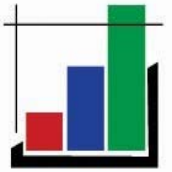


ASSISTANCE *plus*



Bureau of School Improvement
and Assistance to Florida's F
Schools



K-12 Goals

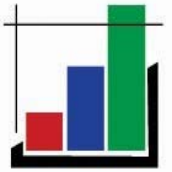
- Focus: Raising student achievement and improving schools.....through professional development
- Vision for K-12: Leading the nation in raising student achievement
- Ultimate Goal: Leading the nation in student achievement



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K-12 Priorities

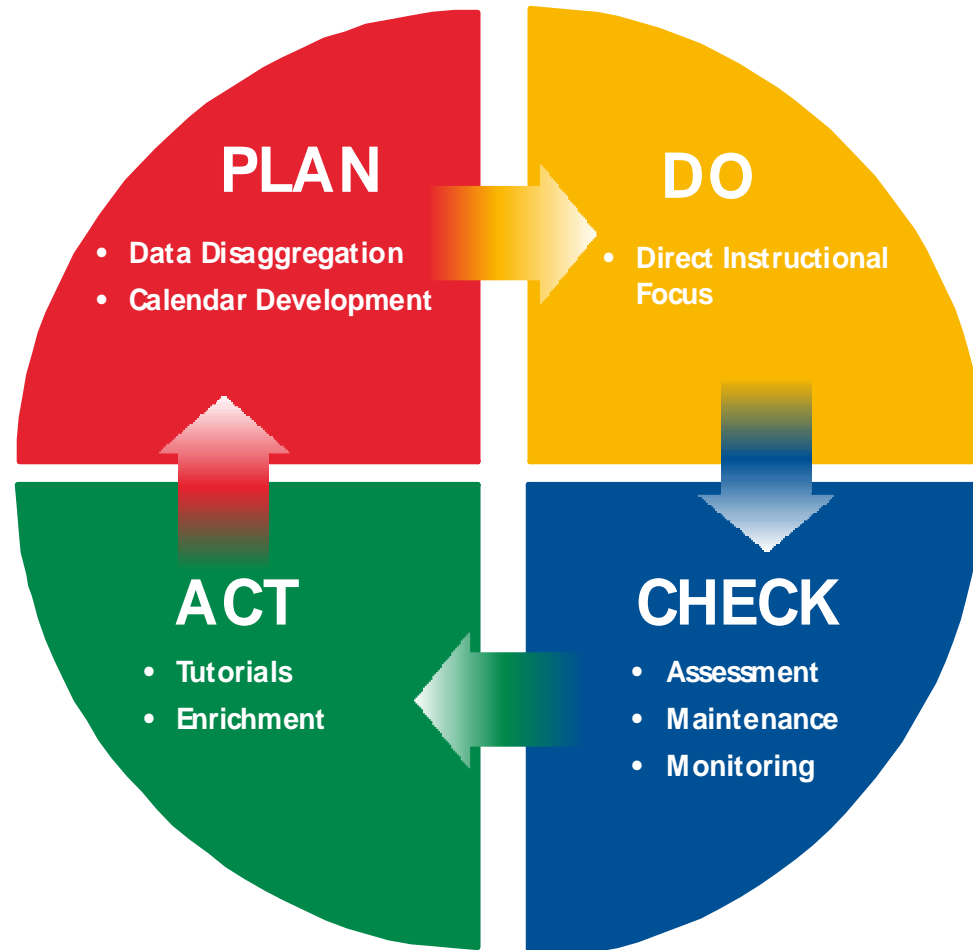
- Assistance Plus
- Statewide implementation of CIM
- K-12 Reform, focusing this year on middle grades, soon on high school
- DELTA

Continuous Improvement Model (CIM) in Florida

2003-2004 F Schools

- When principals of F graded schools were asked, “Of all things you implemented this past year what one thing do you feel led to the most improvement in student achievement?”
- Unanimous response, “The Continuous Improvement Model”
- Average school grade point increase for Florida’s 2003-2004 F graded schools = 51 points
- (As, Bs, Cs no increase, Ds slight increase)

8 Step Continuous Improvement Model within the PDCA Cycle



CIM is Research Based



CIM incorporates:

- **Effective Schools** research
- “**TQM**” - Total Quality Management, a business management philosophy

Effective Schools + TQM = CIM

Research Base: Effective Schools



Five characteristics of effective schools:

1. Strong **instructional leadership**
2. **High expectations** for student achievement
3. **Instructional focus** on reading, writing and mathematics
4. Safe/orderly **climate**
5. Frequent **assessment**

Research Base: TQM



TQM business model enables school districts:

1. To become more data driven
2. To become process oriented
3. To identify customers and products

Aligned Acts of Improvement

- Curriculum Specialists - focus on Sunshine State Standards and implementation of instructional improvement
- Funding - grants and funded programs aligned to the school improvement plans and lowest performing schools
- Instructional Materials - alignment to the standards and the Continuous Improvement Model
- Information Specialists – research-based best practices
- Technology Specialists – managing information and developing and managing school improvement tools
- Student Progression, course code directory and guidance
- NCLB School Choice

Bureau of School Improvement: Summary



- **Align** curriculum, instruction materials, student progression and school improvement technical assistance through a systematic process
- Institute heightened professional development
- **Targeted customer service** based on analysis of school data

Assistance Plus Teams

- Bureau of School Improvement personnel and specialists from other K-12 bureaus
- Match services to individual expertise and personal strengths
- Set goals that are challenging yet achievable
- Identify what measurable improvement looks like
- Meet monthly to discuss progress and concerns
- Monitor through site visits and review of school reports

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Services Provided Using CIM Process:

1. Analyze school grade data and student achievement data and match personnel expertise to necessary services
2. Identify the focus of the services
3. Prepare a calendar of services
4. Provide technical assistance in areas of greatest need
5. Provide enrichment in areas where successes are evident
6. Assist school with maintaining focus on implementation of CIM
7. Monitor through site visits and school reporting
8. Evaluate services based on evidence of improved student achievement

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District Requirements:

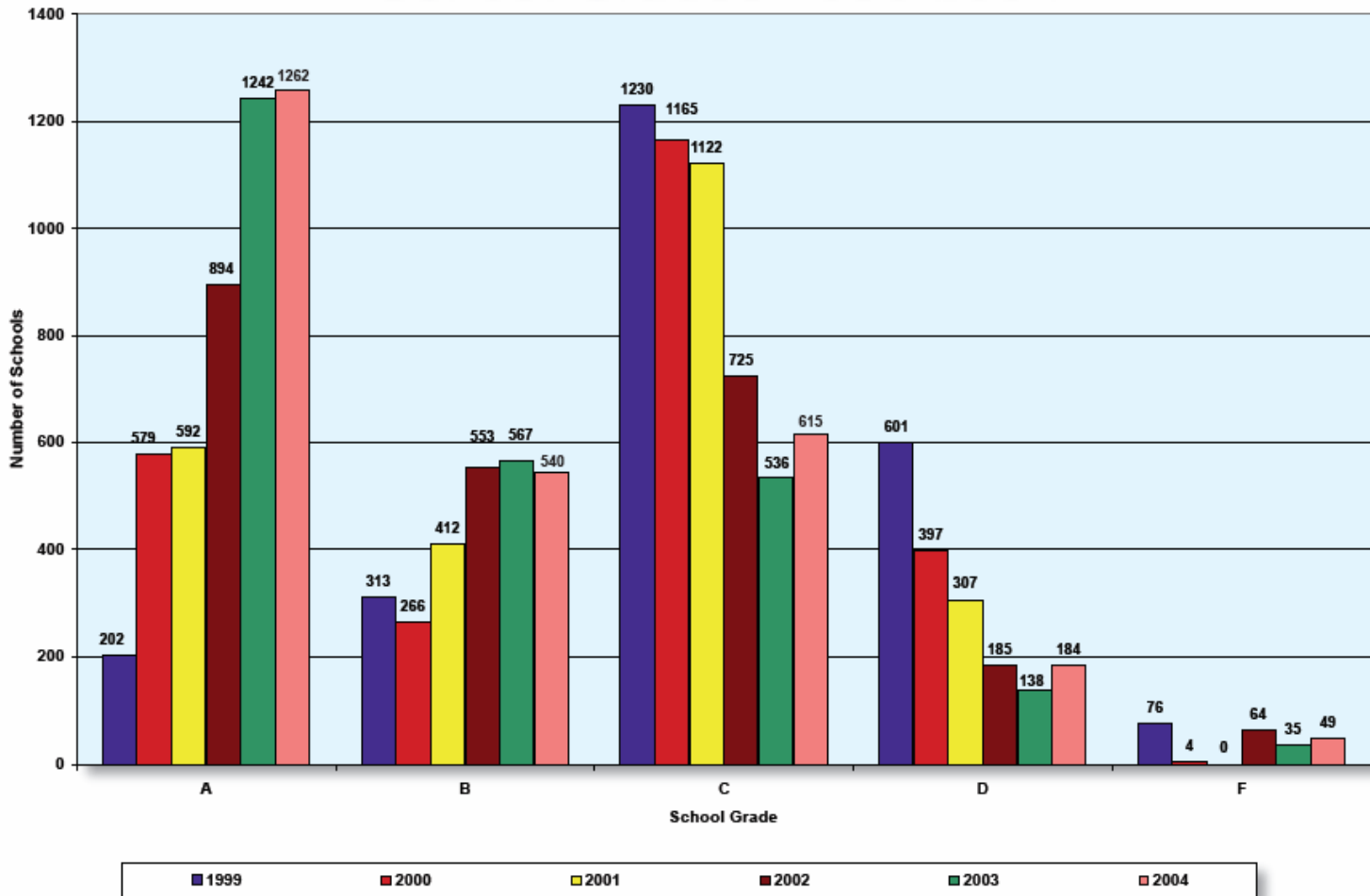
- Quality Educators
- Targeted Funding
- End Social Promotion
- Choice
- Community Oversight
- Student Success Plans
- District Assistance and Intervention Plans
- Close Repeating F Charters
- Monthly Communications with Chancellor of K-12

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School Requirements:

- School Improvement Plans
- Research-based School Improvement Model, Implementation of CIM
- Research-based Curriculum Materials
- Mentors
- Parent Involvement
- School-hour Intensive Tutorials
- Quarterly Reporting on Student Progress (data)
- Monthly Communication with BSI

School Grades 1999-2004



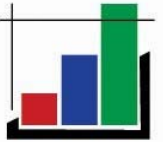
Over the past six years, the majority of schools in Florida have increased student achievement. Since 1999, the number of A school grades has increased from 202 to 1262 in 2004, the number of B school grades increased from 313 to 540 in 2004. The graph shows a decrease in the number of C school grades from 1230 to 615 in 2004, a decrease in D schools from 601 to 184 in 2004 and a decrease in F school grades from 76 to 49 in 2004.



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Possibilities are endless

Believe it!

In Florida....

All Students Can Learn.