

Evidence-based Strategy

Describe the strategy being implemented in this process

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Rationale for Evidence-based Strategy

Explain the rationale for selecting this strategy. Define the level of evidence and list the resources/criteria used to make this determination.

Why are you implementing this strategy?

0 words used, 150 words left

III. Planning for Improvement

SIP 2019-20

Orange: Acceleration East

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Read Only

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For detailed guidance on completing the SIP, please refer to the [2019-20 SIP Leadership Guide](#).

Action Step(s)

Description

1. List action steps that will be taken as a part of this strategy to address this area of focus. Include monitoring of your strategy within your action steps!
- 2.
- 3.
- 4.
- 5.

5 words used, 495 words left

Person Responsible

Select One

+ Add An Area of Focus

Additional Schoolwide Improvement Priorities (optional)

1. After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Explain how you will address the remaining schoolwide improvement priorities. This includes any broader areas for improvement that are not addressed in the Areas of Focus. Examples include areas such as school safety, external stakeholder relationships, teacher recruitment and development, or other school wide initiatives.

School Improvement Plan Resources

- www.floridacims.org
- School Leadership Companion Guide
- Webinar PowerPoint and recording in CIMS
- Regional School Improvement teams available to facilitate district trainings

Feedback Activity on SIP

I.

School Information

II.

Needs Assessment

III.

Planning for Improvement

Other Suggestions

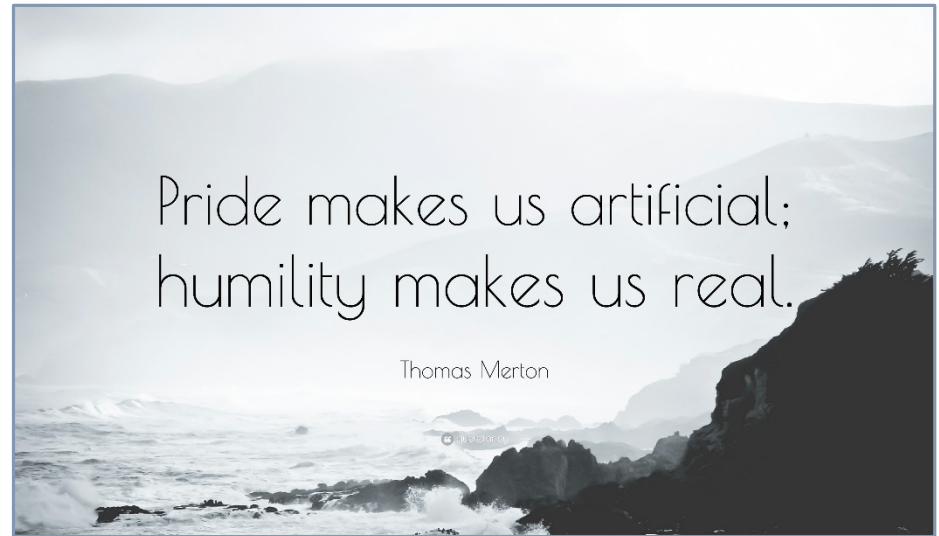




SIP Best Practices

Be Forthright and Open

- The SIP is not intended or designed to be a compliance document.
- The data within the SIP is designed to help leadership teams to develop an unvarnished look at student achievement, school culture, and overall trajectory.
- The SIP can only be effective if it accurately reflects the school's greatest challenges.





SIP Best Practices

Limit the Areas of Focus

- School's should identify the highest priorities for improvement.
- Focus effort and resources to address only a select few priority areas.
- If too many areas are identified as priorities, none of them receive adequate attention.



You will never reach
your destination
if you stop and throw stones
at every dog that barks.

Winston Churchill

Turn and Talk

1. What is the difference between an Area of Focus and a Goal/Intended Outcome?
2. What should an Area of Focus revolve around?

AREA OF FOCUS



VS.



The 5 Whys: Getting to the Root Cause

(The problem)

The vehicle will not start

1. **Why?** - The battery is dead. (First why)
2. **Why?** - The alternator is not functioning. (Second why)
3. **Why?** - The alternator belt has broken. (Third why)
4. **Why?** - The alternator belt was well beyond its useful service life and not replaced. (Fourth why)
5. **Why?** - The vehicle was not maintained according to the recommended service schedule. (Fifth why, a root cause)

Six Sigma DMAIC Methodology



SIP Best Practices

Include Various Stakeholders

- SIPs are most effective when they collaborative effort.
- School Advisory Councils and Instructional Leadership Teams should be deeply involved in the development of the SIP.
- The development of the SIP is an opportunity to build capacity within leadership teams and foster distributed leadership.
- Consider how families, communities, and other stakeholder groups can contribute to the development of your SIP.



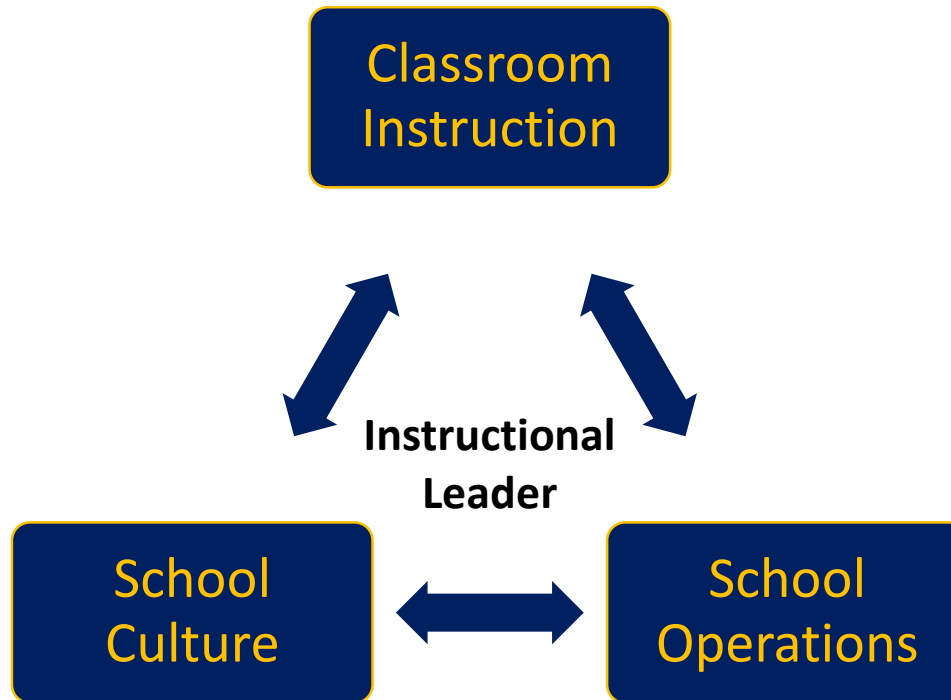


Strong Instructional Leadership
Teams think critically about their own skills, strengths, and capacity in order to strategically leverage others in support of students.



Turn and Talk

1. Who should be on the school's Instructional Leadership Team (ILT)? Why?
2. What should be the focus of the ILT?
3. How can it establish/revise systems to effect student outcomes?



How can your **district staff** use its capacity in order to strategically leverage instructional leaders in support of students?



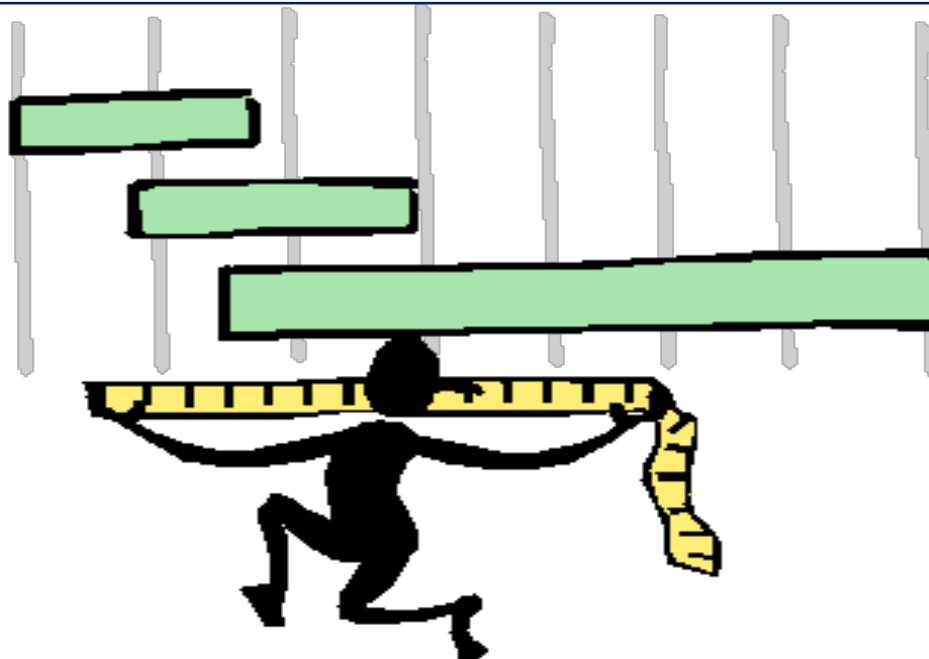
SIP Best Practices

Monitor & Measure

- Lack of monitoring and measurement can derail the most well-intended SIP.
- Clarity is essential for effective monitoring (*who, what, when, why, how*).
- Effective monitoring will allow you to make any necessary refinements throughout the year.
- The **Mid-year Reflection** is an opportunity to measure and reflect on your progress, as well as make any final amendments to the approved budget.

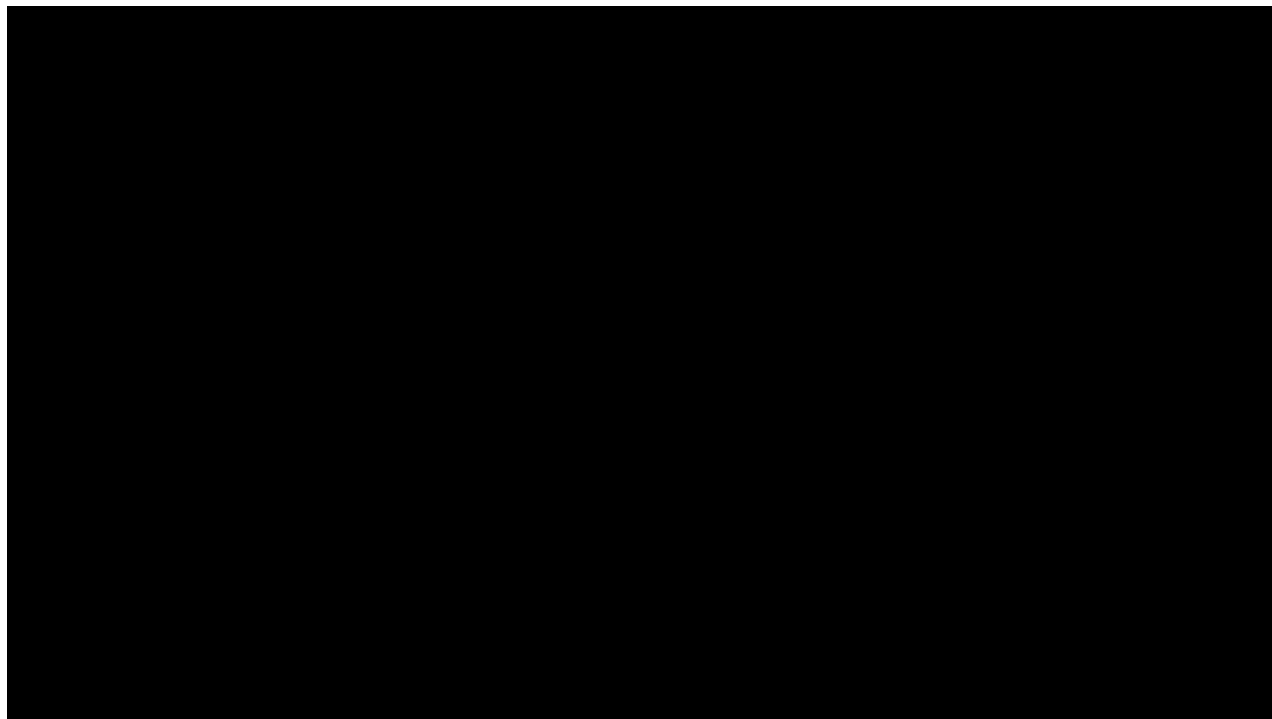


What systems does the **district** have in place to help schools monitor and measure progress on their Areas of Focus? Is there an expectation?



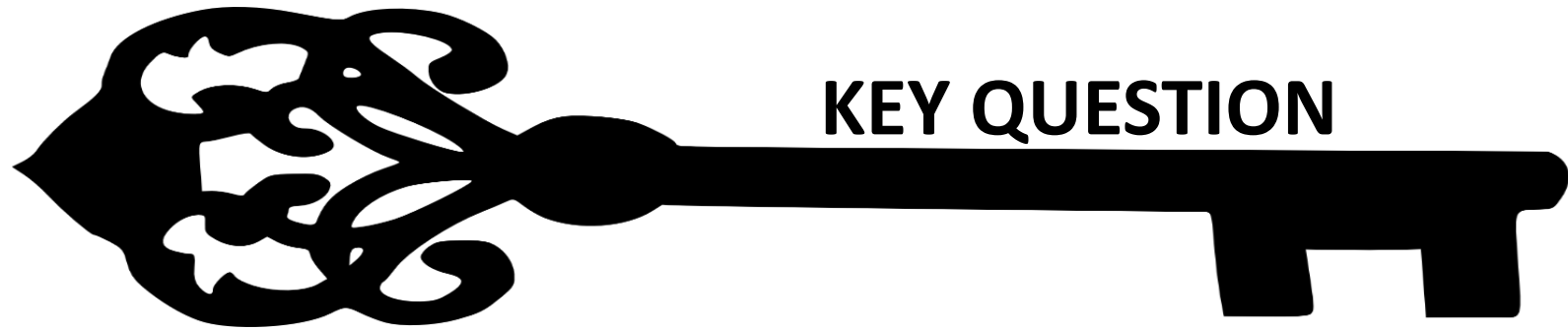


VIDEO CLIP



REFLECTION:

How can the **district** leverage systems and working together to create a culture that values instruction and drives school improvement ?



Is your **district's** vision for excellent instruction being put into action in your schools?



What are the resources and supports your schools need to make the outcomes in their SIP a reality?		HIGH – Critical Need for this Resource / System	MEDIUM – Substantial Need for this Resource / System	LOW – This Resource / System is Fully in Place	I am not sure
Human Capital	Staff Capacity				
	Training and Development				
	Distributed Leadership				
Systems and Structures	Practice Opportunities				
	Communication Channels				
	Planning Time				
	Progress Monitoring and Data Use				
Knowledge and Skills	Implementation of the Shifts				
	Delivering Actionable Feedback				
Other Resources					

www.FLDOE.org

