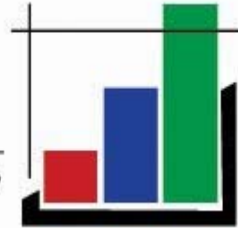




Florida Department of Education

**DIVISION of PUBLIC SCHOOLS**

"We're all about Increased Student Achievement!"



# Bureau of School Improvement

ASSISTANCE  
*plus*

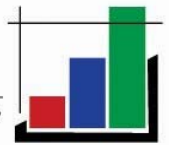
## It is Possible!

- It happened here:

## The Florida Story . . .

Closing The Achievement Gap

No Excuses

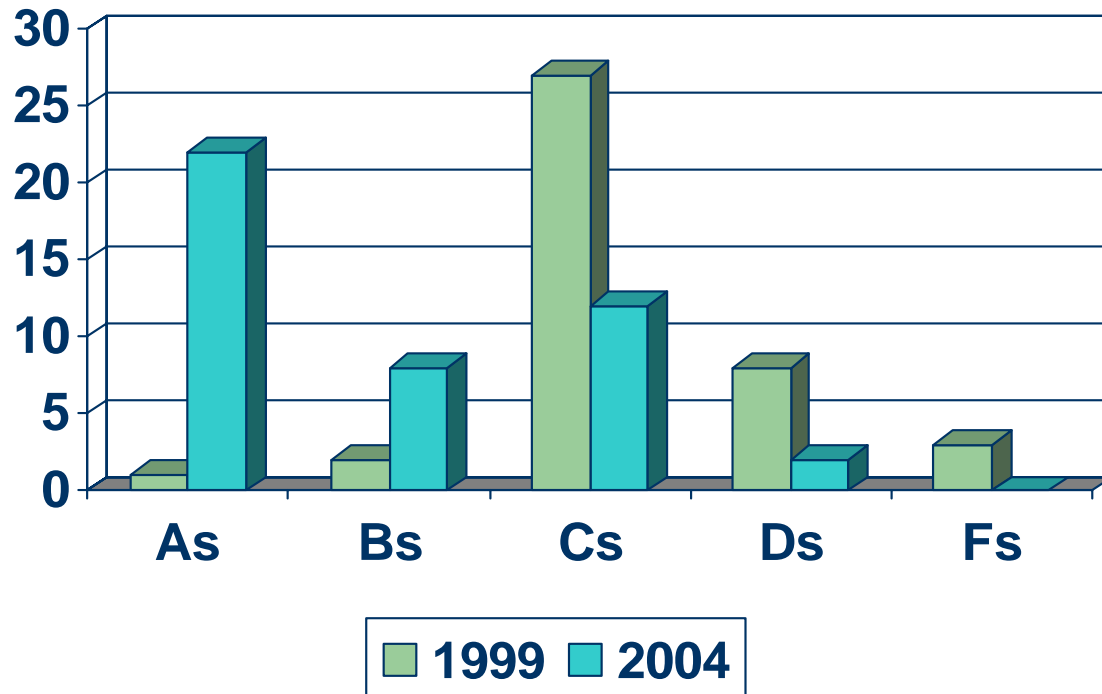


# Is It Possible?

- Is it possible for a school district to go from 3 A or B schools and 38 C, D, or F schools to 30 A or B schools, 14 C or D schools and no F schools?
- Is it possible for a school district where 50% of the elementary student population is defined as in poverty to have 13 of 17 schools earn a performance grade A?
- Is it possible for schools with the lowest student performance in the state to increase school grade points by 51 in one year?
- Do you believe that "All Florida Students Can Learn?"

# Continuous Improvement Model (CIM) in Florida

## Marion County School Grades



# Continuous Improvement Model (CIM) in Florida

## Martin County Schools

	<u>1999</u>	<u>2004</u>
As	3	13
Bs	5	3
Cs	5	1
Ds	4	0
Fs	0	0

## 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?”

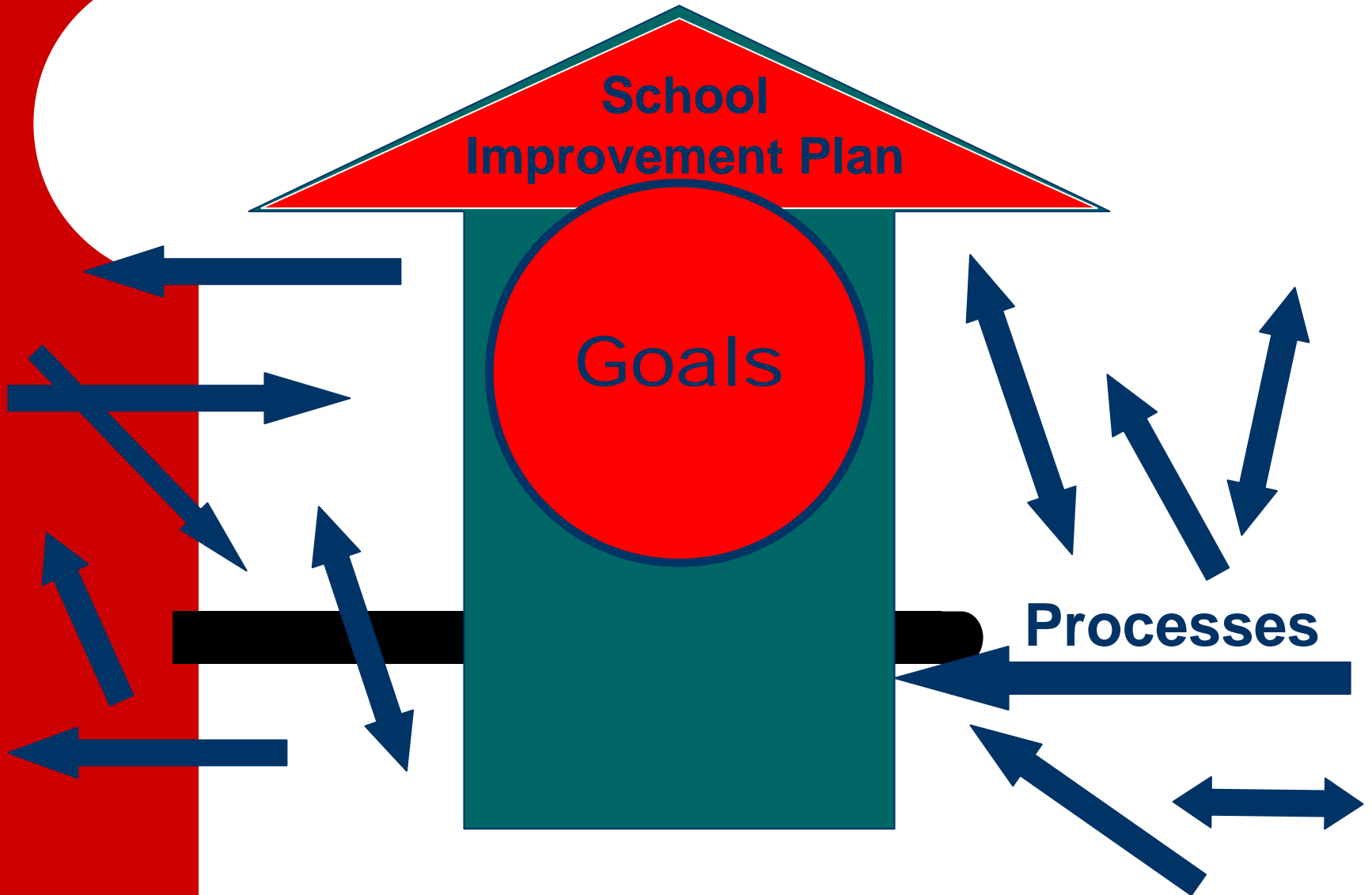
Unanimous response, “The Continuous Improvement Model”

- Average school grade point increase for Florida’s 2003-2004 F graded schools = 51 points  
(As, Bs, Cs no increase, Ds slight increase)

# School Improvement of the Past



# Random Acts of Improvement





**School Improvement  
guided by the  
Continuous Improvement Model**

---

# Aligned Acts of Improvement



## 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

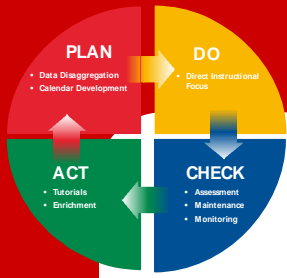
Five characteristics of effective schools:

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:

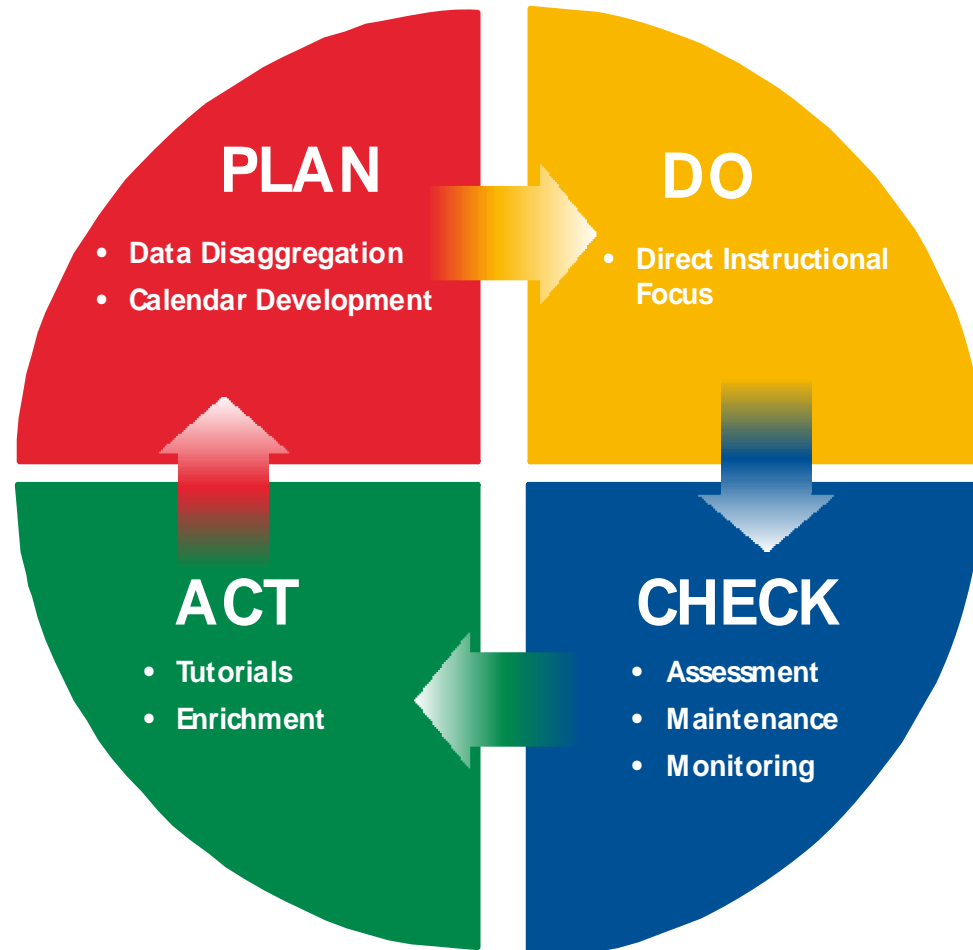
1. To become more data driven
2. To become process oriented
3. To identify customers and products



## (CIM) Instructional Cycle

This PDCA cycle is a continuous process in which data analysis determines classroom instruction focusing on high student achievement of the **Sunshine State Standards.**

# 8 Step Continuous Improvement Model within the PDCA Cycle



ASSISTANCE  
*plus*

**Implementing  
the  
Continuous  
Improvement Model  
(CIM)**

---

## Begin with DATA

Examine and discuss assessments

- **State assessments**
- District assessments
- School assessments
- Classroom assessments

## Sunshine State Standards

- The “**destination**” we want all students to get to.
- **How** they get there is up to the district, school and teacher.



## Sunshine State Standards

Identify **expected academic achievement** of students in Florida schools for which the **state will hold schools accountable** in all subject areas.



## The Nutshell

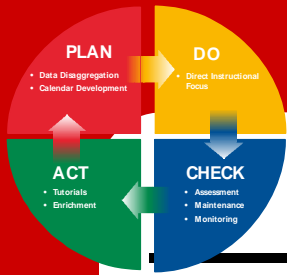
- Serious focus on all **SSS**
- Serious school wide **basic skills** teaching and learning
- Serious focus on a **rigorous** curriculum
- Serious **intervention** for those who need help
- Serious **accountability**
- Demonstrated by **state assessments**



## PDCA: Instructional Cycle

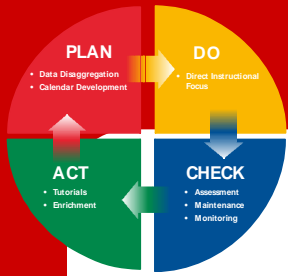
### PLAN

- Data Disaggregation
- Calendar Development



## PDCA: Plan

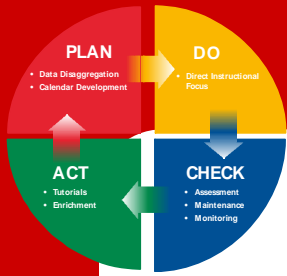
# Data Disaggregation



## PDCA: Plan

### Ask questions:

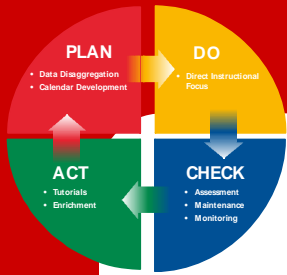
- What are the weakest areas?
- What are the strong areas?
- Are there patterns . . .  
across grades?  
within content areas?  
within sub-groups?



## PDCA: Plan

### Establish the Priorities

- Rank from Weakest to Strongest
- Do each area separately
- Involve all staff members in the process



## PDCA: Plan

### Study Each Standard Tested

- Examine the specific skills and concepts in each standard.
- Look at sample assessments (take the assessment if possible).
- **Read, Think, Discuss . . .**
  - What must students learn?
  - What does instruction look like?
  - How is mastery assessed?

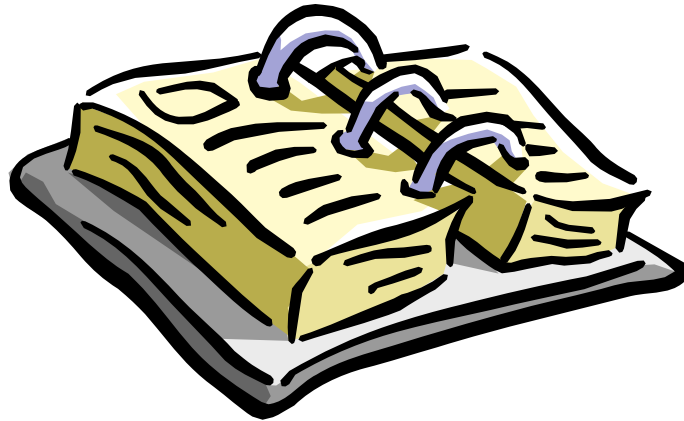
## Share the Data with Stakeholders

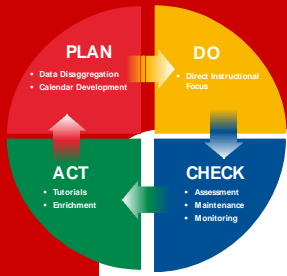
- The students
- The parents
- The community members
- The school staff

## Involve Stakeholders

- Students need to know their own strengths and weaknesses.
- Teachers must know their students.

# INSTRUCTIONAL FOCUS CALENDAR DEVELOPMENT





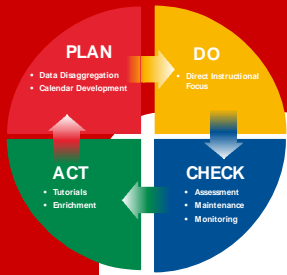
## PDCA - Plan

- Mark your calendars - Eliminate every day that is not an instructional day.
- Prioritize benchmarks - Use disaggregated data for decisions.
- Determine time frame - How many days/how many benchmarks.
- Lay out skeleton calendar by grade level or subject.
- Don't allow textbooks to drive the instruction!

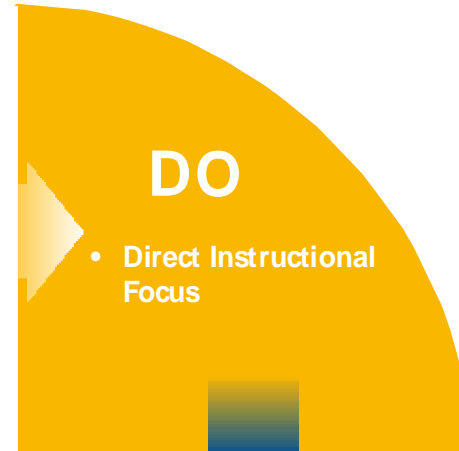


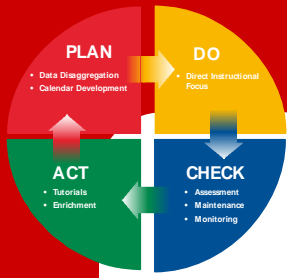
## PDCA - Plan

- Develop grade-level or subject area calendars.
- Include calendar in parent newsletters.
- Post in every classroom and throughout the school.
- Understand that the timeline is subject to change.
- **Everyone** teaches or reinforces priority benchmarks according to school-wide calendar.



## PDCA: Do





## PDCA: Do

### Direct Instructional Focus

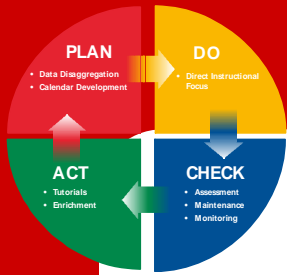


## PDCA - Do

### TEACHING THE INSTRUCTIONAL FOCUS

- Highlight the day's focus: begin class with the I.F.
- Warm-up with brief review
- Focus on new content
- Reinforce newly learned concepts

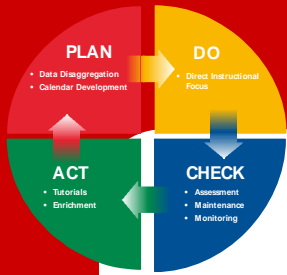
*Make every minute count!*



## PDCA - Do

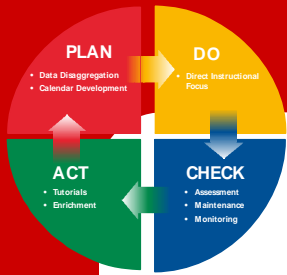
### Teaching the Instructional Focus

- Direct on-grade level instruction is delivered at the beginning of the class period for all students.
- Instructional Focus time is non-negotiable and sacred time!
- All teachers of that grade level are teaching the same lesson at the same time.
- Instructional Focus is emphasized in all subject areas.



## Instructional Focus

- Instructional Focus is teacher modeled, active, direct instruction.
- Instructional Focus is NOT a worksheet that students do by themselves and then the teacher corrects without modeling or comment.
- Instructional Focus is active, interesting, and important for all students.



## PDCA: Check

### CHECK

- Assessment
- Maintenance
- Monitoring



## PDCA - Check

### ASSESSMENT

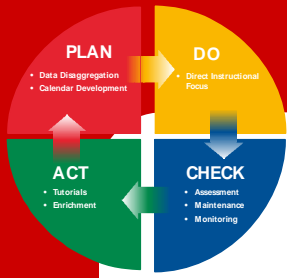
- Delivered on scheduled days
- Short but frequent
- Mastery or non-mastery



## PDCA - Check

### ASSESSMENT

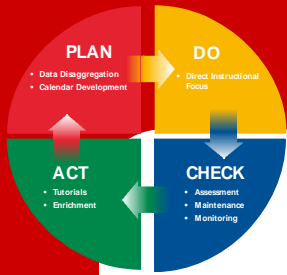
- Analyze student assessments for both right and wrong answers
- Use assessments as teaching tools
- Demonstrate why one answer is better than another
- Teach test taking skills and strategies.
- Develop an assessment format that all staff members incorporate into major exams.



## PDCA - Check

### ASSESSMENT

- Share the test data with all staff members
- Allow collaboration time to analyze results
- Identify students in need of assistance
- Identify master students



## PDCA - Check

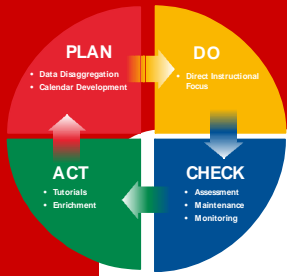
### MAINTENANCE

- What is maintenance?

*Maintenance is checking to be sure that the students have learned and remembered what was previously taught.*

- How do we maintain?

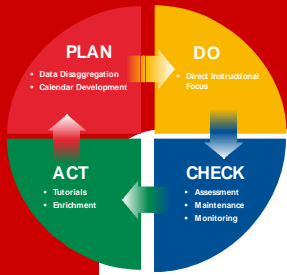
*We spiral back and address the objectives throughout the year.*



## PDCA - Check

### MAINTENANCE

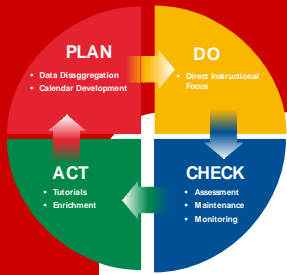
- Should be a school-wide learning strategy
- Should be ongoing
- Should be for all students
- Should include “fun” and “creative” activities



## PDCA - Check

### MONITORING

- The chief instructional leader must assume responsibility for monitoring.
- Classroom visits must be made on a regular basis. Monitor 30-40% of the school day.
- Regular meetings with departments and teams must take place.
- Make accountability a part of each staff meeting.

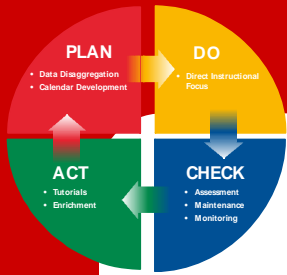


## PDCA - Check

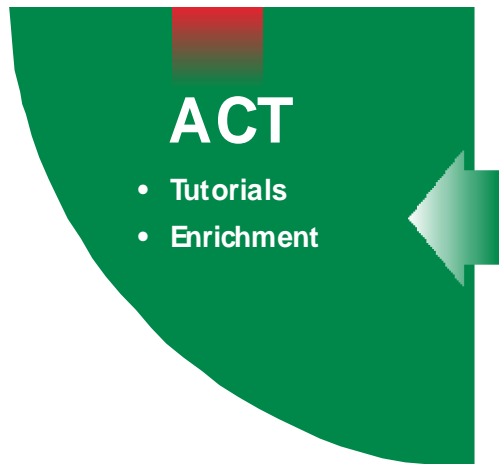
### MONITOR....

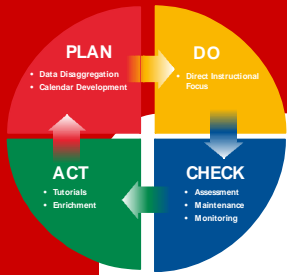
- lesson plans and emphasize importance of process.
- attendance and student performance.
- successes must be recognized and celebrated.

**Most important role of Instructional Leader.**



## PDCA: Act





## PDCA: Act

### Tutorials

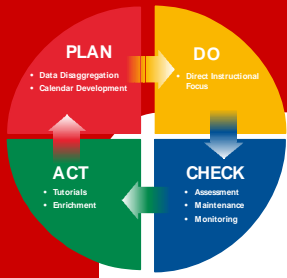
Should be devoted to the re-teaching of non-mastered objective



## PDCA - Act

### TUTORIALS

- Regroup students based on assessment performance
- Build time into the school day (at least 30 minutes per day)
- Involve parents, other staff, older mastery students in tutorials
- Keep tutorials positive
- Switch teachers for tutorials



## PDCA - Act

### Enrichment

- **Should be a time to expand, enrich, stretch, if the objective is mastered**
- **Rotate staff members between enrichment and tutorials**
- **Encourage higher-level thinking**
- **Activities as part of enrichment process**

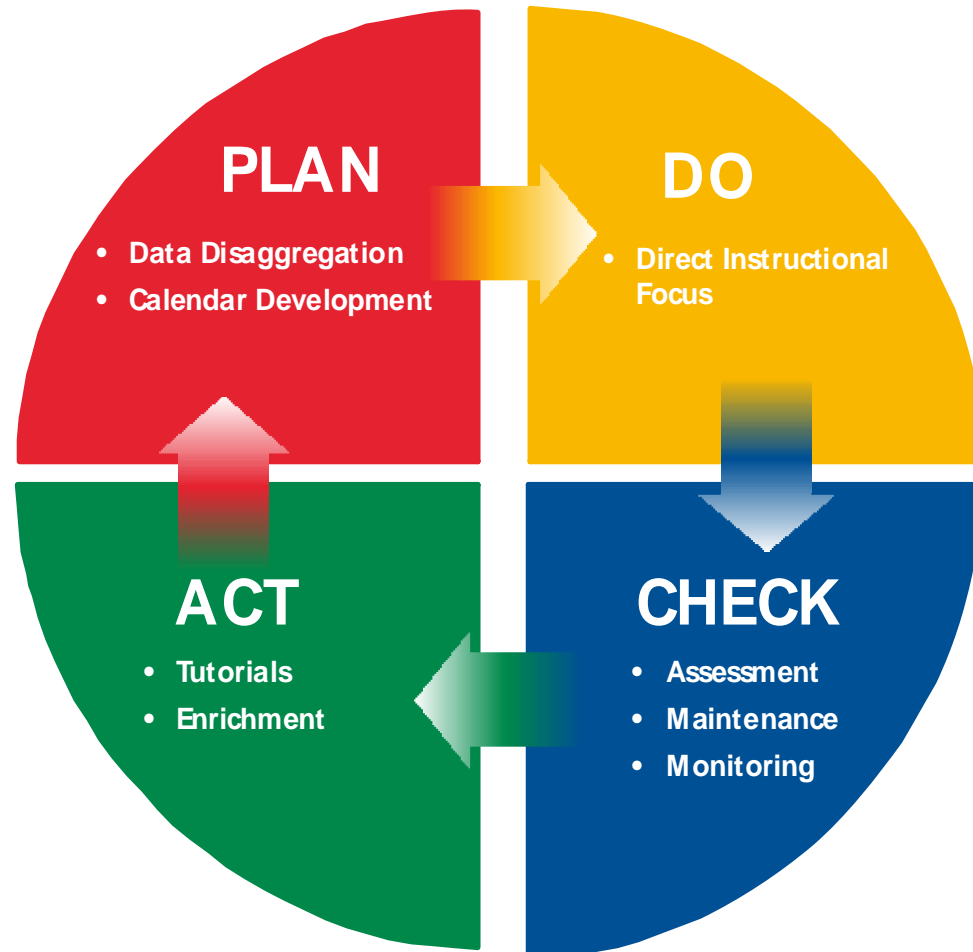


## PDCA - Act

### ENRICHMENT IDEAS

- Performance based activities and projects
- High interest activities and of interest to the individual students
- Taking an advanced class
- All those things you would love to teach but never have time.

## PDCA Cycle Review



## CIM: Summary

- **Align** curriculum, instruction, assessment and improvement through a systematic process
- Institute heightened professional **accountability**
- **Target instruction** that focuses on data-driven interventions

## CIM: Summary

- **Instructional calendars** specific to the essential elements of curriculum
- Frequent local **classroom assessments**
- **Tutorials** are provided for those students who did not master the material
- Encourage higher-level thinking activities as part of the **enrichment** process

## CIM: Summary

For Teachers:

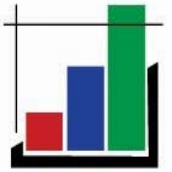
- **Curriculum - What do I need to teach?**
  - Identify the benchmark students need to learn.
- **Instruction - What is the best way for ALL students to learn this benchmark?**
  - instruction may need to be diverse
- **Assessment - Have ALL of my students mastered this benchmark?**
  - If not, I may need to re-teach or provide individual tutorial help
  - If so, continue on.
- **Improvement - How can I improve my instruction to help ALL of my students learn this benchmark?**



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# Chancellor Warford

- Focus: Raising student achievement and improving schools.....
  - CIM implementation
  - Rigor and Relevant instruction
  - Professional development

# ASSISTANCE *plus*

## ● Bureau of School Improvement Resources

Technical Assistance documents  
DART Model for data disaggregation  
CIM assistance  
Technology with on-line information  
Research based information  
Personnel to assist and support

# Teaming



# Le Train Bleu

- 9 members, one goal, to win the Tour De France
- All committed to the team goal
- Different strengths
- Different cultures
- Different ages
- Different levels of experience
- All willing to arrive prepared to get the job done
- All willing to protect each other, assist each other, respect each other, to get the job done

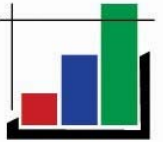
Result: Winning the Tour De France



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# Possibilities are endless

Must start with a belief...

**In Florida....**

**All Students Can Learn.**