

State Board Requirements for Repeating F Schools Compared to Correct II and Intervene Requirements

State Board Plan Requirements for Repeating F Schools	Differentiated Accountability Plan Requirements for Correct II and Intervene Schools
Local school board-approved funding for school-wide interventions to each individual F school. (ES, MS, HS)	Provide incentives and funding for the implementation of evidence-based curriculum programs.
District full-time staff assigned to each school to support implementation of requirements.	Complete a focused delivery professional development model that includes assignment of content experts to train lead teachers and guide professional development. Assign a professional partner to school principal with experience increasing student achievement in the targeted subgroups or in a similar school setting. Provide content experts to coach implementation of Professional Learning Communities (PLCs) and Lesson Study Groups (LSGs)
Differentiated pay (Incentives) (ES, MS, HS) Amended to include: Differentiated pay must be provided only to those teachers identified as highly effective. (ES, MS, HS)	Implement Differentiated Pay
Performance Pay Plan	Implement Performance Pay Plan based on performance appraisals (Repeating F).
All students are given a choice to transfer to two or more schools performing at grade level C or above, with transportation provided. (ES, MS, HS) Amended to include: District must document outreach to parents regarding this choice option. (ES, MS, HS)	Provide Choice with Transportation and Supplemental Educational Services. All students in a school must be offered Choice with Transportation Districts are required, under federal law, to document such outreach.
Support school with Title I Funds, in accordance with applicable federal laws. For non-Title I schools, district must support school with district funds greater or equal to Title I funds. (ES, MS, HS)	Provide incentives and funding for implementation of research-based curriculum programs, which includes best practice daily lessons for targeted groups.
District must report to the State Board monthly regarding progress.	The superintendent must report the Intervene school progress to the State Board bimonthly.
Fully staffed entire school year. (ES, MS, HS)	Fully staffed the entire year. Fills mid-year vacancies with appropriately qualified staff

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Dedicated district school safety and attendance Personnel (ES, MS, HS)	NA
Implement and align school-wide reform model in feeder schools. (MS, HS)	The school must implement a research-based schoolwide reform model.
Multiple Strategies	
School must offer multiple strategies for struggling students, including but not limited to tutoring, credit recovery, and/or remediation. Compliance is met when a minimum of 50% of Level 1 students in math and a minimum of 50% of Level 1 students in reading participate in such opportunities. These opportunities must be delivered either: (A) during an extended school day, OR (B) in after school programs.	Schools must provide remediation and enrichment through an extended school day or in after school programs.
Instructional Requirements	
District must document faithful implementation of the approved K-12 Reading Plan. (ES, MS, HS) School must schedule an uninterrupted 90 minute reading block. (ES) School must provide mathematics enrichment for all students. (ES, MS, HS) School must prioritize Level 1 students and assign them to highly effective teachers in reading and mathematics. (ES) School must provide instructional inclusion of Students With Disabilities (SWD) and English Language Learners students. (ES, MS, HS) No later than the 2008-2009 school year, all 11 th grade students must be enrolled in a science class. (HS)	District and schools must faithfully implement the Reading Plan. School must provide an uninterrupted 90-minute reading block. All students in non-AYP subgroups must be assigned to a highly qualified, certified in-field teacher.
Professional Development	
Staff development in reading in the content area. (MS, HS)	Professional development must be provided that targets subgroups not making AYP.
School-wide staff development. (ES, MS, HS)	

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Instructional Staff Requirements	
<p>For Level 1 students and 11th and 12th grade students required to retake the FCAT, intensive reading taught by highly effective, reading endorsed teachers. (MS, HS)</p> <p>For Level 1 students and 11th and 12th grade students required to retake the FCAT, intensive mathematics taught by top performing, highly effective, and mathematics endorsed teachers. (MS, HS)</p>	NA
<p>Choose One:</p> <p>(A) All instructional staff must reapply for their jobs, and must have evidence of being highly effective in order to be hired.</p> <p>OR</p> <p>(B) Retain those teachers with evidence of effectiveness as measured by student learning gains, and replace those for whom the data indicate ineffectiveness.</p>	<p>High-performing teachers from high-performing schools must be transferred to the school.</p> <p>All teachers assigned to subgroup(s) not making AYP must be highly qualified and certified in-field.</p>
7.0 Curriculum	
<p>(A) School Restructure Plan: Change the grade configuration of the school and the programs offered.</p> <p>OR</p> <p>(B) Implement a school-wide reform model for ALL students.</p>	<p>Schools must implement a restructuring plan that meets one of the five federal options.</p> <p>The school must implement a research-based schoolwide reform model.</p>
Family and Community Outreach	
<p>Choose One:</p> <p>(A) Community Assessment Team (CAT) – Florida Department of Education (FLDOE), Parent, Business, Educator, Community Member, Local Government representation</p> <p>OR</p> <p>(B) Community Assessment Team – FLDOE, Parent, Business, Educator, Community Member, Local Government representation. A minimum of 50% of the members must be parents with at least one child in the school.</p>	<p>Required by Florida Statutes for all schools graded F.</p> <p>Assign a Community Assessment Team to review school performance data and determine cause for low performance (F schools only).</p>

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9.0 Coaching Support	
<p>District provides one Reading and one Math coach per school to support grades 3-5. District provides one reading coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have one reading coach for the entire school; and District provides one math coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have one math coach for the entire school.</p> <p>OR</p> <p>(B) District provides one coach per every 300 students, and school assigns coaches to reading, math or science as determined by student achievement data. There must be a minimum of one coach per subject area. Note: All reading coaches must be approved by the Department.</p>	<p>Schools provide one Reading and one Math/Science coach for each school.</p> <p><i>Proposed Guidance</i> For Repeating F Schools, district provides one reading and one math/science coach per five hundred enrolled students. Four is the maximum number of coaches required per school. The designation of math or math/science coaches is based upon student achievement data. For each additional two hundred and fifty students, the district provides an additional half time Reading coach for a maximum of four coaches per school.</p> <p>Schools with less than two hundred students may hire a half time reading and a half time math coach. (ES, MS, HS)</p>
10.0 Parent Contracts	
<p>(A) School guarantees parents of entering ninth grade students remediation, interventions, rigorous programs, and extended day programs; and</p> <p>Amended 6.20.06 to include: This will be a contract with parents, and starting with the incoming ninth graders in 2006, the contract will be for 4 years.</p>	<p>Parent compacts are required for all Title I schools. <i>Propose that Repeating F schools provide contracts for incoming students in grades 3, 6, and 9 and for all new students.</i></p>
11.0 Leadership	
<p>Choose One:</p> <p>(A) Identification and hiring of proven educational leaders</p> <p>OR (B) District provides justification for keeping existing principal and arranges for a mentor principal to guide existing principal.</p>	<p>Review and hire highly effective principal and school leadership team members.</p> <p>Assigned principal and leadership team must be experienced with a clear record of turning around a similar school.</p>