**Florida Department of Education**



Differentiated Accountability

Strategies and Support

for “Focus” and “Priority” Schools

Form DA-3

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| **1. SCHOOL IMPROVEMENT PLANNING** | | | |
| **Requirement** | **Deliverables** | **Focus** | **Priority** |
| The Department must review, approve, and monitor the SIP. The school must use the Department’s template. | * By August 31 of each year, the school will provide the Regional Executive Director (RED) with a draft SIP. | X | X |
| A School Advisory Council (SAC) must be established for each school in accordance with Section 1001.452, F.S. | * By August 31 of each year, the school will provide the Regional Executive Director (RED) with SAC bylaws, member roster, and meeting schedule for the current school year. | X | X |
| In conjunction with the district-based leadership team, the SAC must assist the school leadership team in the development of the SIP. | * Upon request, the school will provide the RED with minutes and sign-in sheets to document that the SIP was reviewed with the SAC. | X | X |
| The SAC must review school performance data (baseline, mid-year, and end-of-year) and determine the causes of low performance in order to advise the school on its SIP goals. | * Upon request, the school will provide the RED with minutes and sign-in sheets to document that the school performance data (baseline, mid-year, and end-of-year) was reviewed with the SAC to guide SIP goal setting. | X | X |
| The Department must review budget allocations and alignment of resources as indicated in the SIP. | * By August 31 of each year, the RED will review school budget allocations (see *Coordination and Integration* in the SIP). | DD and DDD schools only | X |
| The school must establish a Literacy Leadership Team consistent with the district K-12 Comprehensive Research-Based Reading Plan. | * The school will maintain a copy of the K-12 Reading Plan and a roster of the Literacy Leadership Team for review upon request by the regional staff. | X | X |
| The school must offer a number of meetings to inform parents of their child’s performance at school. These meetings shall be held at convenient times for the teacher and parent. | * By August 31 of each year, the school will provide the RED with a list of all parent meetings (in addition to SAC and Parent-Teacher-Student-Association (PTSA) meetings). | X | X |
| The district must approve the SIP following peer review. | * By October 19 of each year,, the school will submit a school board and district approved SIP on the Bureau of School Improvement (BSI) website. | X | X |
| The school must complete a mid-year narrative report to analyze progress from the baseline to mid-year assessment that is reported to the Department to identify strategies for student interventions**.** | * By February 11 of each year, the school will upload its mid-year narrative to the BSI website. * The RED will review for compliance. | X | X |
| \*Non-Title I and Title I, Part A, B, C, or D schools may receive a waiver from using the Department’s online template if the district/school can demonstrate that their existing SIP template provides strategies for subgroups that did not meet their annual measurable objective (AMO) in the areas of data analysis, Multi-tier System of Supports (MTSS), and increasing student achievement. Note that all schools must comply with Florida Statutes regarding SIP components including: postsecondary readiness, dropout prevention and academic intervention, and professional development as stated in Sections 1008.37(4), 1003.53(2)(b), 1003.413, and 1001.42(18), F.S.  “DD”, “DDD” (see rule for definition of DD and DDD schools) and new F schools must use the Departments SIP template | | | |
| \*\*Non-Title I and Title I, Part A, B, and C schools are only required to complete the report for subgroups not making progress towards the AMO goals. | | | |

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| **2. LEADERSHIP QUALITY IMPROVEMENT** | | | |
| **Requirement** | **Deliverables** | **Focus** | **Priority** |
| The district shall ensure that the administrative team and relevant instructional support staff (coaches) are high skilled and effective. | * The district SIP shall include a narrative regarding the qualifications and performance history of the administrative team and instructional support staff (coaches) | X\*\* | X\*\* |

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| **3. EDUCATOR QUALITY IMPROVEMENT** | | | |
| **Requirement** | **Deliverables** | **Focus** | **Priority** |
| The school must be fully staffed by the first day of the new school year. | * On the second Friday of the school year, the school will provide the RED with documentation regarding existing vacancies with a timeline and plan to fill them. | X | X |
| The district and Department must oversee instructional staffing to ensure the school is fully staffed by the first day of school or that a staffing plan is in place to ensure the timely transfer of highly qualified staff. | * On the second Friday of the school year, the school will provide the RED with documentation regarding existing vacancies with a timeline and plan to fill them. | DD and DDD schools only | X |
| School leadership teams must monitor coaches’ daily logs. They must ensure that coaches do not provide pull-out instruction outside the context of providing professional development for teachers and do not teach more than one class. | * Throughout the school year, school-based instructional coaches will maintain a daily log. Reading coaches must maintain a daily log on Florida’s Progress Monitoring and Reporting Network (PMRN). | DD and DDD schools only | X |
| Teachers assigned to subgroups not making progress towards the AMO goals must be highly qualified and certified in-field. | * By August 31 of each year, the school will provide the RED with a copy of its staffing report with each teacher’s qualifications. | DD and DDD schools only | X |
| All paraprofessionals must be highly qualified. | * By August 31 of each year, the school will provide the RED with a copy of its staffing report with each teacher’s qualifications. | X\* | X\* |
| The school must not employ teachers who are designated less than satisfactory by the teacher evaluation instrument. | * By October 1 of each year, the school will provide the RED with evidence of teacher quality. | DD and DDD schools only | X |
| The school must ensure that mid-year vacancies are filled. | * By January 7 of each year, the school will provide the RED with documentation regarding existing vacancies with a timeline and plan to fill them. | X | X |
| \* As of the 2011-2012 school year, non-Title I and Title I schools are required to have highly qualified paraprofessionals, as defined by No Child Left Behind (NCLB), to instruct subgroups who did not make adequate progress towards satisfactory AMO achievement targets. | | | |
| \*\*The following guidelines should be considered when determining if a change in leadership is necessary:  The school grade declines or there is consistent failure (D or F) under the same leadership for 2 years: The principal should be replaced.  The school grade declines under the same leadership for 1 year and the percentage of Annual Measurable Objectives (AMOs) Criteria Met decreases: The principal should be replaced.  The school grade declines under the same leadership for 1 year and the learning gains in reading and mathematics decline: The principal should be replaced.  The school grade declines under the same leadership for 1 year but the learning gains in reading and mathematics increase: The principal has one more year to show growth. | | | |

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| **4. PROFESSIONAL DEVELOPMENT** | | | |
| **Requirement** | **Deliverables** | **Focus** | **Priority** |
| The school must provide professional development opportunities for school administrators that target the specific needs of subgroups not making AMO targets. | * By October 1 of each year, the school will provide the RED with a calendar of professional development for administrators as outlined in the SIP. | X | X |
| The school must ensure that Individual Professional Development Plans (IPDPs) for teachers of targeted subgroups include professional development that targets the needs of subgroups that did not meet AMO targets. | * By October 15 of each year, the school will have final copies of all IPDPs. The school will provide these upon request by the regional support staff as a means to guide their coaching efforts. | X | X |

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| **5. CURRICULUM ALIGNMENT AND PACING** | | | |
| **Requirement** | **Deliverables** | **Focus** | **Priority** |
| The school must ensure that students are properly placed in rigorous coursework. | * By July 30 of each year, the school will provide the RED with its plan to ensure that students are properly placed in rigorous coursework. | X | X |
| The school must implement the district K-12 Comprehensive Research-based Reading Plan. | * By August 31 of each year, the school will provide the RED with evidence that it is in compliance with the district K-12 Reading Plan. * Evidence may include the master schedule, CAR-PD/NG CAR-PD trained staff, decision tree used for placement in reading interventions, lists of students with assigned intervention teachers, and reading teacher credentials. | X | X |
| The school must review performance data to determine the effectiveness of all instructional programs and class offerings. | * By July 30 of each year, the school will provide the RED with a summary of program effectiveness based on analysis of student data. | X | X |
| The Department must review data to determine the effectiveness of schools’ instructional programs and class offerings. | * By August 17 of each year, the RED will review the program effectiveness summary and provide feedback. | DD and DDD schools only | X |
| The school must implement district-developed instructional pacing guides that are aligned to the Common Core (CCSS)/Next Generation Sunshine State Standards (NGSSS) in reading, writing, mathematics, and science. | * By August 31 of each year, the school will complete pacing guides and make them available at the school for review by the DA regional staff. | X | X |

| **6. FLORIDA’S CONTINUOUS IMPROVEMENT MODEL (FCIM)** | | | | |
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| **Requirement** | **Deliverables** | **Focus** | **Priority** |
| The school must develop and implement a comprehensive FCIM which includes an FCIM calendar, curriculum pacing guide, and progress monitoring data collection/analysis schedule. | * By July 30 of each year, the school will provide the RED with a copy of their comprehensive FCIM for reading, mathematics, and science. | X | X |
| The Department must monitor each school’s use of MTSS to analyze progress monitoring data in reading, writing, mathematics, and science through interim assessments to inform instruction.  In the area of reading, this requirement may be fulfilled through the use of the Florida Assessments for Instruction in Reading (FAIR). | * By July 30 of each year, the school will provide the RED with a copy of its comprehensive monitoring plan. | X | X |
| The school must implement Florida’s MTSS model set forth in the Statewide MTSS Implementation Plan. | * By August 17 of each year, the school will provide the RED with the names of the MTSS team and a schedule of their meetings. | X | X |

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| **7. MONITORING PLANS AND PROCESSES** | | | |
| **Requirement** | **Deliverables** | **Focus** | **Priority** |
| The school must provide Supplemental Educational Services (SES) to eligible Level 1 and Level 2 students. | * By June 29 of each year, the school will provide the RED with the following:  1. Number of Level 1 and 2 students. 2. Names of approved SES providers. 3. Calendar of support/services. 4. Outline of its review process for SES providers. | X | X |
| The school must participate in a comprehensive instructional monitoring process. | * By July 30 of each year, the school will provide the RED with a copy of its comprehensive instructional monitoring process for reading, mathematics, and science. | X | X |
| The school must develop, monitor and provide support for Student Learning Plans. | * By August 31 of each year, the school will provide:  1. Number of Level 1 and 2 students. 2. Student Learning Plans, upon request. 3. School calendar for ongoing progress monitoring, clearly indicating adequate support and review (school-based programs only). | X | X |
| The school must provide updates on the implementation of the SIP and make revisions to the SIP as needed. | * Upon request, the school will provide the RED with a calendar and minutes of quarterly meetings and any resulting changes to the SIP. | X | X |
| The Department, in collaboration with school leadership and the district, must monitor implementation of the SIP. | * Upon request, the school will provide minutes and agendas from school leadership team meetings to the RED. | X | X |
| The Department must report on school progress to the State Board of Education (SBE). | * Following the baseline and mid-year narrative, the Department will compile progress reports for submission to the SBE. The Department will compile a final report to reflect the school’s overall performance for the school year. | DD and DDD schools only | X |