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

**Tier 1**
89 schools
- First time D’s: 2 schools
- Graduation Only

* Tiering requirements escalate

www.FLDOE.org
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

**Tier 1**
- Single grade of D
- Single D schools & Graduation Only schools (67% or less)
- New Support

**Tier 2**
- Single grade of F or DD
- Schools implement a District-managed Turnaround Plan

**Tier 3**
- Completed Cycle 1
- New Turnaround Plan:
  1. Closure/Reassign
  2. Charter
  3. External Operator

New Support for Low C schools.
Turnaround Option Plan (TOP) Timeline - When

**Cycle 1**
- **September 1**
  1. TOP-Step 1
  2. Instructional Roster
  3. MOU

**October 1**
- TOP-Step 2

**Cycle 2-4**
- **November 1**
  - TOP-Step 1
- **January 31**
  - TOP-Step 2
- **May 1**
  - CH or EO final contract (if option selected)
- **July SBE**
  - Present TOP-Step 2 and CH or EO contract (if option selected)

Continuous support provided by the FDOE regional field teams

[www.FLDOE.org](http://www.FLDOE.org)
School Improvement Data Highlights

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<tr>
<td></td>
<td>420</td>
<td>467</td>
<td>498</td>
<td>467</td>
<td>223</td>
<td>202</td>
<td>142</td>
</tr>
</tbody>
</table>

- **70%** of graded traditional public schools graded D or F in 2018 improved their grade in 2019.
- **77%** of traditional public schools graded F in 2018 improved their grade in 2019.
- **85%** of first year turnaround schools in 2018 improved their grade in 2019 to a C or higher and exited turnaround.

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

www.FLDOE.org
<table>
<thead>
<tr>
<th>Level of Support</th>
<th>Classification</th>
<th># of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 1</strong></td>
<td>First Time D’s</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Graduation Only</td>
<td>2</td>
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<tr>
<td><strong>Tier 2</strong></td>
<td>First Time F’s, Cycle 1, Year 1</td>
<td>3</td>
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<td>Cycle 1, Year 1 (DD-18 or DF-2)</td>
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<td>Cycle 1, Year 2</td>
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<td>Cycle 1, Year 3</td>
<td>2</td>
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<td><strong>Tier 3</strong></td>
<td>Cycle 2, Year 1 (External Operator)</td>
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<td>Cycle 2, Year 2 (External Operator)</td>
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<td>Cycle 2, Year 3</td>
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<td></td>
<td>Cycle 3, Year 1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Cycle 3, Year 2 (External Operator)</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL CS&amp;I Graded Schools</strong></td>
<td></td>
<td><strong>142</strong></td>
</tr>
</tbody>
</table>

Closed schools from 2017-19 - monitor students for 3 years

[www.FLDOE.org](http://www.FLDOE.org)
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

www.FLDOE.org
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.

[www.FLDOE.org](http://www.FLDOE.org)
## Schoolwide Improvement Plan

### Requirements for CS&I and TS&I Schools

<table>
<thead>
<tr>
<th>Classification</th>
<th>Criteria</th>
<th>Graded /Ungraded</th>
<th>SIP Requirements</th>
<th>SIP Deadlines and Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NON-CHARTER SCHOOLS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| CS&I | Earned a 2019 school grade of D or F | 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 | GRADED | | 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 | UNGRADED | SIP must be completed in CIMS | October 15, 2019  
Districts approve final versions of SIPs for publication in CIMS |
| CS&I | Overall Federal Index below 41% or graduation rate of 67% or below | GRADED | SIP must be completed in CIMS | August 30, 2019  
SIP must be submitted in CIMS |
| | 1 or more subgroups have a Federal Index below 41% and earned a 2019 school grade of A, B, or C | GRADED | SIP must be completed in CIMS and approved by the district (state approval is not required) | District determines SIP deadline |
| TS&I | 1 or more subgroups have a Federal Index below 41% | GRADED | 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 | 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 | |
| TS&I | 1 or more subgroups have a Federal Index below 41% | GRADED | Completion of a Schoolwide Improvement Plan is not required. | |
| CS&I | Overall Federal Index below 41% or graduation rate of 67% or below | UNGRADED | | |
| TS&I | 1 or more subgroups have a Federal Index below 41% | UNGRADED | | |

[www.FLDOE.org](http://www.FLDOE.org)
Schoolwide Improvement Plan (SIP)

- www.floridacims.org

- District School Improvement contacts can add/update CIMS user accounts
## I. School Information

### C. Demographics

<table>
<thead>
<tr>
<th>2018-19 SIP Information</th>
<th>Orange: Acceleration East</th>
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</thead>
<tbody>
<tr>
<td><strong>Contact:</strong> Illatawie Showalter</td>
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</table>

For detailed guidance on completing the SIP, please refer to the [2019-20 SIP Leadership Guide](https://www.FLDOE.org).

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### Principal: Douglas Loftus

**Start Date for this Principal:**

| 2019 | April | 17 |

### 2018-19 Status

<table>
<thead>
<tr>
<th>School Type and Grades Served</th>
<th>Active</th>
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<tr>
<td>(per MSID File)</td>
<td>High School</td>
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<td></td>
<td>8-12</td>
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### Primary Service Type

<table>
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<th>Alternative Education</th>
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### 2018-19 Title I School

| Yes |

### 2018-19 Economically Disadvantaged (FRL) Rate

| 100% |

### 2018-19 ESSA Subgroups Represented

<table>
<thead>
<tr>
<th>Black/African American Students</th>
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<tbody>
<tr>
<td>Economically Disadvantaged Students</td>
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<tr>
<td>English Language Learners</td>
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<tr>
<td>Hispanic Students</td>
</tr>
<tr>
<td>Students With Disabilities</td>
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<tr>
<td>White Students</td>
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### School Grade

<table>
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<tr>
<th>2017-18:</th>
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### School Grades History

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<th>2016-17:</th>
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<tr>
<td>2015-16:</td>
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</table>

## 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.

[www.FLDOE.org](https://www.FLDOE.org)
II. Needs Assessment/Analysis

A. School Data

*These charts show fictional data for demo purposes.
II. Needs Assessment/Analysis

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year</th>
<th>School</th>
<th>District</th>
<th>School-District Comparison</th>
<th>State</th>
<th>School-State Comparison</th>
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<tbody>
<tr>
<td>08</td>
<td>2019</td>
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<td></td>
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<td>2018</td>
<td></td>
<td></td>
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<tr>
<td>Cohort Comparison</td>
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<td></td>
<td>2018</td>
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<td>0%</td>
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<tr>
<td>Cohort Comparison</td>
<td>10</td>
<td>2019</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2018</td>
<td></td>
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<tr>
<td></td>
<td>21%</td>
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<td>Cohort Comparison</td>
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### MATH

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<th>State</th>
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### BIOLOGY EOC

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<tr>
<td>2019</td>
<td></td>
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</tr>
<tr>
<td>2018</td>
<td>29%</td>
<td>62%</td>
<td>-33%</td>
<td>65%</td>
<td>-36%</td>
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*Chart also includes Civics EOC, History EOC, Algebra & Geometry EOC (not shown here).*
### II. Needs Assessment/Analysis

#### C. Subgroup Data

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### 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

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</tbody>
</table>

For detailed guidance on completing the SIP, please refer to the 2019-20 SIP Leadership Guide.

www.FLDOE.org
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**

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

**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

For detailed guidance on completing the SIP, please refer to the [2019-20 SIP Leadership Guide](https://edudata.fldoe.org).
II. Needs Assessment/Analysis

D. 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.

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

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.

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

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

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

www.FLDOE.org
NEEDS ASSESSMENT

AREA OF FOCUS
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 measurable outcome the school plans to achieve

This should be some kind of data-based objective outcome

Person responsible for monitoring outcome

Select One

Evidence-based Strategy

Describe the strategy being implemented in this process

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?
III. Planning for Improvement

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!

<table>
<thead>
<tr>
<th>Action Step(s)</th>
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<tbody>
<tr>
<td>Description</td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<td>5.</td>
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</table>

Person Responsible: 

For detailed guidance on completing the SIP, please refer to the 2019-20 SIP Leadership Guide.

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](http://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
Best Practices
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)
SIP Best Practices

Include Various Stakeholders

- SIPs are most effective when they are a 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.

If you want to walk fast, walk alone.
If you want to walk far, walk together.

- African proverb -
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?
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.

"If you can't **measure** it, you can't **improve** it."

- Peter Drucker
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?

<table>
<thead>
<tr>
<th>Human Capital</th>
<th>HIGH – Critical Need for this Resource / System</th>
<th>MEDIUM – Substantial Need for this Resource / System</th>
<th>LOW – This Resource / System is Fully in Place</th>
<th>I am not sure</th>
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<tbody>
<tr>
<td>Staff Capacity</td>
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<td>Training and Development</td>
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<td>Distributed Leadership</td>
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| 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                |                                                |                                                    |                                               |               |