

# ASSISTANCE *plus*

Presentation of Proposed Action Plans  
for 2005-2006 F Schools in the Event  
They Again Fail

# Evidence of Success

- Pine Ridge Alternative School – Broward: writing +42 points
- O. J. Semmes Montessori Academy – Escambia: writing +21, 3<sup>rd</sup> reading +28, 3<sup>rd</sup> math +36
- Madison Excel – Madison: writing + 47 points
- New Endeavor High School – Okeechobee: writing +69 points
- Homer Addair Academy – Polk: writing +73 points
- William Moseley Elementary – Putnam: writing +50 points, 3<sup>rd</sup> reading +17 points, 3<sup>rd</sup> math +33 points

Department of Education  
Proposals for District Action for  
Schools of Concern in the Event  
They Again Fail

# Why these schools were chosen:

## Criteria:

One or more of the following indicators of concern:

- Significant decrease in performance last year
- Repeatedly failing and/or former low performing
- A newly opened school earning a grade of F its first year

# Schools of Concern

- Broward: Superintendent Dr. Franklin L. Till, Jr.
  - Lauderdale Manors Elementary
  - Arthur Ashe, Jr. Middle
  - Larkdale Elementary
- Gadsden: Superintendent Mr. Reginald James
  - Stewart Street Elementary
- Miami – Dade Superintendent, Dr. Rudolph F. Crew
  - Miami Central High School
  - Miami Edison High School
- Hillsborough Superintendent, Ms. MaryEllen Elia
  - Just Elementary
- Orange Superintendent, Mr. Ronald Blocker
  - Jones High School
  - Grand Avenue Elementary
  - Ivey Lane Elementary

# No Improvement

Given a school *did not* improve student academic performance, one of the following sets of actions must be taken by the district:

1. Contract out, parental choice
2. Restructure, new programs, parental choice, new staff
3. New program, parental choice, new staff

# For All Schools

## School Staffing

- Staff must apply – applicants must be qualified and have evidence of improving student performance in the content area(s) and level of assignment, contract is annual – evidence of qualifications will be audited
- School must be fully staffed to open and continue to be fully staffed for the entire school year (no long term substitutes)
- Administration must be proven educational leaders
- District provides differential and performance pay for teachers and administrators annually based on improving student performance and agreement to remain including locally funded performance pay provided for school earning a grade of C or higher
- District provides on-site reading and mathematics coaches
- Dedicated school safety and attendance personnel

# For All Schools

## District Support

- Commissioner of Education approved District Community Assessment Team who report monthly on student progress through monitoring assessment tools and quality of instruction through classroom walkthrough tools. The team should represent the demographics of the community of the school and include minimally the following representatives:
  - Florida Department of Education
  - Parent
  - Business
  - Educator
  - Active Community Member
  - Local Government

# For All Schools

## District Support

- Dedicated, Board-approved funding
- Extended learning program, with transportation provided
- Staff development for all teachers in best strategies for reading in the content area

# For All Schools

## State Support

- Full-time School Improvement Liaison
- Prioritized funding
- SWAT Team

# Elementary - Middle

- K-8: 90-minute reading block
- Mathematics Enrichment; Middle must offer Algebra I for all students
- Level 1 students are prioritized to strongest reading and mathematics teachers
- Instructional inclusion for SWD and LEP students

# High School

- Intensive reading taught by a reading endorsed teacher for level 1 and 2 students and 11<sup>th</sup> and 12<sup>th</sup> grade students required to retake the FCAT
- Intensive mathematics taught by a mathematics teacher who is in the state's top 30% for student learning gains for level 1 and 2 students and 11<sup>th</sup> and 12<sup>th</sup> grade students required to retake the FCAT
- Extended Day Credit recovery program

# High School – 9<sup>th</sup> Grade

- School guarantees entering 9<sup>th</sup> grade students course offerings that:
  - Provide necessary remediation,
  - Provide necessary interventions for students with disabilities and/or limited language,
  - Provide the necessary rigor to prepare students for successful entry into postsecondary or the workforce, and
  - Are supported by before, after, and summer school programs.

# Proposed Action – Lauderdale Manors

- **New program** such as a magnet, career academy, or one that emphasizes academic rigor:
  - Reading, Direct Instruction
  - Technology Magnet
  - Proven Administrator that contracts to remain for a minimum of three years given that student performance is increasing
  - Continue district cNET team

# Proposed Action – Arthur Robert Ashe, Jr. Middle

- **Restructure** with new grades and a new program for ALL students:
  - KIPP Academy to address great need for rigor
  - Technology emphasis (Lauderdale Manors is a technology magnet and feeds into this school)
  - Proven Administrator that contracts to remain for a minimum of three years
  - Continue district cNET team

# Proposed Action – Larkdale Elementary

- **New program** such as a magnet, career academy, or one that emphasizes academic rigor:
  - Implement Success for All/Root & Wings (reading and mathematics model that also includes integrated science and social studies)
  - Mathematics and Science Magnet (Larkdale feeds into William Dandy Middle School which is a pre-med and pre-law magnet school)
  - Proven Administrator that contracts to remain for a minimum of three years, given student performance is increasing
  - Continue district cNET team

# Proposed Action – Stewart Street Elementary

- **New program** such as a magnet, career academy, or one that emphasizes academic rigor:
  - Implement Success for All/Root & Wings (reading and mathematics model that also includes integrated science and social studies)
  - Technology emphasis
  - Proven Administrator that contracts to remain for a minimum of three years, given student performance is increasing

# Proposed Action – Miami Central High School

- **Restructure** with new grades and a new program for ALL students:
  - Implement High Schools that Work, beginning with grade 9 and adding a grade each year
  - Feeder pattern schools must implement Making Middle Grades Work
  - Teachers apply due to interest in the success of this model, that emphasizes academic rigor
  - New school administration
  - Administrative teams with district staff attend national conference held in Orlando, July 12 through 15

# Proposed Action – Miami Edison High School

- **Restructure** with new grades and a new program for ALL students:
  - Implement a Talent Development High School with Career Academies
  - All 9<sup>th</sup> grade students are enrolled in a 9<sup>th</sup> grade success academy
  - All 10<sup>th</sup> – 12<sup>th</sup> grade students are enrolled in a career academy
  - Feeder pattern schools must implement Talent Development Middle School
  - Teachers apply due to interest in the success of this model, that emphasizes academic rigor
  - New school administration

# Proposed Action – George S. Hallmark Elementary

- **New program** such as a magnet, career academy, or one that emphasizes academic rigor:
  - Continue with SRA Direct Instruction for **all** grades. (The district required Voyager Program for 3rd grade.)
  - Math/Science/Technology Theme (Hallmark feeds into Ferry Pass Middle School - Math & Science Magnet)
  - Proven Administrator that contracts to remain for a minimum of three years, given student performance is increasing.

# Proposed Action – Just Elementary

- **New program** such as a magnet, career academy, or one that emphasizes academic rigor:
  - Reading, Direct Instruction (They need more of a focus on one program; they listed several reading programs in the SIP)
  - Math/Science/Technology Theme (to feed into the Math, Technology Science Aerospace & Aviation Magnet next door at Stewart Middle)
  - Proven Administrator that contracts to remain for a minimum of three years, given student performance is increasing

# Proposed Action – Jones High School

- **Restructure** with new grades and a new program for ALL students:
  - Implement a Talent Development High School with Career Academies (continue with career academies in 10<sup>th</sup> – 12<sup>th</sup> in place)
  - All 9<sup>th</sup> grade students are enrolled in a 9<sup>th</sup> grade success academy
  - All 10<sup>th</sup> – 12<sup>th</sup> grade students are enrolled in a career academy
  - Feeder pattern schools must implement Talent Development Middle School
  - Teachers apply due to interest in the success of this model, that emphasizes academic rigor
  - New school administration

# Proposed Action – Grand Avenue Elementary

- **Restructure** with new grades and a new program for ALL students:
  - Grand Avenue restructures into a K-3 school, preK program is offered on-site for community students
  - Grand Avenue serves former K-3 Ivey Lane students and continues Ivey Lane's Reading First Program
  - Implement High/Scope Primary Grades Approach to Education
  - Grand Avenue serves as a professional development site for primary teachers
  - Grades 4-5 attend Ivey lane where Talent Development Middle School program will be implemented

# Proposed Action – Ivey Lane Elementary

- **Restructure** with new grades and a new program for ALL students:
  - Ivey Lane restructures into a 4-8 school and implements the Talent Development Middle School; beginning in 2006-2007 serving grades 4-6, adding a grade the following two years
  - Grand Avenue serves former K-3 Ivey Lane students and continues Ivey Lane's Reading First Program
  - Ivey Lane serves former 4<sup>th</sup> and 5<sup>th</sup> grade Grand Avenue students
  - Ivey Lane serves as a training site for future middle grade administrators and a professional development site for middle grades teachers

# In the Event an F School Improves and Earns a D

Principals have clearly communicated their continued need for support. Therefore:

- District must continue to provide the 2005-2006 required components of the District Action Plan. Including:
  - School specific assistance and intervention plan, including student performance and quality instruction monitoring
  - District dedicated funding
  - School specific professional development
  - School-site reading and mathematics coaches
- The State Department will continue to provide:
  - School improvement staff support
  - District plan and school improvement plan monitoring
- This support must be maintained until the school earns a C

# Concerns – Alternative Programs

- Only data available so far is for writing
- Out of 32, 15 have positive gains, 2 not enough data for reporting, and 15 decreased
- Two that had significant improvements have been targeted for district closure: Dixon Center and Homer K. Addair Career Academy

# Concerns – Alternative

- A. D. Harris, Bay
- Whiddon Rodgers, Broward
- Hallendale Adult, Broward
- Dave Thomas, Broward
- Miami Douglas Macarthur, North and South
- Academy for Community Ed, Miami-Dade
- Jan Mann Opportunity School, Miami-Dade
- Cope Center North, Miami-Dade
- D.M. Wallace C.O.P.E. Center, Miami-Dade
- Corporate Academy North, Miami-Dade
- Merrick Ed. Center, Miami-Dade
- Community Education Partners, NW and SE, Orange
- Bayside High, Pinellas

# Proposed Action for Alternative Schools where there is Decreased Student Performance

If student performance decreases in a F school serving alternative students, the district must:

1. Enter into a contract with an entity with a demonstrated record of effectiveness, such as a private management company, to operate the school; or
2. Replace administration and teachers where student data does not indicate they improved student performance, reopen the school and implement a **new program** such as a magnet, career academy, or one of the following that emphasizes academic rigor:
  - KIPP Academy
  - High Schools That Work
  - Wall-to-Wall Career Academies

# Concerns - Charter

- Out of 15, 10 have positive gains
- Schools of most concern:
  - Smart School Institute of Technology and Communications, Broward
  - Downtown Academy of Technology and Arts, Broward
  - PAL Academy, Manatee
  - South Technical Charter High, Palm Beach
  - Haines City Literacy Learning, Polk

# Proposed Action for Charter Schools where there is Decreased Student Performance

1. Close the school and support parents and students in their transition to higher performing schools.
2. In the event that a charter school makes progress but continues to fail, the district might chose to allow the charter to reconstitute, which must include:
  - A new or amended contract that requires the school to close in 2007-2008 if it again fails
  - 50% or greater change in Charter Board
  - Replace administration and teachers where student data does not indicate they improved student performance
  - District agreement to comply with Assistance Plus and the District Action Plan For Repeating F schools for this school
  - Charter Board agreement to comply with Assistance Plus and the school district with implementation of the District Action Plan For Repeating F Schools