

STATE BOARD OF EDUCATION
Action Item
November 18, 2014

SUBJECT: Approval of Amendment to Rule 6A-1.099811, Differentiated Accountability State System of School Improvement

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1008.33, Florida Statutes

EXECUTIVE SUMMARY

The proposed rule has been revised to reflect lessons learned in 2013-14, and align with new policies introduced during the 2014 legislative session. Key changes are as follows:

- Distinguished "DA category" (i.e., Focus and Priority), which is based solely on the most recent school grade, from the "turnaround status" (i.e., Planning and Implementing), which is based on a two to three year grades history
- Modified language to include any three consecutive grades below C, in addition to two consecutive grades of F, as the basis for turnaround implementation; implementation must continue until the school grade improves to a C or higher
- Added structure and additional details to clarify expectations of districts
- Consolidated Phases 2 and 3 of the Turnaround Option Plan, allowing for a more streamlined submission process
- Reorganized paragraphs describing the turnaround planning and implementation processes for better flow
- Revised incorporated forms to align with state statute and the proposed rule, streamline for readability and user-friendliness, and reduce duplication with requirements of other department forms

Supporting Documentation Included: Proposed Rule 6A-1.099811, Differentiated Accountability State System of School Improvement; Form DA-1, Checklist for Districts with Focus or Priority Schools; Form DA-2, Checklist for Focus and Priority Schools; Form DIAP-1, District Improvement and Assistance Plan Template; Form SIP-1, School Improvement Plan Template; Form TOP-1, Turnaround Option Selection - Phase 1; and Form TOP-2, Turnaround Option Plan - Phase 2

Facilitator/Presenter: Sam Foerster, Deputy Chancellor of Student Achievement and School Improvement

6A-1.099811 Differentiated Accountability State System of School Improvement.

(1) No change.

(2) Definitions. The following definitions, listed alphabetically, shall be used in this rule and incorporated documents:

(a) “8-Step Planning and Problem Solving” or “8SPPS” refers to a cycle of continuous improvement that stakeholder groups engage in to identify barriers to implementation of a strategic goal and then develop implementation and monitoring plans to eliminate or reduce said barriers. The process is delineated in Form SIP-1 and Form DIAP-1.

(b) ~~(a)~~ “Annual Measurable Objectives” or “AMOs” mean the yearly targets established for each subgroup, to include American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, economically disadvantaged, and all students, calculated at the school, district, and state levels, to show whether the subgroup is making enough progress in the current year to be on track to reduce its percentage of non-proficient students in reading and math by half by 2016-17 (using 2010-11 as the baseline year). For the purposes of this definition, non-proficient means scoring at level 1 or 2 on FCAT 2.0, or the equivalent level on the Florida Standards Assessment (FSA), and end-of-course (EOC) assessments, or scoring at level 3 or lower on the Florida Alternate Assessment (FAA), pursuant to Rule 6A-1.09981, F.A.C.

(c) ~~(b)~~ “Coaching” means serving as an instructional resource in a school to generate improvement in student achievement by improving the quality of instruction through professional development support to teachers in their respective content areas, as needed, based on an analysis of student performance and observational data.

(d) ~~(c)~~ “Classroom walkthrough” means, for the purposes of DA, a brief, informal observation of classroom activities by DA Regional Team members, district, and school staff to gather data and provide feedback to teachers and administrators to inform instructional practices for improved student achievement. These data shall not be tied to individual teachers or used in teacher evaluations.

(e) ~~(d)~~ “Common planning time” means the time provided to grade-level teachers at the elementary level and subject-area teachers at the secondary level to meet together, within and across grades and subjects, for data-based decision making, problem-solving, lesson study, and professional development on Florida’s standards Common Core State Standards (CCSS), Next Generation Sunshine State Standards (NGSSS), and lesson study.

(f) ~~(e)~~ “Data chats” means the process of administrators and teachers meeting to discuss assessment results in order to establish student goals. Students may or may not be present in these discussions.

(g) ~~(f)~~ “Differentiated Accountability Regional Team” means the staff assigned by the Department to provide assistance to schools and districts located in one (1) of five (5) geographic regions.

(h) ~~(g)~~ “Differentiated Accountability State System of School Improvement,” “Differentiated Accountability,” and “DA” mean the system set forth by Section 1008.33, Florida Statutes, in which the state provides support and interventions of escalating intensity to low-performing schools in order to improve and sustain performance of all student subgroups, and holds districts accountable for improving the academic achievement of all students and turning around low-performing schools.

(i) ~~(h)~~ “Direct instructional support” means support provided by a district curriculum or content area specialist who visits the school frequently to provide onsite, job-embedded professional development and support to classroom teachers.

(j) ~~(i)~~ “District Improvement and Assistance Plan” or “DIAP” means a district-level plan, submitted to the Department, which includes strategies for improving school performance and increasing student achievement and demonstrates how resources are aligned to ensure schools demonstrating the greatest need receive the highest percentage of resources (Form DIAP-1, District Improvement and Assistance Plan).

(k) ~~(j)~~ “Florida’s Continuous Improvement Model” or “FCIM” is a process by which quality is improved over time by examining results and the processes that generate those results and employing problem-solving skills to generate and implement targeted improvements.

(l) ~~(k)~~ “Focus school” means any school that receives a grade of “D.”

~~(l) “Former F school” means any school that earned a grade of “F” within the past three (3) years but has since improved its grade.~~

(m) No change.

(n) “Instructional coach” means a staff member who serves in the expressed capacity of coaching instructional staff, as defined in paragraph (2)(c) ~~(b)~~ of this rule.

(o) through (v) No change.

(w) “Response to Instruction/Intervention” or “RtII” means the multi-tiered practice of providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions.

(x) “Specific, measurable, achievable, relevant and time-bound goals” or “SMART goals” means the numeric data targets to be accomplished by successfully reaching a strategic goal in a school or district plan.

(y) ~~(x)~~ “Turnaround Option Plan” or “TOP” means a district-level plan to implement one (1) of five (5) turnaround options in a school, pursuant to subsection (6) of this rule.

(3) through e. No change.

f. The Department shall review the ~~S~~chool ~~I~~mprovement ~~P~~lan (SIP) pursuant to Section 1001.42(18)(a), Florida Statutes, and conduct ~~meetings~~ visits to monitor the fidelity of the plan’s implementation.

2. No change.

(4) Focus schools.

(a) ~~Year one~~ Focus schools are those that declined to a grade of “D” in the most recent grades release. For these schools the district shall:

1. Collaborate with the school and DA Regional Team to develop a SIP to align the progress monitoring assessment data to new targets and strategies using an online survey Form SIP-1, which must be submitted at <https://www.floridacims.org> ~~http://www.flbsi.org/~~. Form SIP-1, incorporated in this rule, provides the outline for the online survey.

2. Demonstrate fulfillment of ~~Submit~~ required district- and school-level deliverables as described in Forms DA-1 and DA-2, including the ~~District Improvement and Assistance Plan (DIAP), using Form DIAP-1, which must be~~

submitted through an online survey at <https://www.floridacims.org> ~~http://www.flbsi.org~~. Form DIAP-1, incorporated in this rule, provides the outline for the online survey.

(b) ~~Year-two Focus-Planning~~ schools are those that ~~previously earned two (2) consecutive a-grades of “D” (i.e., “DD”), or a single grade of “F” immediately followed by a grade of “D” (i.e. “FD”) in the most recent grades release. Year-two Focus is a turnaround planning school year.~~ For these schools the district shall:

1. Fulfill requirements of subparagraphs (4)(a)1.-2. of this rule.

2. Select a turnaround option from those listed in subsection (6) of this rule. The selected option shall be submitted through an online survey at <https://www.floridacims.org>. ~~on Form TOP-1, incorporated in this rule, provides the outline for the online survey; Turnaround Option Selection (Phase 1), which must be submitted at~~ ~~http://www.flbsi.org.~~

3. Submit a Turnaround Option Plan (TOP) for State Board of Education approval.

a. The plan must be developed with Department input and submitted through an online survey at <https://www.floridacims.org>. ~~on Form TOP-2, incorporated in this rule, provides the outline for the online survey; Turnaround Option Plan Phases 2 & 3, which must be submitted at~~ ~~http://www.flbsi.org.~~

b. ~~Districts that receive a second planning year for a Focus-Planning school that improved from an “F” to a “D” shall re-engage stakeholders in the needs assessment process pursuant to the requirements of Form TOP-1, and use current information to update and refine the original plan pursuant to the requirements of Form TOP-2.~~

c. ~~The district will not be required to implement its TOP if the next school grade improves in the planning year.~~

(c) ~~Year-three Focus-Implementing~~ schools are those that earned a third consecutive grade below “C” with a ~~of “D” or an “F” immediately followed by two (2) consecutive grades of “D” in the most recent grades release (i.e., “FFD,” “DFD,” “FDD” or “DDD”). The year-three Focus school year begins the turnaround implementation period.~~ For these schools the district ~~shall~~ ~~must~~:

1. Fulfill requirements of subparagraphs (4)(a)1.-2. of this rule.

2. Fully implement the State Board of Education-approved TOP. The district will not be required to continue implementation of its TOP if the next school grade improves ~~in the first implementation year~~

(d) In order to exit the Focus category, a school must improve its letter grade.

(5) Priority schools.

(a) ~~Priority-Planning~~ schools are those that ~~declined to earned~~ a grade of “F” in the most recent grades release and have not. ~~The Priority school year is a turnaround planning year, unless the school already received a planning year or implemented a turnaround option during within the previous two (2) school years pursuant to paragraph (5)(c) of this rule, and except for schools required to implement a new turnaround option pursuant to paragraph (7)(d) of this rule.~~ For these schools ~~entering a planning year~~, the district shall:

~~1. Fulfill requirements of sub-subparagraphs (4)(b) (a)1.-3.a. 2. of this rule.~~

~~2. Select a turnaround option from those listed in subsection (6) of this rule. The selected option shall be submitted on Form TOP-1: Turnaround Option Selection (Phase 1), which must be submitted at~~ ~~http://www.flbsi.org.~~

~~3. Submit a TOP for State Board of Education approval.~~

~~a. The plan must be developed with Department input and submitted on Form TOP 2: Turnaround Option Plan Phases 2 & 3, which must be submitted at <http://www.flbsi.org>.~~

b. The district will not be required to implement its TOP if the school grade improves in the planning year.

(b) Priority-Implementing schools are those that earned two consecutive grades of “F” in the most recent grades release (i.e., “FF”), or a third consecutive grade below “C” with an “F” in the most recent grades release (i.e., “FDF” or “DDF”). ~~The school year immediately following the planning year begins the turnaround implementation period for Priority schools that do not improve their grade in the planning year.~~ For these schools, the district ~~shall:~~ must

1. Fulfill requirements of subparagraphs (4)(a)1.-2. of this rule.

2. Fully implement the State Board of Education-approved TOP. The district will not be required to continue implementation of its TOP if the school grade improves to a “C” or higher.

(c) ~~A school that earns a grade of “F” within two (2) years of raising its grade from an “F” must implement one (1) of the turnaround options pursuant to Section 1008.33(4)(b)2., 5., Florida Statutes, at the start of the subsequent school year.~~

~~(c) (d) In order to exit the Priority category, a school must improve its letter grade. In the year immediately following the improvement from an “F,” a former F school must continue to refine and submit its turnaround plan pursuant to subsection (7) of this rule; this requirement is in preparation for the possibility that the school grade returns to a grade of “F” in the subsequent year, compelling the school to implement a turnaround option, pursuant to paragraph (5)(c) of this rule. Additionally, a Former F~~

~~(d) To support continuous improvement of a school that improves from a grade of “F” to a “C” or higher, the Department shall monitor sustain for three (3) years the implementation of activities and strategies and progress toward goals outlined in the SIP that contributed to its improvement, which shall be monitored by the Department.~~

(6) Turnaround options are as follows:

(a) District-managed Turnaround (DMT): The district develops and manages the implementation of the turnaround plan at the ~~Convert to a district-managed turnaround school;~~

(b) through (e) No change.

(7) Turnaround Option Plans. For each school required to plan for turnaround pursuant to paragraphs (4)(b), (5)(a), and ~~(9)(b) (7)(d)~~, turnaround plans shall be developed by the district in ~~two (2) three~~ phases according to the Department’s prescribed deadlines. Each year, the Department shall publish notice of the deadlines for each phase of turnaround plan submission. The notice shall allow a minimum of ninety (90) days after the school grade is posted for submission of phase one; and a minimum of sixty (60) days after the phase one deadline for submission of phase two, ~~and require phase three upon the start of the school year in which turnaround implementation begins.~~

(a) Phase one – selection. Districts shall complete phase one by engaging the community in the needs assessment and selection of selecting a turnaround option documenting completion of the requirements of and submitting Form TOP-1 using the Department’s online survey at <https://www.floridacims.org> through the Department’s web site at <http://www.flbsi.org>.

(b) Phase two – planning for implementation. Districts shall complete phase two by developing a draft plan for implementing the selected option, submitting it to the RED for review and feedback, of the RED and submitting a

completed plan using the Department's Form TOP-2 online survey at <https://www.floridacims.org>. ~~for implementing the selected option using Form TOP 2. Form TOP 2 shall be submitted at <http://www.flbsi.org> and shall be approved or denied by the State Board of Education.~~

~~(c) Phase three implementation. Phase three is required only for schools that do not improve the school grade and must implement the turnaround plan. Districts shall complete phase three by incorporating any revisions into Form TOP 2, which shall become the official turnaround plan on record, and by implementing the plan.~~

~~(d) If a school does not improve its grade following the second year of implementing a turnaround option, the school district must implement a different turnaround option at the beginning of the subsequent school year. The district does not receive an additional planning year, but must follow the requirements of paragraphs (7)(a)-(c) of this rule to develop the new plan during the second year of its current turnaround implementation.~~

~~(e) In the schools described in paragraph (7)(d) of this rule, the State Board of Education may grant additional time for the district to implement its current TOP, if the district demonstrates the school grade is likely to increase given more time. Using the forms and process outlined in paragraphs (7)(a)-(c) of this rule, the district may request additional time, and shall provide evidence of improvement under its current TOP, outline any changes in activities and strategies that will occur in the following year should additional time be granted, and assure timely implementation of an alternate turnaround option should the request be denied.~~

(8) The State Board of Education shall approve a turnaround option plan submitted under subsection paragraph (7)(b) when the plan:

(a) Is submitted at <https://www.floridacims.org> on Form TOP-2;

(b) Fulfills addresses each of the requirements of Form TOP-1 and TOP-2 by describing the action the district has taken or plans to take to fulfill the requirements, the rationale for the action, and the data sources used to make decisions and monitor progress; and

~~(c) includes evidence of stakeholder engagement and community involvement during the turnaround option selection process;~~

~~(d) includes a timeline for the transition;~~

~~(e) includes research on the selected programs for all turnaround options, except closure;~~

~~(f) includes a listing of possible external partners, research on the selected external partners and copies of all correspondence with external partners, for the turnaround options of charter and external operator; and~~

~~(c) (g) Is found by the Board to create the conditions to improve the school's grade during the two-year implementation period.~~

(9)(a) A school implementing a turnaround plan shall continue to implement until it earns a grade of "C" or higher. The Department shall monitor implementation of the plan.

(b) If a school does not improve its letter grade to a "C" or higher following the second year of implementing a turnaround option, the district must implement a different turnaround option at the beginning of the subsequent school year. The district does not receive an additional planning year, but must follow the requirements of paragraphs (7)(a)-(b) of this rule to develop the new plan prior to the start of a third year of turnaround implementation.

(c) For schools described in paragraph (9)(b) of this rule, the State Board of Education may grant additional time for the district to implement its current TOP, if the district demonstrates the school grade is likely to increase given more time. Using the forms and process outlined in paragraphs (7)(a)-(b) of this rule, the district may request additional time, and shall provide evidence of improvement under its current TOP, outline any changes in activities and strategies that will occur in the following year should additional time be granted, and assure timely implementation of an alternate turnaround option should the request be denied.

(10) (9) Forms. The following forms are hereby incorporated by reference: Form DA-1, Checklist for Districts with Focus or Priority Schools (~~December 2014 August 2013~~) (http://www.flrules.org/Gateway/reference.asp?No=Ref-04619_03053); Form DA-2, Checklist for Focus and Priority Schools (~~December 2014 August 2013~~) (http://www.flrules.org/Gateway/reference.asp?No=Ref-04620_03054); Form DIAP-1, District Improvement and Assistance Plan (~~December 2014 August 2013~~) (http://www.flrules.org/Gateway/reference.asp?No=Ref-04621_03055); Form SIP-1, School Improvement Plan (SIP) (~~December 2014 August 2013~~) (http://www.flrules.org/Gateway/reference.asp?No=Ref-04622_03056); Form TOP-1: Turnaround Option Plan- Selection (Phase 1) (~~December 2014 August 2013~~) (http://www.flrules.org/Gateway/reference.asp?No=Ref-04623_03057); Form TOP-2: Turnaround Option Plan – Phases 2 & 3 (~~December 2014 August 2013~~) (http://www.flrules.org/Gateway/reference.asp?No=Ref-04624_03058). All forms may be obtained by contacting the Bureau of School Improvement, K-12 Public Schools, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399.

(11) (10) Failure to comply with the requirements of this rule will subject a district to the remedies provided in Section 1008.32, Florida Statutes.
Rulemaking Authority 1001.02(1), 1001.42(18)(a), 1008.33 FS. Law Implemented 1001.42(18)(a), 1008.33, 1008.345, 1012.2315 FS. History—New 8-11-10, Amended 8-6-13,



FLORIDA DEPARTMENT OF EDUCATION

Form DA-1

Checklist For Districts with Focus or Priority Schools

Rule 6A-1.099811
Effective December 2014

Differentiated Accountability (DA) – Checklist for Districts with Focus or Priority Schools

District:

District Contact Information:

RED:

Purpose

The purpose of this document is to guide the district’s school improvement planning discussions throughout the year and coordinate strategies and resources to assist the lowest-performing schools.

Instructions

Initial Planning Meeting

Before the beginning of the school year, the Regional Executive Director (RED) shall schedule an initial planning meeting with district department leaders to review the DA school improvement process and requirements for Focus and Priority schools. At the initial meeting, the RED and district department leaders shall schedule the monthly planning meetings for the remainder of the school year.

Monthly Planning Meetings

The RED shall communicate with district leaders prior to each monthly planning meeting and identify key topics for discussion and deliverables that will be reviewed from the four themes listed below.

Requirements and Deliverables

All deliverables are organized into one of the following thematic “packets”:

1. Recruitment and Retention
2. Student Data
3. Progress Monitoring Assessments
4. District Improvement and Assistance Plan

The district shall demonstrate compliance with the requirements listed within each packet by providing the stated evidence of completion. This form, and all deliverables required by this form, shall be maintained by the district and provided to the RED upon request. Deadlines and deliverables may be modified upon agreement of the RED and district leadership and documented in this form. If a requirement is not met by the deadline, the district shall identify the strategies it will use to meet the requirement, the expected completion date and the person responsible.

Differentiated Accountability (DA) – Checklist for Districts with Focus or Priority Schools

Deliverable: Recruitment and Retention Packet

Deadline: September 5 – Recruitment and Retention Plan and Pool; February 2 – Update on Mid-Year Vacancies

Requirements Satisfied

- D01. The district shall develop a plan to encourage teachers and instructional coaches with a record of increasing learning gains to remain at or transfer to lower-performing schools.
D02. The district shall not assign to Focus or Priority schools a higher percentage than the school district average of temporarily certified teachers, teachers in need of improvement, or out-of-field teachers, pursuant to section 1012.2315(2)(a), Florida Statutes.
D03. The district shall create and maintain a pool of highly qualified reading, mathematics, and science teachers and instructional coaches to serve in Differentiated Accountability schools.
D04. The district shall ensure the school is fully staffed by the first day of school.
D05. The district shall ensure mid-year vacancies are filled.

Evidence of Completion

Current Status

Shall include:

[] In Progress

[] Complete

- [] Position control document for each vacant position
[] Plan for filling the position(s) in a timely manner
[] Data comparing percentage of temporarily certified, "needs improvement," or out-of-field teachers at the school to district averages
[] Evidence of a differentiated pay policy, pursuant to section 1012.22, Florida Statutes—
[] Collective Bargaining Agreement, or
[] Memorandum of Understanding, or
[] Letter of assurance of good-faith bargaining

If not complete, identify:

Person(s) Responsible:

Expected Date of Completion:

Strategies to Attain Completion:

May include:

- [] List of highly-qualified candidates in pool
[] Evidence of recruitment efforts

Deliverable: Student Data Packet

Deadline: September 5 – Data Systems, Plans and Processes; Throughout Year – Monitoring

Requirements Satisfied

- D06. The district shall ensure implementation of Florida’s Continuous Improvement Model (FCIM), or another comprehensive, data-based, problem-solving framework, in Priority and Focus schools, to identify the academic needs of individual students and meet the identified needs using a Multi-Tiered System of Supports (MTSS).
- D07. The district shall ensure real-time access to student achievement data.
- D08. The district administration shall ensure data chats are conducted between district administration and school administration, school administration and teachers, and teachers and students following progress monitoring assessments.

Evidence of Completion

Current Status

Shall include:

In Progress

Complete

- Data system(s) used to provide district personnel, school administrators, teachers, and parents with current student data

If not complete, identify:

Person(s) Responsible:

Expected Date of Completion:

Strategies to Attain Completion:

May include:

- MTSS plan with district- and school-level protocols
- District data review process and calendar
- District and school data chat process, forms, and calendars
- Revised district pacing guides
- Revised school focus calendars

Deliverable: Progress Monitoring Assessments Packet

Deadline: September 5

Requirements Satisfied

- D09. The district shall prescribe progress monitoring assessments in reading, writing, mathematics, and science for students scoring at Achievement Levels 1-3 on Florida’s statewide assessments in the prior year.
- D10. The district shall ensure students scoring at Achievement Levels 1-3 on Florida’s statewide assessments in the prior year participate in the Florida Assessments for Instruction in Reading aligned to the Florida Standards (FAIR-FS) or another diagnostic reading assessment that meets the requirements of D12.
- D11. The district shall submit evidence that its progress monitoring assessments clearly indicate student and subgroup performance in the areas to be assessed annually, as outlined in section 1008.34, Florida Statutes.
- D12. The district shall submit evidence that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid and reliable data to be used by schools to support intervention and acceleration for students.

Evidence of Completion

Current Status

Shall include:

In Progress

Complete

- Assessment calendar with assessment titles listed
- Evidence that assessment data can be disaggregated by subgroup
- Evidence that progress monitoring assessments are predictive to statewide assessments
 - Data from previous school year(s) showing correlation to performance on Florida’s statewide assessment
 - Technical papers from an assessment company that illustrate the correlation to Florida’s statewide assessment performance

If not complete, identify:

Person(s) Responsible:

Expected Date of Completion:

Strategies to Attain Completion:

Deliverable: District Improvement and Assistance Plan

Deadline: September 5 – Draft to RED; October 3 – Initial Submission; February 16 – Mid-Year Reflection

Requirements Satisfied

- D13. The district shall develop and implement a District Improvement and Assistance Plan (DIAP), meeting the requirements of Form DIAP-1.
- D14. The district shall create a district-based leadership team.
- D15. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and directly supervise principals at Focus and Priority schools.
- D16. The district leadership team shall establish a MTSS through district-wide consensus building, infrastructure development, and implementation.
- D17. The district shall ensure schools that demonstrate the greatest need receive the highest percentage of resources.
- D18. The district shall clearly demonstrate in the DIAP how it is aligning initiatives and resources based upon school needs.
- D19. The district shall develop instructional pacing guides aligned to Florida’s standards in reading, writing, mathematics, and science.
- D20. The district shall ensure appropriate resources are allocated to ensure the master schedule will allow for common planning time, as defined in Rule 6A-1.099811(2)(e), Florida Administrative Code. If the master schedule prevents lesson study from occurring during common planning time, the district shall ensure weekly lesson study is implemented after school for a minimum of one hour a week.
- D21. The district shall provide a reading coach, mathematics coach, and science coach to develop and model effective lessons, lead lesson study, analyze data, and provide professional development on Florida’s standards.
- D22. The district leadership team shall monitor instructional coaches’ daily logs of activities.
- D23. The district, in collaboration with the department, shall review members of each school leadership team and replace members as necessary, based upon overall school performance.
- D24. The district shall ensure the principal and assistant principal(s) at each school have a record of increasing student achievement. The principal shall also have a record of improving a similar school.
- D25. The district, with assistance from the department, shall review and replace teachers who have not contributed to increased learning gains of 65 percent or higher in reading or mathematics or to improving the school’s overall performance.

Deliverable: District Improvement and Assistance Plan

Deadline: September 5 – Draft to RED; October 3 – Initial Submission; February 16 – Mid-Year Reflection

Evidence of Completion

Current Status

Shall include:

In Progress

Complete

- Draft DIAP-1 submitted to the RED
- DIAP-1 initial submission completed in the online system located at <https://www.floridaCIMS.org/>
- DIAP-1 Mid-Year Reflection completed in the online system
- Justifications with corresponding data for keeping or replacing principals, assistant principals, and teachers

If not complete, identify:

Person(s) Responsible:

Expected Date of Completion:

Strategies to Attain Completion:

May include:

- Position control document for each coaching position
- List of coaches assigned to each school
- Monthly coaching calendars
- List of current administrators and their assignments for the past four years



FLORIDA DEPARTMENT OF EDUCATION

Form DA-2

Checklist For Focus and Priority Schools

Rule 6A-1.099811
Effective December 2014

Differentiated Accountability (DA) – Checklist for Focus and Priority Schools

School:

School Contact Information:

RED:

Purpose

The purpose of this document is to guide school improvement planning discussions throughout the year and coordinate strategies and resources that will lead to increased student achievement at the school.

Instructions

Instructional Reviews

Pursuant to Rule 6A-1.099811, Florida Administrative Code, the Instructional Review (IR) is the process used by the DA Regional Team, in collaboration with school and district leadership teams, to review a school’s historical performance data, conduct observations of instructional delivery, and develop a school improvement action plan to address instructional concerns. Prior to the start of the school year, the Regional Executive Director (RED) shall schedule an initial IR with district personnel and the school leadership team to review the DA school improvement process and requirements for the Focus or Priority school, including establishing a calendar for subsequent IRs and site visits by DA Regional Team members for the remainder of the school year.

Requirements and Deliverables

All deliverables are organized into one of two thematic “packets”—

1. School Improvement Plan (SIP)
2. Instructional Review

The school shall demonstrate compliance with the requirements listed within each packet by providing the stated evidence of completion. This form, and all deliverables required by this form, shall be maintained by the school and provided to the RED upon request. Deadlines and deliverables may be modified upon agreement of the RED and district leadership and documented in this form. If a requirement is not met by the deadline, the school shall identify the strategies it will use to meet the requirement, the expected completion date, and the person responsible.

Differentiated Accountability (DA) – Checklist for Focus and Priority Schools

Deliverable: School Improvement Plan

Deadline: September 5 – Draft to RED; November 3 – Initial Submission; February 16 – Mid-Year Reflection

Requirements Satisfied

- S01. The school shall update its SIP annually, in accordance with section 1001.42(18), Florida Statutes, to align progress-monitoring data to new targets and strategies using the department’s online survey, meeting the requirements of Form SIP-1, pursuant to Rule 6A-1.099811, Florida Administrative Code.
- S02. The school shall create a literacy leadership team, also known as a reading leadership team, pursuant to Rule 6A-6.053(3), Florida Administrative Code.
- S03. The school shall ensure all teachers are certified in-field and are highly qualified, as evidenced by a High, Objective, Uniform State Standard of Evaluation (HOUSSE) for the academic course assigned, pursuant to 20 U.S.C. § 7801(23).
- S04. The school shall complete a mid-year analysis of progress in the online system using the Mid-Year Reflection requirements of Form SIP-1.
- S05. The school shall provide updates to the School Advisory Council (SAC) three times per year (baseline, mid-year and end-of-year) on the implementation of the SIP and make updates to the SIP as needed.

Evidence of Completion

Current Status

Shall include:

In Progress

Complete

- Draft SIP submitted to the RED
- SIP initial submission completed in the online system located at <https://www.floridaCIMS.org/>
- SIP Mid-Year Reflection completed in the online system

If not complete, identify:

Person(s) Responsible:

Expected Date of Completion:

Strategies to Attain Completion:

May include:

- SIP modifications throughout the year

Deliverable: Instructional Review Packet and Participation

Deadline: Throughout the Year

Requirements Satisfied

- S06. The school leadership team shall monitor the implementation of the SIP.
- S07. The school shall implement the district K-12 Comprehensive Researched-Based Reading Plan.
- S08. The school shall implement a Multi-Tiered System of Supports (MTSS).
- S09. The school shall design a master schedule that allows for common planning time as defined in Rule 6A-1.099811(2)(e), Florida Administrative Code. If the master schedule prevents lesson study from occurring during common planning time, the school shall establish weekly lesson study implementation after school for a minimum of one hour a week.
- S10. The school shall develop and implement a comprehensive Florida Continuous Improvement Model (FCIM), or another comprehensive, data-based problem-solving framework to identify the academic needs of individual students and meet the identified needs using a MTSS. The model should include a curriculum pacing guide and a schedule for progress monitoring data collection and analysis.
- S11. The school shall ensure students are properly placed in rigorous coursework.
- S12. The school shall ensure all paraprofessionals are highly qualified.
- S13. The school shall participate in the district-developed, comprehensive instructional monitoring process.
- S14. The school leadership team shall monitor instructional coaches’ daily logs of activities.

Evidence of Completion

Current Status

Shall include:

In Progress

Complete

- Materials prepared for IRs (e.g., PowerPoint presentations, handouts, benchmark assessment data)
- Master schedule, including weekly lesson study schedule
- Sign-in sheets from the IRs

If not complete, identify:

Person(s) Responsible:

Expected Date of Completion:

Strategies to Attain Completion:

May include:

- Classroom observations
- Instructional pacing guides and monitoring schedule



FLORIDA DEPARTMENT OF EDUCATION

Form DIAP-1

District Improvement and Assistance Plan

Rule 6A-1.099811
Effective December 2014

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

District Improvement and Assistance Plan (DIAP)

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

Purpose

The purpose of this document is to guide the district-level school improvement planning and problem-solving process throughout the year and coordinate strategies and resources at the district level that will lead to increased student achievement in Focus and Priority schools.

Instructions

Initial Submission

This document shall be completed and submitted online in the Bureau of School Improvement (BSI) District Improvement and Assistance Plan web application. The deadline for initial submission will be posted at <https://www.floridaCIMS.org> prior to the start of the school year, allowing notice of at least 30 days.

Mid-Year Reflection

While there is a deadline each school year by which the district improvement plan must be initially completed, it is for archival/research purposes only. The DIAP is intended to be a “living” document, allowing districts to continually problem solve how best to reach their goals and adjust strategies and resources as necessary to improve student achievement in identified schools. To encourage these ongoing discussions, the template includes a mid-year reflection to be completed within 30 days after the release of mid-year assessment data.

Districts are also encouraged to update information in Part I, if changes are made during the school year.

District Improvement and Assistance Plan (DIAP)

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

All responses in Part I should be drafted specifically in reference to current identified needs of and supports provided to Priority and Focus schools and, where applicable, School Improvement Grant (SIG) 1003(g)-awarded schools. As needed, differentiate responses between these groups. The information gathered in Part I is intended to inform the review of data indicators in Part II and provide a foundation for identifying goals, resources and barriers during Part III.

Part I: Current District Status

A. Supportive Environment

1. District Mission and Vision

- a. Provide the district's mission statement.
- b. Provide the district's vision statement.

2. Supports for School Improvement Efforts

- a. Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) 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 to align to interventions in Priority and Focus schools. 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.
- b. Describe the way in which the district allocates resources to ensure schools that demonstrate the greatest need receive the most support. Include the person(s) responsible, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.
- c. Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.
- d. Provide the district's definition of "operational flexibility" provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting.

3. Sustainability of School Improvement

- a. Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability (DA) designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements.

District Improvement and Assistance Plan (DIAP)

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

B. Stakeholder Involvement

1. Describe the district's *ongoing* mechanisms for engaging families and the community in school improvement efforts.
Districts are required to annually submit a parental involvement plan, in accordance with 20 United States Code section 6318(a)(2), for review and approval by the Bureau of Federal Educational Programs, which may be used to address this question. The online system links directly to this plan.
2. Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions.

C. Effective Leadership

1. District Turnaround Lead and Leadership Team

- a. Provide the following contact information for the district turnaround lead and each additional member of the district leadership team.
The department recommends district-based leadership teams include the turnaround lead; district superintendent or associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; information technology directors; and specialists in other areas relevant to the schools' circumstances, such as assessment, English language learners and gifted learners.
 - i. Employee's name and email address
 - ii. Employee's title
 - iii. Employee's phone number and extension
 - iv. Supervisor's name
 - v. Supervisor's title
 - vi. Employee's role and responsibilities

2. Educator Quality

- a. Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team.
- b. Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes.

District Improvement and Assistance Plan (DIAP)

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

D. Public and Collaborative Teaching

1. Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), Florida Administrative Code.
2. Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

- i. Verify that the district has an approved K-12 Comprehensive Researched-Based Reading Plan.

Districts are required to annually submit a comprehensive reading plan, detailing the specific use of their research-based reading instruction allocation, for review and approval by the Just Read, Florida! Office, in accordance with section 1011.62(9)(d), Florida Statutes. The online system links directly to this plan.

b. Writing, Mathematics and Science

- i. List and describe the core, supplemental and intensive intervention programs for writing, mathematics and science the district currently uses at the elementary, middle and high school levels.
- ii. Verify that the district's master plan of inservice activities, created and submitted in accordance with section 1012.98(4)(b)4., Florida Statutes, supports the programs listed above.

2. Instructional Alignment and Pacing

- a. Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether the programs are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals.
- b. Describe the structures the district has in place to support students in Priority or Focus schools as they transition from one school to another.
Districts are required to establish a comprehensive student progression plan, in accordance with section 1008.25, Florida Statutes. If the district's established Student Progression Plan addresses this question, it may provide a hyperlink to the plan and include the page number(s) for reference.
- c. Verify that the district's instructional pacing guides are aligned to the Florida's standards for reading, writing, mathematics and science.

District Improvement and Assistance Plan (DIAP)

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

Part II: Needs Assessment

Districts are required to review performance data of Focus and Priority schools in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the schools’ greatest strengths and needs.

A. Underperforming Subgroups

The online survey prepopulates a listing of all subgroups that did not meet Annual Measurable Objectives (AMOs) in reading or mathematics in the most recent year, pursuant to paragraph (2)(b) of Rule 6A-1.099811, Florida Administrative Code. The district should consider these unmet AMOs in addition to the special needs of subgroups that may not be represented on the district AMO report.

B. Step Zero

An online tool has been developed and is available to all districts, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation. This path of inquiry is referred to as “Step Zero” as it is the pre-work necessary to prepare for the 8-step planning and problem-solving process, which is captured in Part III of this plan.

Part III: 8-Step Planning and Problem Solving for Implementation

Develop implementation plans for the district’s highest-priority goals by engaging in a structured planning and problem-solving process. Use the following prompts to capture the process and plan components:

Step 1: a) Identify a strategic goal b) Establish targets (i.e., SMART goals) to be accomplished by the district and/or select schools successfully reaching the strategic goal.

The goal and targets together form a “Theory of Action” [e.g., If we (1a), then we will see (1b)], which will be tested and refined through this process.

Step 2: Brainstorm resources that are available to support the goal and barriers that could hinder achieving the goal. Organize barriers into thematic “buckets.”

Step 3: Prioritize barrier buckets and select one bucket of *alterable elements* (e.g., curriculum, instruction, environment, organizational systems) to address, based on the potential impact the elimination or reduction of the barrier would have on the goal and the cost and complexity of implementation.

Step 4: Brainstorm and prioritize strategies that could be used to eliminate or reduce the selected barrier bucket; include the rationale for each strategy. Select a strategy to develop an action plan for implementation.

District Improvement and Assistance Plan (DIAP)

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

In Steps 5-8, details must include a description of the activity, the person(s) responsible for completing the activity, the start and end dates and frequency, and the evidence the person responsible will use to demonstrate completion of the activity.

Step 5: Develop an action plan by identifying all steps that will need to be taken to implement the selected strategy.

- Indicate whether the step is a professional development opportunity or technical assistance. These items will require additional details, including the facilitator and participants or the developer and intended audience.
- Indicate whether the step will require funding. Budget items will require additional details, including the function and object codes, the funding source, the amount needed at the district level or for a particular school, and a brief description.

Step 6: Determine how the action plan for the selected strategy will be monitored for fidelity of implementation; add distinct monitoring activities as needed.

Step 7: Determine how the selected strategy will be monitored for effectiveness at reducing or eliminating the selected barrier bucket; add distinct monitoring activities as needed.

Step 8: Determine how progress towards the goal and annual targets will be monitored, including the data that will be collected and reviewed throughout the year; add distinct monitoring activities as needed.

District Improvement and Assistance Plan (DIAP)

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

Mid-Year Reflection

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

Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part III.

- Has the goal been achieved?
 - If yes, what evidence do you see to indicate you have achieved the goal?
 - If no, is desired progress being made to accomplish the goal?
 - If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?
 - If no, have the originally targeted barriers been eliminated or reduced?
 - If yes, what evidence do you see to indicate barriers have been eliminated or reduced?
 - If no, are the original strategies being implemented with fidelity as designed?
 - If yes, what evidence do you see to indicate strategies have been implemented with fidelity? Engage in a problem-solving process around *strategy development*, making edits as needed to Step 4.
 - If no, engage in a problem-solving process around *implementation fidelity*, making edits as needed to Step 6.

Appendix 1: Implementation Timeline

This report will be generated automatically based upon each action step and monitoring activity entered as part of the 8-step planning and problem-solving process in Part III.

Appendix 2: Professional Development and Technical Assistance Outlines

These reports will be generated automatically based upon each activity identified as Professional Development or Technical Assistance as part of the 8-step planning and problem-solving process in Part III.

Appendix 3: Budget

This report will be generated automatically based upon each budget item identified in the 8-step planning and problem-solving process in Part III.



FLORIDA DEPARTMENT OF EDUCATION

Form SIP-1

School Improvement Plan (SIP)

Rule 6A-1.099811
Effective December 2014

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

School Improvement Plan (SIP)

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

Purpose

The purpose of this web-based application is to guide the school improvement planning, problem solving and implementation process throughout the year and coordinate strategies and resources that will lead to increased student achievement at the school. The completed school improvement plan may also serve as the Title I Schoolwide Plan, as the SIP is embedded with questions addressing all required components of a schoolwide program, as set forth in the No Child Left Behind (NCLB) Act of 2001, Public Law No. 107-110, Section 1114(b)(1), codified at 20 U.S.C. § 6314(b).

Instructions

Initial Submission

This plan shall be completed and submitted online in the Bureau of School Improvement (BSI) School Improvement Plan web application. The deadline for initial submission will be posted at <https://www.floridaCIMS.org/> prior to the start of the school year, allowing notice of at least 30 days. The 8-step planning and problem-solving process used within the online survey will require the school to review data, some of which will be populated or linked by the department and some of which will need to be gathered by the school in consultation with the district. The Differentiated Accountability (DA) Regional Team shall have access to these data, as needed.

Mid-Year Reflection

While there is a deadline each school year by which the school improvement plan shall be initially completed, it is for archival/research purposes only. 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 mid-year reflection to be completed after the release of mid-year assessment data.

Schools are also encouraged to update school information in Part I as changes are made throughout the school year.

School Improvement Plan (SIP)

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

All responses in Part I should be drafted specifically in reference to the current situation at the school. The information gathered in Part I is intended to inform the review of data indicators for goal development in Part II and provide a foundation for identifying resources and barriers during Part III.

Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

- a. Provide the school's mission statement.
- b. Provide the school's vision statement.

2. School Environment

- a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.
- b. Describe how the school creates an environment where students feel safe and respected before, during and after school.
- c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time.
- d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

3. Early Warning Systems¹

- a. Describe the school's early warning system and provide a list of the early warning indicators used in the system. This list shall include the following:
 - i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 - ii. One or more suspensions, whether in school or out of school
 - iii. Course failure in English Language Arts or mathematics
 - iv. Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- b. Provide the following data related to the school's early warning system:
 - i. The number of students by grade level that exhibit each early warning indicator listed above
 - ii. The number of students identified by the system as exhibiting two or more early warning indicators
- c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

¹ Required for schools with grades 6, 7 or 8

School Improvement Plan (SIP)

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

B. Family and Community Involvement

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

C. Effective Leadership

1. School Leadership Team

- a. Membership
 - i. Identify the name of each member of the school leadership team.
- b. Duties
 - i. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.
 - ii. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

2. School Advisory Council (SAC)

- a. Membership
 - i. Identify the name and stakeholder group of each member of the SAC.
- b. Duties
 - i. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes.
 1. Evaluation of last year's school improvement plan
 2. Development of the current school improvement plan
 3. Preparation of the school's annual budget and plan
 - ii. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.
 - iii. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
 1. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

School Improvement Plan (SIP)

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

3. *Literacy Leadership Team (LLT)*

a. Membership

- i. Identify the name of each member of the school-based LLT, also known as the Reading Leadership Team, in accordance with Rule 6A-6.053(3), Florida Administrative Code.

b. Duties

- i. Describe how the LLT promotes literacy within the school.

D. Public and Collaborative Teaching

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.
2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.
3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

E. Ambitious Instruction and Learning

1. *Instructional Programs and Strategies*

a. Instructional Programs

- i. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

b. Instructional Strategies

- i. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.
- ii. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:
 1. Strategy type and description
 2. Strategy purpose and rationale
 3. Number of minutes added to the school year
 4. Person(s) responsible for monitoring implementation of the strategy
 5. Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

School Improvement Plan (SIP)

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

2. *Student Transition and Readiness*

- a. PreK-12 Transition
 - i. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.
- b. College and Career Readiness²
 - i. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.
 - ii. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.
 - iii. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.
 - iv. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes.

Part II: Needs Assessment

Schools are required to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool has been developed, available to all schools, that includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation. This path of inquiry is referred to as “Step Zero” as it is the pre-work necessary to prepare for the 8-step planning and problem-solving process, which is captured in Part III of this plan.

Part III: 8-Step Planning and Problem Solving for Implementation

Goals, barriers and/or strategies must specifically address any subgroup not meeting its AMO targets for the prior school year. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) must also be considered during this process.

Develop implementation plans for the school’s highest-priority goals by engaging in a facilitated planning and problem-solving process. Use the following prompts to capture the process and plan components:

Step 1: a) Identify a strategic goal. b) Establish targets (i.e., SMART goals) to be accomplished by successfully reaching the strategic goal.

The goal and targets together form a “Theory of Action” [e.g., If we (1a), then we will see (1b)], which will be tested and refined through this process.

² Required for schools with grades 9, 10, 11 or 12

School Improvement Plan (SIP)

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

Step 2: Brainstorm resources that are available to support the goal and barriers that could hinder achieving the goal. Organize barriers into thematic “buckets.”

Step 3: Prioritize barrier buckets and select one bucket of *alterable elements* (e.g., curriculum, instruction, environment, organizational systems) to address, based on the potential impact the elimination or reduction of the barrier would have on the goal and the cost and complexity of implementation.

Step 4: Brainstorm and prioritize strategies that could be used to eliminate or reduce the selected barrier bucket; include the rationale for each strategy. Select a strategy to develop an action plan for implementation.

In Steps 5-8, details must include a description of the activity, the person(s) responsible for completing the activity, the start and end dates and frequency of the activity, and the evidence the person responsible will use to demonstrate completion of the activity.

Step 5: Develop an action plan by identifying all steps that will need to be taken to implement the selected strategy.

- Indicate whether the step is a professional development opportunity or technical assistance. These items will require additional details, including the facilitator and participants or the developer and intended audience.
- Indicate whether the step will require funding. Budget items will require additional details, including a description, the funding source and the amount needed.

Step 6: Determine how the action plan for the selected strategy will be monitored for fidelity of implementation; add distinct monitoring activities as needed.

Step 7: Determine how the selected strategy will be monitored for effectiveness at reducing or eliminating the selected barrier bucket; add distinct monitoring activities as needed.

Step 8: Determine how progress towards the goal and annual targets will be monitored, including the data that will be collected and reviewed throughout the year; add distinct monitoring activities as needed.

School Improvement Plan (SIP)

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

Mid-Year Reflection

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

Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part III.

- Has the goal been achieved?
 - If yes, what evidence do you see to indicate you have achieved the goal?
 - If no, is desired progress being made to accomplish the goal?
 - If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?
 - If no, have the originally targeted barriers been eliminated or reduced?
 - If yes, what evidence do you see to indicate barriers have been eliminated or reduced?
 - If no, are the original strategies being implemented with fidelity as designed?
 - If yes, what evidence do you see to indicate strategies have been implemented with fidelity? Engage in a problem-solving process around *strategy development*, making edits as needed to Step 4.
 - If no, engage in a problem-solving process around *implementation fidelity*, making edits as needed to Step 6.

Appendix 1: Implementation Timeline

This report will be generated automatically based upon each action step and monitoring activity entered as part of the 8-step planning and problem-solving process in Part III.

Appendix 2: Professional Development and Technical Assistance Outlines

These reports will be generated automatically based upon each activity identified as a professional development opportunity or technical assistance item as part of the 8-step planning and problem-solving process in Part III.

Appendix 3: Budget

This report will be generated automatically based upon each budget item identified in the 8-step planning and problem-solving process in Part III.



FLORIDA DEPARTMENT OF EDUCATION

Form TOP-1

Turnaround Option Plan – Phase 1

Rule 6A-1.099811

Effective December 2014

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

Turnaround Option Plan (TOP) - Phase 1

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

Purpose

The purpose of this document is to guide districts as they plan for turnaround. The resulting plan shall outline the actions the district has taken and plans to take should full implementation of the turnaround option be required in the following year.

Instructions

Turnaround selections shall be made by the district according to the department's prescribed deadlines during the turnaround planning year for each school required to plan for turnaround pursuant to paragraphs (4)(b), (5)(a) and (9)(b) of Rule 6A-1.099811, Florida Administrative Code. Districts shall complete phase one by providing opportunities for stakeholders to engage in the turnaround option selection process, conducting a detailed needs assessment to determine which of the five options will address the school's greatest areas of need, selecting an option, and describing how the selected option directly addresses the school's specific needs using Form TOP-1, which shall be signed by the district superintendent and submitted to the department. *Note: The requirements of TOP-1 are additional to the requirements of Form DA-2.*

Turnaround Option Plan (TOP) - Phase 1

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

Part I: Schools to Be Supported

Pursuant to section 1008.33, Florida Statutes, and Rule 6A-1.099811, Florida Administrative Code, the district agrees to submit a Turnaround Option Plan for schools required to plan for turnaround for the schools identified on this form.

Part II: Stakeholder Engagement

A. Community Assessment Team

Pursuant to section 1008.345, Florida Statutes, the district shall recruit representatives of the community, including the Regional Executive Director (RED), parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D.

1. Describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.
2. Upload the CAT membership roster noting position titles and/or which stakeholder group each person represents.

B. Turnaround Option Selection Process

1. Describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, evidence of parent meetings held at times and locations convenient for parents or guardians.
2. Upload documentation to support the responses above, including, but not limited to, CAT recruitment letter, marketing materials demonstrating attempts to build interest in the turnaround process and explain the specific interventions, stakeholder surveys regarding turnaround selection and analyses of results, meeting calendars, agendas, sign-in sheets and minutes.

Part III: Turnaround Option Selection

Pursuant to section 1008.33, Florida Statutes, the district shall select a turnaround option to implement in the next full school year should this school be required to implement based on the next school grade.

A. Needs Assessment

The district shall review the school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to determine which turnaround option will address the school's greatest areas of need.

Turnaround Option Plan (TOP) - Phase 1

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

B. Turnaround Option Selection

The district may select from the following turnaround options based upon the school's needs assessment.

1. *Option 1: District-Managed Turnaround*

The district will manage the implementation of the turnaround plan in the school. A school that earns a grade of "D" for 3 consecutive years must implement the district-managed turnaround option

2. *Option 2: Closure*

The district will reassign students to another school or schools and monitor progress of each reassigned student

3. *Option 3: Charter*

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness

4. *Option 4: External Operator*

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school

5. *Option 5: Hybrid*

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

C. Addressing the Needs of the School

Describe how the selected option directly addresses the specific needs of the school in the following areas.

1. *Supportive Environment*

2. *Family and Community Involvement*

3. *Effective Leadership*

4. *Public and Collaborative Teaching*

5. *Ambitious Instruction and Learning*

Part IV: District Superintendent Approval

The district shall upload to the online system a statement of approval signed by the superintendent prior to submission of the plan.



FLORIDA DEPARTMENT OF EDUCATION

Form TOP-2

Turnaround Option Plan – Phase 2

Rule 6A-1.099811
Effective December 2014

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

Turnaround Option Plan (TOP) - Phase 2

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

Purpose

The purpose of this document is to guide districts as they plan for turnaround. The resulting plan shall outline the actions the district has taken and plans to take should full implementation of the turnaround option be required.

Instructions

Turnaround plans shall be developed by the district according to the department's prescribed deadlines during the turnaround planning year for each school required to plan for turnaround pursuant to paragraphs (4)(b), (5)(a) and (9)(b) of Rule 6A-1.099811, Florida Administrative Code. Districts shall complete phase two by developing a plan for implementing the selected option using Form TOP-2 and submitting to the Regional Executive Director (RED) for review and feedback. The final plan shall be signed by the district superintendent and approved or denied by the state board.

Note: The requirements of the TOP-2 are additional to the requirements of Form DA-2.

Flexibility

Modification of the requirements of this form may be approved based upon the following:

1. The request is made on the TOP-2.
2. The request includes evidence that the modification will not impede school improvement.
3. The request includes evidence that the modification is not contrary to statutory requirement.

RED Review and Recommendation

The RED will review the district's final TOP-1 and draft TOP-2 and provide feedback and support to the district in the summer prior to implementation. On the final version of TOP-2, the RED will check one of the following recommendations: "Recommend for Approval," "Recommend for Approval with Reservation" or "Do Not Recommend for Approval." Additionally, the RED will indicate agreement, agreement with reservation or disagreement, and provide the rationale for any reservations separately for each Area of Focus on Options 1 and 5.

Additional Deliverables

The following deliverables, if applicable to the selected option, shall be prepared by the district during the turnaround planning year and made available upon request.

- Timeline for transition
- Research on selected programs
- List of possible external partners and research on selected external partners
- Copies of correspondence with external partners

Option 1: District-Managed Turnaround

Areas of Assurance

The district shall use the District Improvement and Assistance Plan (DIAP) to document compliance with the following assurances.

Assurance 1

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school's circumstances, such as assessment, English language learners and gifted learners.

Assurance 2

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team and provide direct support systems.

Assurance 3

The district shall adopt a new governance structure for the school, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the district or appointing a “turnaround lead” at the district level who reports directly to the superintendent and directly supervises the principal.

Assurance 4

The district shall give the school sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

Assurance 5

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students’ failure to improve can be attributed to the faculty.

Assurance 6

The district shall ensure teachers are not rehired at the school, unless they are effective or highly effective instructors, as defined in the district’s approved evaluation system, pursuant to section 1012.34, Florida Statutes.

Turnaround Option Plan (TOP) - Phase 2

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Areas of Focus

The district shall use the 8-step planning and problem-solving process to demonstrate how it used the Needs Assessment conducted as part of Phase 1 to inform its strategic goals for the school, identify barriers to implementing those goals, and build a plan to implement and monitor one or more of the following Areas of Focus in the school in order to reduce or eliminate the identified barriers to the goal. The plan will contain the rationale for the selection of each strategy being implemented.

Area of Focus 1

The district shall identify progress monitoring and summative assessments that will be used in the school, the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of Florida's Continuous Improvement Model (FCIM), or another comprehensive, data-based, problem-solving framework.

Area of Focus 2

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

Area of Focus 3

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

Area of Focus 4

The district shall conduct a comprehensive search to replace the principal, assistant principals and instructional coaches.

Area of Focus 5

The district shall increase learning time in the school, as defined in Rule 6A-1.099811(2)(m), Florida Administrative Code, by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

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Option 2: Closure

Areas of Assurance

Assurance 1

The district shall close the school and reassign students to higher-performing schools in the district.

Assurance 2

The district shall monitor the reassigned students and report their progress to the department for three years.

Option 3: Charter

Areas of Assurance

Assurance 1

The district shall close the school and reopen as a charter or multiple charters, in accordance with section 1002.33, Florida Statutes.

Assurance 2

The district shall enter into a contract with the charter organization following established district policies and procedures for contracting with external providers.

Assurance 3

The district shall select a charter organization that has a successful record of providing support to high-poverty, low-performing schools, and provide evidence of its success.

Assurance 4

The district shall ensure teachers are not rehired at the school, unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, Florida Statutes.

Turnaround Option Plan (TOP) - Phase 2

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Option 4: External Operator

Areas of Assurance

Assurance 1

The district shall enter into a contract with a school turnaround organization or Education Management Organization (EMO) to operate the school, following established district policies and procedures for contracting with external providers.

Assurance 2

The district shall select an organization with a successful record of providing support to high-poverty, low-performing schools, and shall provide evidence of its qualifications to the department, upon request.

Assurance 3

The district shall ensure teachers are not rehired at the school, unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, Florida Statutes.

Option 5: Hybrid

By selecting this option, the district shall develop a hybrid of turnaround options 1-4 or other turnaround models that have demonstrated effectiveness in increasing student achievement in similar populations and circumstances. *A hybrid model that includes components of options 1-4 shall comply with all applicable requirements of the respective options.*

Areas of Assurance

In the case where multiple providers may be engaged, the district and organizations shall provide documentation that clearly delineates the roles and responsibilities of each organization and how each works to support or enhance the function of others.

Areas of Focus

The district shall use the 8-step planning and problem-solving process to demonstrate how it used the needs assessment conducted as part of Phase 1 to inform its strategic goals for the school, identify barriers to implementing those goals, and build a plan to implement and monitor a customized set of strategies in the school in order to reduce or eliminate the identified barriers to the goal. The plan will contain the rationale for the selection of each strategy being implemented.

Turnaround Option Plan (TOP) - Phase 2

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District Superintendent Approval

The district shall upload to the online system a statement of approval signed by the superintendent prior to submission of the plan.