

# ASSISTANCE *plus*

## 2003-2004 Action Plan

School Level Expectations	Action	F2 & 2-year NAYP	F2	F1	F1 Charter
<b>Quality Educators</b>	Quality leaders who have had success improving student achievement, no first year administrators.	✓	✓	✓	✓
	All certified quality instructors in every classroom. All teachers that were not successful in 2003 are replaced by those shown by student achievement data as successful in closing the gap.	✓	✓		
	All certified quality instructors in every classroom.			✓	✓
	As part of the School Improvement Plan, the school administrator and School Advisory Council (or Charter Board) generate a school-wide Professional Development System that is aligned and linked with disaggregated student achievement data, student and instructional personnel needs, annual performance appraisal data for teachers and administrators, and school and district strategic planning.	✓	✓	✓	✓
	Student to teacher ratios at or below state requirements.	✓	✓	✓	✓
	Identified school match with scheduled activities for collaboration between school leaders and faculty.	✓	✓	✓	✓
<b>Choice</b>	Providing parents information about choice options: public school choice with transportation and school choice with opportunity scholarships.	✓	✓		
<b>Quality Programs</b>	Research-based improvement model agreed upon by school, district, and state in place. This program must include yearlong student progress monitoring.	✓	✓		
	Research-based improvement model agreed upon by school and state in place. This program must include yearlong student progress monitoring.				✓
	Continuous Improvement Model or district and state agreed upon research-based improvement model in place. This program includes yearlong student progress monitoring.			✓	
	School Improvement Plan objectives for each subcategory that FAYP.	✓	✓	✓	✓
	All curriculum programs and instructional strategies in place are research based.	✓	✓	✓	✓
	Schools have components of a successful reading program as identified by Just Read, Florida!	✓	✓	✓	✓
	High schools have yearlong intensive tutorial programs in place during the normal school hours for 11 <sup>th</sup> and 12 <sup>th</sup> grade students who have not been successful in obtaining the score required for graduation on the FCAT.	✓	✓	✓	✓

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School Level Expectations	Action	F2 & 2-year NAYP	F2	F1	F1 Charter
	All grades have intensive tutorial programs in place during regularly scheduled school hours for level 1 reading and mathematics students in addition to regularly scheduled lessons.	✓	✓	✓	✓
	Intensive tutorial programs in place during regularly scheduled schools hours for any subgroups that failed to make adequately yearly progress.	✓	✓	✓	✓
	Before, after, summer, and/or extended school year learning programs.	✓	✓	✓	✓
<b>Parent Involvement</b>	Monthly scheduled parent meetings where student progress in reported.	✓	✓	✓	✓
	Written notice to parents as defined by PL 107-110 Sec. 1116 (b)(3)(A)(vi – viii).	✓			
<b>Reporting Requirement</b> F2 Due August 19 F1 Due September 16 Mid-year update Feb. 13	State School Improvement Planning tool and process, submission of School Improvement Plan to the State Board of Education for Approval.	✓	✓	✓	✓
<b>Reporting Requirement</b> Beginning in October	Web-based reporting on progress.	monthly	monthly	quarterly	quarterly
<b>Reporting Requirement</b> Beginning in September	Conference calls with Bureau of School Improvement.	biweekly	monthly	quarterly	quarterly
<b>Assistance Plus</b>	Reading coach pending State Board of Education School Improvement Plan approval	✓	✓	✓	✓
<b>Assistance Plus</b>	Mathematics coach pending State Board of Education School Improvement Plan approval	✓	✓		
<b>Assistance Plus</b>	Student mentors – supported by Governor’s mentoring initiative.	✓	✓	✓	✓
<b>Assistance Plus</b>	School team attendance Continuous School Improvement Model Conference	✓	✓	✓	✓

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## 2003-2004 Action Plan

District Level Expectations	Action	F2 & 2-year NAYP	F2	F1	F1 Charter
<b>Quality Educators</b>	As required in Chapter 1001.42(16)(c)3. Implementation of a plan <u>with compensation</u> for locating and hiring high quality staff for all positions in the schools. Administration in place prior to beginning of school year.	✓	✓		
	As required in Chapter 1001.42(16)(c)3. Implementation of a plan for locating and hiring high quality staff for all positions in the schools. Administration in place prior to beginning of school year.			✓	
	By Charter Board, implementation of a plan for locating and hiring high quality staff for all positions in the schools. Administration in place prior to beginning of school year.				✓
	Based on the needs assessment, the district generates a district-wide Professional Development System that is aligned and linked with disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports and district strategic planning.	✓	✓	✓	Invited by district to attend
	Dedicated district staff for instructional support and to serve as teacher mentors.	✓	✓	✓	✓
<b>Choice</b>	Providing school choice plans with opportunity scholarships. Providing meaningful choice options for students with disabilities.	✓	✓		
<b>Quality Programs</b>	Ensuring school-site safe learning environments.	✓	✓	✓	✓
	Aligning district assistance and intervention to the unique needs of the school and its community as determined by climate survey and student achievement data analysis.	✓	✓	✓	✓
<b>Parental Involvement</b>	Comply with PL 107 – 110 Sec. 1118	✓			
<b>Reporting Requirement</b> Due as Title I project application	Documentation of prioritized public schools choice with transportation services including identifying funds, activities, and students served. (as part of application for Title I funds)	✓			
<b>Reporting Requirement</b> Due September 16 Mid-year update Feb. 13	District assistance and intervention plan submitted to the state with aligned failing school school improvement plans. This plan must include the Quality Educator and Program components listed above.	✓	✓	✓	✓
<b>Reporting Requirement</b>	Conference call with Education Commissioner and K-12 Chancellor.	biweekly	monthly	quarterly	quarterly
<b>Assistance Plus</b>	Attendance Continuous School Improvement Model Conference.	✓	✓	✓	✓

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State Level Expectations	Action	F2 & 2-year NAYP	F2	F1	F1 Charter
	In cooperation with the school district identification of Community Oversight Committee.	✓	✓		
	Beginning year school site "summit" with support in data analysis and school improvement planning.	✓	✓		
	Beginning year district site "summit" with support in data analysis and school improvement planning.			✓	✓
	Mid-year conference featuring Continuous Improvement Model.	✓	✓	✓	✓
<b>Quality Educators</b>	Dedicated full-time school improvement facilitators held accountable for implementing school improvement processes.	✓	✓		
	Dedicated department staff in to assist schools and districts.	✓	✓	✓	✓
	Principal training led by "turn-around" principals.	✓	✓	✓	✓
<b>Quality Programs</b>	Priority of funded projects to school needs.	✓	✓	✓	✓
	Provision of list of possible school matches.	✓	✓	✓	✓
	Provision of reading coaches pending State Board of Education School Improvement Plan approval.	✓	✓	✓	✓
	Provision of mathematics coaches pending State Board of Education School Improvement Plan approval.	✓	✓		
	Provision of school improvement planning tools.	✓	✓	✓	✓
	Dedicated technology support personnel.	✓	✓	✓	✓
	Continuous School Improvement Model Conference.	✓	✓	✓	✓
<b>Reporting Requirements</b>	Provision of school reporting web site with technical assistance.	✓	✓	✓	✓
<b>Reporting Requirements</b>	Superintendent conference calls with Education Commissioner and K-12 Chancellor. Principal conference calls with school improvement office.	biweekly	biweekly	quarterly	quarterly

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## 2003-2004 Action Plan

### Laws governing School Expectations

Public Law 107-110 Sec. 1116 (b) SCHOOL IMPROVEMENT-

#### (3) SCHOOL PLAN-

(A) REVISED PLAN- After the resolution of a review under paragraph (2), each school identified under paragraph (1) for school improvement shall, not later than 3 months after being so identified, develop or revise a school plan, in consultation with parents, school staff, the local educational agency serving the school, and outside experts, for approval by such local educational agency. The school plan shall cover a 2-year period and —

- (i) incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes each of the components described in part F;
- (ii) adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year;
- (iii) provide an assurance that the school will spend not less than 10 percent of the funds made available to the school under section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that —
  - (I) directly addresses the academic achievement problem that caused the school to be identified for school improvement;
  - (II) meets the requirements for professional development activities under section 1119; and
  - (III) is provided in a manner that affords increased opportunity for participating in that professional development;
- (iv) specify how the funds described in clause (iii) will be used to remove the school from school improvement status;
- (v) establish specific annual, measurable objectives for continuous and substantial progress by each group of students specified in section 1111(b)(2)(C)(v) and enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress as defined in section 1111(b)(2), meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year;
- (vi) describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand;
- (vii) specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency under paragraph (4) and the local educational agency's responsibilities under section 1120A;
- (viii) include strategies to promote effective parental involvement in the school;
- (ix) incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year; and
- (x) incorporate a teacher mentoring program.

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## 2003-2004 Action Plan

### Laws governing District Expectations

**1001.42 Powers and duties of district school board.**--The district school board, acting as a board, shall exercise all powers and perform all duties listed below:

(16) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.--....This system of school improvement and education accountability shall include, but is not limited to, the following:

(a) *School improvement plans.*--Annually approve and require implementation of a new, amended, or continuation school improvement plan for each school in the district, ....Each plan shall also address issues relative to budget, training, instructional materials, technology, staffing, student support services, specific school safety and discipline strategies, and other matters of resource allocation, as determined by district school board policy, and shall be based on an analysis of student achievement and other school performance data.

(c) *Assistance and intervention.*--

1. Develop a 2-year plan of increasing individualized assistance and intervention for each school in danger of not meeting state standards or making adequate progress, as defined pursuant to statute and State Board of Education rule, toward meeting the goals and standards of its approved school improvement plan.

3. Develop a plan to encourage teachers with demonstrated mastery in improving student performance to remain at or transfer to a school designated as performance grade category "D" or "F" or to an alternative school that serves disruptive or violent youths. If a classroom teacher, as defined by s.

[1012.01](#)(2)(a), who meets the definition of teaching mastery developed according to the provisions of this paragraph, requests assignment to a school designated as performance grade category "D" or "F" or to an alternative school that serves disruptive or violent youths, the district school board shall make every practical effort to grant the request.

4. Prioritize, to the extent possible, the expenditures of funds received from the supplemental academic instruction categorical fund under s. [1011.62](#)(1)(f) to improve student performance in schools that receive a performance grade category designation of "D" or "F."

(d) *After 2 years.*--Notify the Commissioner of Education and the State Board of Education in the event any school does not make adequate progress toward meeting the goals and standards of a school improvement plan by the end of 2 years of failing to make adequate progress and proceed according to guidelines developed pursuant to statute and State Board of Education rule. School districts shall provide intervention and assistance to schools in danger of being designated as performance grade category "F," failing to make adequate progress.

(18) OPPORTUNITY SCHOLARSHIPS.--Adopt policies allowing students attending schools that have been designated as performance grade category "F," failing to make adequate progress, for 2 school years in a 4-year period to attend a higher performing school in the district or an adjoining district or be granted a state opportunity scholarship to a private school, in conformance with s. [1002.38](#) and State Board of Education rule.

(19) AUTHORITY TO DECLARE AN EMERGENCY.--May declare an emergency in cases in which one or more schools in the district are failing or are in danger of failing and negotiate special provisions of its contract with the appropriate bargaining units to free these schools from contract restrictions that limit the school's ability to implement programs and strategies needed to improve student performance.

Public Law 107-110 Sec. 1116 (b) SCHOOL IMPROVEMENT-

(4) TECHNICAL ASSISTANCE-

(A) IN GENERAL- For each school identified for school improvement under paragraph (1), the local educational agency serving the school shall ensure the provision of technical assistance as the school develops and implements the school plan under paragraph (3) throughout the plan's duration.

(B) SPECIFIC ASSISTANCE- Such technical assistance —

(i) shall include assistance in analyzing data from the assessments required under section 1111(b)(3), and other examples of student work, to identify and address problems in instruction, and problems if any, in implementing the parental involvement requirements described in section 1118, the professional development requirements described

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in section 1119, and the responsibilities of the school and local educational agency under the school plan, and to identify and address solutions to such problems;

(ii) shall include assistance in identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for school improvement;

(iii) shall include assistance in analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student academic achievement and to remove the school from school improvement status; and

(iv) may be provided —

(I) by the local educational agency, through mechanisms authorized under section 1117; or

(II) by the State educational agency, an institution of higher education (that is in full compliance with all the reporting provisions of title II of the Higher Education Act of 1965), a private not-for-profit organization or for-profit organization, an educational service agency, or another entity with experience in helping schools improve academic achievement.

(C) SCIENTIFICALLY BASED RESEARCH- Technical assistance provided under this section by a local educational agency or an entity approved by that agency shall be based on scientifically based research.

### Sec. 1118. PARENTAL INVOLVEMENT.

#### (a) LOCAL EDUCATIONAL AGENCY POLICY-

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will —

(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

(C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);

(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

(F) involve parents in the activities of the schools served under this part.

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### Laws governing State Expectations

**1008.33 Authority to enforce public school improvement.**--It is the intent of the Legislature that all public schools be held accountable for students performing at acceptable levels. A system of school improvement and accountability that assesses student performance by school, identifies schools in which students are not making adequate progress toward state standards, institutes appropriate measures for enforcing improvement, and provides rewards and sanctions based on performance shall be the responsibility of the State Board of Education.

(1) Pursuant to Art. IX of the State Constitution prescribing the duty of the State Board of Education to supervise Florida's public school system and notwithstanding any other statutory provisions to the contrary, the State Board of Education shall intervene in the operation of a district school system when one or more schools in the school district have failed to make adequate progress for 2 school years in a 4-year period. For purposes of determining when a school is eligible for state board action and opportunity scholarships for its students, the terms "2 years in any 4-year period" and "2 years in a 4-year period" mean that in any year that a school has a grade of "F," the school is eligible for state board action and opportunity scholarships for its students if it also has had a grade of "F" in any of the previous 3 school years. The State Board of Education may determine that the school district or school has not taken steps sufficient for students in the school to be academically well served. Considering recommendations of the Commissioner of Education, the State Board of Education shall recommend action to a district school board intended to improve educational services to students in each school that is designated as performance grade category "F." Recommendations for actions to be taken in the school district shall be made only after thorough consideration of the unique characteristics of a school, which shall include student mobility rates, the number and type of exceptional students enrolled in the school, and the availability of options for improved educational services. The state board shall adopt by rule steps to follow in this process. Such steps shall provide school districts sufficient time to improve student performance in schools and the opportunity to present evidence of assistance and interventions that the district school board has implemented.

(2) The State Board of Education may recommend one or more of the following actions to district school boards to enable students in schools designated as performance grade category "F" to be academically well served by the public school system:

- (a) Provide additional resources, change certain practices, and provide additional assistance if the state board determines the causes of inadequate progress to be related to school district policy or practice;
- (b) Implement a plan that satisfactorily resolves the education equity problems in the school;
- (c) Contract for the educational services of the school, or reorganize the school at the end of the school year under a new school principal who is authorized to hire new staff and implement a plan that addresses the causes of inadequate progress;
- (d) Allow parents of students in the school to send their children to another district school of their choice; or
- (e) Other action appropriate to improve the school's performance.

(3) In recommending actions to district school boards, the State Board of Education shall specify the length of time available to implement the recommended action. The State Board of Education may adopt rules to further specify how it may respond in specific circumstances. No action taken by the State Board of Education shall relieve a school from state accountability requirements.

(4) The State Board of Education may require the Department of Education or Comptroller to withhold any transfer of state funds to the school district if, within the timeframe specified in state board action, the school district has failed to comply with the action ordered to improve the district's low-performing schools. Withholding the transfer of funds shall occur only after all other recommended actions for school improvement have failed to improve performance. The State Board of Education may impose the same penalty on any district school board that fails to develop and implement a plan for assistance and intervention for low-performing schools as specified in s. [1001.42](#)(16)(c).