Florida Department of Education (FDOE)  
Bureau of Exceptional Education and Student Services  
Theory of Action

**Six Key Practices**

<table>
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<th>Practice</th>
<th>If FDOE Leads</th>
<th>Then Local Education Agency (LEA)</th>
<th>Then Schools</th>
<th>Then Students</th>
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</table>
| 1. Uses Data Well | ◊ Identify and respond to community needs  
◊ Refine or create state systems of support | ◊ Establish clear expectations for data use  
◊ Use data to identify need, measure implementation and impact on student learning | Will use the six key practices to implement the multi-tiered system of supports to schools based on need and resulting in continuous improvement... | Will engage, progress, and graduate college, career and life ready. |
| 2. Focus Goals | ◊ Establish common goals  
◊ Provide products and services to faciltiate focused goal setting and coherent plans | ◊ Establish priority on improving teaching and learning  
◊ Ensure alignment of goals  
◊ Take leadership responsibility for goal setting | | |
| 3. Select & Implement Shared Instructional Practices | ◊ Serves to help districts improve quality of instruction to all students  
◊ Establishes statewide system of supports to districts | ◊ Align standards-based instruction to district goals  
◊ Build common language understanding  
◊ Require ongoing progress monitoring | | |
| 4. Implement Deeply | ◊ Limits state and district requirements  
◊ Provides products and services that help districts fully implement strategies | ◊ Ensure consistency implementation of selected improvement strategies  
◊ Require aligned school structures  
◊ Provide support and accountability | | |
| 5. Monitor & Provide Feedback | ◊ Helps districts understand relationship between monitoring for improvement and monitoring for compliance | ◊ Use district identified formative indicators for implementation  
◊ Provide differentiated support  
◊ Measure effectiveness | | |
| 6. Inquire & Learn | ◊ Evaluates adult and student learning  
◊ Recognizes continuous improvement of all students and specific groups of students | ◊ Pursue continuous improvement  
◊ Establish decision-making process  
◊ Provide active oversight of instruction | | |

5(a): The Florida Department of Education, in collaboration with its internal and external stakeholders, has identified the measurable result of increasing the statewide graduation rate for students with disabilities from 52.3% (2012-13 graduates) to 62.3% (2017-18 graduates) and closing the graduation gap (baseline 23.2 percentage points in 2012-13) for students with disabilities in half (< 11.6 points). The SIMR is related to SPP/APR results indicator #1: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

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