

ASSISTANCE *plus*

District Compliance and Support for D and F Schools

Four Categories of Struggling Schools:

- Repeating F schools 7
- F schools 11
- D schools (formerly F) 10
- D schools 120

Today's Report

- Review of District (DAIP) and School Plan (SIP) Compliance Regarding Florida's Eleven F Schools
- Review of District and School Plan Compliance Regarding Florida's 10 D Schools that were Former 2005-2006 F Schools

Status of State Level Support

- Staff present the first day of School for all F and D (formerly F) schools
 - All Repeat F schools have had follow-up visits
 - Site visits to all F school will occur monthly
- Assistance Plus Teams have been provided extensive professional development on:
 - The State Board's requirements for Assistance Plus
 - Resources available for technical assistance
 - Site visit protocols
 - Use of monitoring tools
 - K-12 Reading Plans
 - Activity Reporting Database
 - School Improvement Plan Reviews
 - Florida's Continuous Improvement Model (FCIM)

Status of State Level Support

- District plans and School plans have been reviewed for compliance and recommended actions provided to the Commissioner and State Board of Education
- Continuous Improvement Model Regional Training is scheduled for all schools
 - September 20th and 21st in Tallahassee
 - September 27th and 28th in Orlando

SWAT

- Contract through PAEC
- Project Director: Dr. Tom Maher, former Indian River Superintendent
- Regional Team Leaders:
 - Region I, Bill Johnson, former Assistant Superintendent, Leon County
 - Region II, Clarence Wingrove, former high performing middle school principal, Hernando County
 - Region III, Dr. Frank Raffone, former Executive Director for Instructional Services, Martin County

SWAT

SWAT Teams will support improved instruction at Florida's F and D schools through:

- Targeted professional development in areas of need identified for each school
- Modeling of instruction
- Content experts

2006-2007 Districts and their F Schools

Collier

- Immokalee High

Miami-Dade

- Lenora Braynon Elementary
- Nathan B. Young Elementary

Duval

- Lake Forest Elementary

Escambia

- Oakcrest Elementary
- O.A.S.I.S. High School Prep Academy

Leon

- Academy of Academics & Technology

Levy

- Whispering Winds Charter School

Orange

- Summit Charter West
- Hungerford Elementary

Collier

Immokalee High School

2005 D 297 points

2006 F 277 points

Commendations

- In the process of establishing wall-to-wall academies
- A meal and transportation provided for after school tutoring
- Offered a six-week Summer Migrant Institute

Issues/Concerns

- Selected a school match with a grade of C
- Teacher mentor list not provided
- Training for CARBO Power Reading is in the DAIP but not in the SIP professional development section for reading
- No math coach

Recommendations

- Select a higher performing school as a school match
- Provide a mentor list specific to Immokalee
- Identify the training for CARBO in the SIP
- Hire a math coach

Miami-Dade

Lenora B Smith (ES)

2005 B 400 points

2006 F 257 points

Commendations

- Provided teacher mentoring list with mentors matched to mentees
- Several extended learning opportunities provided for all students
- FCIM training provided by the district in the DAIP and aligned to the SIP

Issues/Concerns

- Several positions filled with out-of-field and/or new teachers; eight teachers identified as K-6 elementary eligible as opposed to being certified
- Professional development for research-based programs not listed
- Low expectations for writing objective (1% increase)

Recommendations

- Identify training provided by the district in FCIM that is addressed in the DAIP
- Align support for all out-of-field and new teachers
- Identify training for staff on the research-based programs
- Set higher expectations for writing

Miami-Dade

Nathan B Young (ES)

2005 A 440 points

2006 F 232 points

Commendations

- FCIM training provided by the district in the DAIP and aligned to the SIP
- Collaboration activities already planned with school match selection

Issues/Concerns

- Three teachers identified as K-6 Elementary eligible as opposed to being certified
- Listed several extended learning opportunities but no mention of transportation being provided
- Planned professional development listed with no mention of dates or times
- Teacher mentor list not provided
- The proficiency standard in the science objective not identified

Recommendations

- Align support for all out-of-field and new teachers
- Identify incentives for students to attend extended learning opportunities
- Provide professional development specifics with timelines
- Provide a mentor list for teachers
- Identify the target the school is trying to reach in the science objective

Duval

Lake Forest Elementary School

2005 C 320 points

2006 F 264 points

Commendations

- SIP aligned to DAIP
- Identified new teachers and mentors
- Reading teachers provided training in best practices of Reading First and standards-based instruction

Issues/Concerns

- Extended learning opportunities not provided for all students
- Three teachers (one reading, two math) hold temporary certificates in reading
- No professional development in Math Investigations and Knowing Mathematics listed

Recommendations

- Provide extended learning opportunities for all students
- Revisit the highly qualified section of mathematics
- Identify professional development for Math Investigations and Knowing Mathematics

Escambia

Oakcrest Elementary School

2005 D 287 points

2006 F 250 points

Commendations

- Seven teachers identified with mentors
- District offers professional development in research-based programs and training for new teachers
- Oakcrest Elementary teachers participate in the district mentoring program

Issues/Concerns

- Four of the eleven new teachers need mentors
- Selected a school match with a performance grade of C
- Extended learning opportunities do not provide much support to students
- Several strategies are vague
- No math coach

Recommendations

- Identify mentors for remaining new teachers
- Select a school match with a higher performance grade
- Identify effective, research-based strategies to be provided to students during extended learning opportunities and expected results
- Strategies should identify specific actions to be taken to achieve objectives
- Hire a math coach

Escambia

O.A.S.I.S. High School Preparatory Academy

2006 F 266 points

Commendations

- District offers professional development in research-based programs and new teachers
- OASIS Academy's new teachers participate in the district mentoring program

Issues/Concerns

- No mention of reading coach or math coach in the SIP
- New teachers and mentors are not identified
- Objectives and strategies for reading, mathematics, writing, science, and parental involvement have low expectations

Recommendations

- Hire reading and mathematics coaches
- Identify new teachers and their assigned mentors
- Refer to Technical Assistance document guidelines for writing goals, strategies and expectations in all areas

Leon

Academy of Academics and Technology

2006 F 269 points

Commendation

- Parts of FCIM have been implemented and will be fully implemented this year

Issues/Concerns

- Teacher mentor list not provided
- Low expectations of students (15% proficient in Reading and in Science is the state objective)
- No math coach

Recommendations

- Provide mentor list for teachers
- Set higher proficiency level for students
- Hire a math coach

Levy

Whispering Winds Charter School

2005 C 321 points

2006 F 262 points

Commendations

- Plan to implement FCIM
- Identified a school match

Issues/Concerns

- No extended learning opportunities for students listed
- One teacher with temporary certificate
- No reading coach or math coach identified
- DAIP does not address specific support to Whispering Winds Charter School

Recommendations

- Describe extended learning opportunities for students beyond the regular school day
- Describe mentoring activities and other steps being taken to help the teacher earn a professional certificate
- Hire reading and math coaches
- DAIP should address specific support to Whispering Winds Charter School

Orange

Summit Charter

2006 F 267 points

Commendations

- Professional development is listed for reading and mathematics programs

Issues/Concerns

- Completion of the SIP not aligned to guidance
- Teacher mentor or activities list not provided
- School-wide improvement model is not aligned to DAIP
- Strategies for reading, mathematics, and science are not aligned to increases in student achievement for subgroups
- No reading or math coaches

Recommendations

- Access the Technical Assistance Document (www.bsi.fsu.edu) and complete the SIP according to the guidance provided
- Provide mentor list for teachers and schedule of mentoring activities
- Align school improvement model to DAIP
- Align strategies for reading, mathematics, and science to increases in student achievement for subgroups
- Hire reading and math coaches

Orange

Hungerford Elementary

2005 D 298 points

2006 F 272 points

Commendations

- FCIM is being implemented schoolwide
- All teachers are highly qualified and certified in elementary education

Issues/Concerns

- Objectives for reading do not include lowest performing subgroups
- Objectives for mathematics will not meet the AYP proficiency level
- Highly qualified staff not identified nor are any credentials listed
- No math coach identified

Recommendations

- Develop strategies for all subgroups identified in needs assessment in reading
- Set objectives with a more rigorous standards designed to meet AYP in mathematics
- Identify staff and their credentials in each core subject area
- Hire a math coach

2006-2007 Districts and their D Schools that are Former Fs

Alachua

- Caring & Sharing Learning School

Broward

- Smart School Institute of Technology and Communications

Miami-Dade

- Homestead Senior High

Escambia

- George S. Hallmark Elementary
- O.J. Semmes Montessori Academy

Hillsborough

- Just Elementary

Lee

- Lee Charter Academy

Orange

- Grand Avenue Elementary

Palm Beach

- South Technical Charter High
- The Imagine School

Alachua

Caring and Sharing Learning

2005 F 253 points

2006 D 306 points

Commendations

- Extended learning opportunities started earlier than last year
- FCIM implemented schoolwide
- Staff scheduled for inservice with Just Read! Florida

Issues/Concerns

- Teacher mentor list not provided
- Low expectation on mathematics objective (3% increase)
- No math coach

Recommendations

- Provide mentor list for teachers
- Work with district to provide certified teachers
- Set higher expectations for mathematics
- Hire a math coach

Broward

**Smart School Institute Of Technology
(Grades 9-12)**

2005 F 252 points

2006 D 289 points

Commendations

- New principal with history of raising school grade from an F to C
- Social studies and language arts teachers will be working towards reading endorsement.
- All new teachers and existing teachers needing assistance will complete the district's induction program

Issues/Concerns

- The school match that was selected earned a grade of C in 2006 and a D all three previous years
- Did not include the names of the mentors and mentees
- No strategies to increase rigor for students who scored above Level 2

Recommendations

- Select a higher performing school match with a school grade of A or B
- Provide teacher mentoring list with mentors matched to mentees
- Include strategies to increase rigor in all areas for students who scored above level 2

Miami-Dade

Homestead Senior High School

2005 F 298 points

2006 D 286 points

Commendations

- Plan identifies teacher mentors and scheduled activities
- Several extended learning opportunities
- Reading coach provided

Issue/Concern

- Plan does not mention having a math coach
- Low expectations on the mathematics objective
- The highly qualified section in the SIP for reading and mathematics is blank

Recommendation

- Hire a math coach
- Set higher expectations for mathematics
- Ensure that highly qualified teachers are in place for reading and mathematics and report this on the SIP

Escambia

George Hallmark Elementary School

2005 F 243 points

2006 D 316 points

Commendations

- FCIM is being implemented schoolwide
- Reading coach is provided

Issue/Concern

- No mention of math coach in plan
- Expected results of mentor/mentee pairs and methods of evaluation not listed
- Extended learning opportunities do not address strategies for AYP subgroup

Recommendation

- Hire a math coach
- Describe expected results of mentor/mentee pairs and method of evaluation
- Identify extended learning opportunities aligned to needs of AYP subgroups

Escambia

O. J. Semmes Elementary School

2005 F 259 points

2006 D 328 points

Commendations

- FCIM is being implemented schoolwide
- Teacher mentors are identified
- Extended learning opportunities provided
- Professional development activities for teachers provided

Issues/Concerns

- No math coach identified
- Low expectations of students in science (1% increase)

Recommendations

- Hire a math coach
- Set higher expectations for students in science

Hillsborough

Just Elementary School 2005 F 216 points
2006 D 297 points

Commendations

- Plan to continue implementation of FCIM
- Set high expectations for students in science
- Reading and math coaches are in place
- Planned reading evaluations are extensive

Issue/Concern

- One mentor assigned to work with six teachers
- Not all staff are highly qualified

Recommendation

- Assign additional mentors to work with six teachers
- Ensure all staff are highly qualified

Lee

Lee Charter Academy (Grades K-8)

2005 F 252 points

2006 D 318 points

Commendation

- Continuing with school match activities

Issue/Concern

- No mention of reading coach or math coach
- No mention of FCIM being used
- Extended learning opportunities are described as “free homework help”
- Faculty includes out-of-field teachers and three substitutes

Recommendation

- Hire reading and math coaches
- Continue to implement FCIM
- Extended learning opportunities need to provide intensive remediation in all core academic areas
- Place certified, in-field teachers in every classroom

Orange

Oak Ridge High School

2005 F 278 points

2006 D 281 points

Commendations

- Diverse ways of reaching students with varying skills (i.e., magnet programs, AP, dual enrollment)
- Community and business partnerships and mentoring for students
- Teaming of at-risk students in 9th grade with teachers and counselors

Issues/Concerns

- Higher absentee, dropout, and repeating student rates
- 67% of 10th grade student are not reading at grade level with higher percents in several subgroups
- Objectives will not reach AYP required levels

Recommendations

- Analyze reasons for students leaving and repeating grades and target assistance/intervention accordingly
- Set realistic but aggressive objectives for each subgroup with strategies designed to raise reading abilities of all students
- Objectives should be more aggressive

Orange

Grand Avenue Elementary

2005 F 241 points

2006 D 281 points

Note: School restructured to a Pre-K to 2nd grade now from K-5

Commendations

- Staff have been trained in FCIM
- School wide reform program includes business partnerships and external social service collaborations
- Extended learning opportunities include summer tutorials

Issues/Concerns

- Objectives and interventions are not aligned to improve learning gains of lower level grades
- Reading budget dollars are not aligned to student needs

Recommendations

- Objectives and interventions should be aligned to increase student gains in core subject areas
- Reading dollars need to be allocated to better support student needs on site

Palm Beach

South Tech Charter

2005 F 261 points

2006 D 291 points

Commendations

- State licensure and/or certification can be earned in each career academy
- A choice school with very few discipline/campus disruption concerns
- FCIM is being implemented schoolwide

Issues/Concerns

- Objectives do not address needs of individual subgroups
- Strategies do not describe specific efforts that will impact student achievement
- Objectives in science are not aligned to the needs assessment results
- No math coach

Recommendations

- Objectives need to target low performing subgroups in reading and mathematics
- Strategies need to be developed that will impact student achievement
- Science objectives need to be aligned to the needs assessment
- Hire a math coach

Palm Beach

Imagine School

2005 F 234 points

2006 D 305 points

Commendations

- FCIM implemented school wide
- Extended learning opportunities provided by certified teachers
- Weekly learning team meetings for teachers to focus on student achievement

Issues/Concerns

- Teacher mentor or activities list not provided
- Objectives for reading and mathematics are based on safe harbor and strategies are developed for a two-year implementation period for subgroups
- All instructors are not highly qualified
- Science objective is not realistic based on current performance level
- No reading or math coaches

Recommendations

- Identify teacher mentors
- Objectives need to be based on statewide proficiency levels
- Highly qualified instructors need to be employed
- Science objectives need to be more aligned data realistic with realistic expectations
- Hire reading and math coaches

Department Recommendation

Conditional approval, with required recommended improvements in place no later than October 1.