

**Florida DOE Initiatives and  
Priorities for  
School Psychologists**

*The Student Support Services Project  
A collaborative effort between the New Florida Department of  
Education and the University of South Florida*

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**Student Support Services**

Student Support Services ...

- ◆ improve academic and behavioral outcomes

The Student Support Services Project ...

- ◆ DOE's initiative to assist the work of district student services personnel

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**State Board of Education and the  
New Florida DOE**

**State Board of Education**

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**Commissioner of Education  
Jim Horne**

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**K-12 Public School Chancellor  
Jim Warford**

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**Guiding Principles —  
Section 1000.02(2), F.S.**

- Coordinated Seamless System
- Student-Centered
- Access
- Equity and Academic Excellence
- Flexibility and Accountability

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**State Board of Education  
Strategic Imperatives**

1. Increase the Supply of Highly Qualified K-12 Instructors
2. Apply Existing Academic Standards Consistently at All Levels
3. Increase Rates of Learning and Completion at All Levels
4. Improve the Quality of School Leadership at All Levels

*The New FDOE: Way of Work*

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**State Board of Education Strategic  
Imperatives (continued)**

5. Set and Align Academic Standards K-20
6. Align the Workforce's Education with Skill Requirements
7. Align Financial Resources with Performance Expectations K-20
8. Achieve World-Class, Nationally Recognized Institutions of Higher Learning

*The New FDOE: Way of Work*

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**Florida DOE Mission-**  
**Summary Points** [1008.31(3), F.S.]

- Increase proficiency of all students
- One seamless, efficient system
- Opportunity to expand knowledge and skills
- Adequate learning opportunities and research valued by students, parents and communities
- Maintain accountability system that measures student progress toward Goals 1 - 4...

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**Florida DOE Goals** [1008.31(3), F.S.]

Goal One: Highest Student Achievement

Goal Two: Seamless Articulation and Maximum Access

Goal Three: Skilled Workforce and Economic Development

Goal Four: Quality Efficient Services

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**K-12 Vision**

- ALL Florida students will READ on grade level or above by the end of the third grade and will sustain this proficiency level throughout their education.
- ALL Florida students will meet grade-level expectations in all areas of study and will graduate from high school on time.

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**Growth in Enrollment (Fall Membership)**  
**Florida Public Schools**  
**Fall 1982 – Fall 2002**

<b>Year</b>	<b>1982</b>	<b>2002</b>	<b>Percentage Growth</b>
<b>White</b>	997,359	1,285,566	28.9
<b>Afric Amer.</b>	349,500	613,335	75.5
<b>Hispanic</b>	122,393	531,585	334.3
<b>Other*</b>	15,665	107,919	588.9
<b>Total Minority</b>	487,558	1,155,596	137.0
<b>Total</b>	1,484,917	2,538,405	70.9

\*\*\*Other\* includes Asians, American Indians, and students reported in the new Multiracial category.

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- Unexpected Enrollment Increases**
- Shifts in migration — more families
  - Shifts in immigration from other countries
  - Shifts from private and home schools
  - Success of attendance programs (School Intervention, Driver’s License, Learnfare) in schools
  - Non promotions

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**Florida’s Children at a Glance**  
 (Center for the Study of Children’s Futures, 2002)

<b>Birth Indicators in 2000-</b>		<b>Education 2000/2001 (Fall Count)-</b>	
■ Number of Births	204,030	■ Public enrollment	2,435,374
■ Births to unwed moms	78,026	■ % Free/Reduced Lunch	43.9
■ Births to moms < 20 yrs.	25,684	■ Graduation Rate	63.8
■ Low birthweight births	16,284	■ Non- promotions	173,620
<b>Youth and the Law 2000/2001-</b>		■ Dropouts	50,604
•Delinquency cases	152,060	<b>Third Grade 2002/2003-</b>	
•Transfers to adult	2,617	(% 3rd Graders scoring)	
<b>Disciplinary Actions 2000/2001-</b>		•Level 1 - FCAT Reading	23
■ In-school suspensions	245,980	•% 3rd Graders Retained	14.76
■ Out/school suspensions	223,907		
■ Alternative disciplinary actions	6,151		

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Contextual Issues Affecting The Problem-Solving Process in General and Special Education

- IDEA Re-Authorization
  - ◆ Focus on academic outcomes
  - ◆ General education as baseline metric
  - ◆ Labeling as a “last resort”
  - ◆ Increasing general education options
  - ◆ Pooling building-based resources
  - ◆ Flexible funding patterns
- ESEA Legislation-No Child Left Behind
  - State/National Emphasis on Reading
  - Evidence-based Interventions

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Contextual Issues Affecting General and Special Education-cont'd

- Authentic/Curriculum-Based Assessment
- Accountability-Student Outcomes
- Early Intervention Programs
- High-Stakes Testing
- Problem-Solving as Primary Service Delivery Process



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Priorities for School Psychologists

**FOCUS ON:**

- Problem-Solving
- Student Services Accountability
- District Student Progression Plans
- Effective Organizational Consultation

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**What can (and do) We contribute to a district?**

- Consult with teachers, parents, and administrators
- Assess academic skills, learning aptitudes, emotional development, social skills, learning environment issues, and eligibility for special education
- Provide research-based prevention and intervention strategies
- Provide crisis response and management for schools and families
- Provide faculty education and in-service training

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**Contributions Continued...**

- Participate with problem-solving teams for at-risk students.
- Provide program evaluation and progress monitoring to measure the impact of interventions.
- Provide of parent education and facilitation of home/school collaboration.
- Engage in continued research to identify evidence based assessment and intervention practice.
- Support the development of AIPs and functional assessment plans.

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**Beliefs Essential to Collaborative Problem-Solving**

- Every student is everybody's responsibility
- Common belief about where building wants to educate its students
- Common commitment to building-based discipline and prosocial behavior program
- Common commitment to problem-solving process

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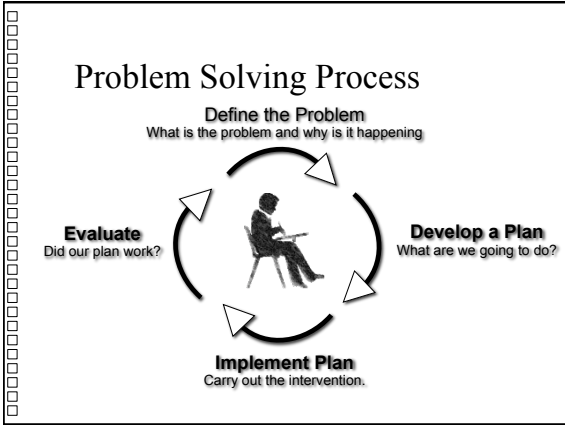
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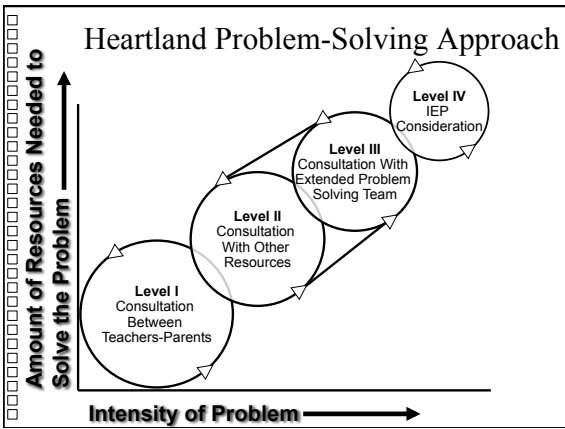
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- ### Academic Improvement Plans (AIPs)
- Detailed Plan designed to address barriers to academic progress
  - Intervention strategies that include academic and behavioral interventions
  - Desired outcome is to return student to appropriate status in the pupil progression plan
  - Documents building history of identification and intervention for at-risk students
  - Can be foundation for more intensive intervention strategies/programs

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**Education Reform**

- Accountability
- Standards-Based Movement
- High Stakes Testing
- Reading Achievement
- Achievement Gap-Equity/Access
- Promotion/Retention
- School Safety

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**As School Psychologists,  
have we...**

- Identified areas for necessary change?
- Informed ourselves by review of data in our school / district ?
- Been willing to engage in meaningful dialog about attitudes and beliefs ?
- Engaged in effective and efficient problem-solving?
- Advocated for systemic change?
- Contributed to a climate that supports success for all students?

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**Accountability for Services and Programs ...**

Did our involvement have an effect on student

- ◆ Achievement
  - ◆ Do standardized test scores for targeted students improve when comparing two or more years?
- ◆ Attendance
  - ◆ Do absenteeism rates decrease for targeted students who have (10, 15, or 20 or more) absences when comparing semester attendance records?
- ◆ Behavior
  - ◆ Is there a decrease in the number of discipline referrals for those targeted students that have had 10 or more referrals in a semester when comparing one or more school years?

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**Resources**

- <http://sss.usf.edu>
- <http://www.fldoe.org>
- <http://www.edreform.com>
- FASP— <http://www.fasp.org>
- NASP— <http://www.nasp.org>
- FCRR- <http://www.fasp.org>
- US DOE- <http://www.ed.gov>

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**Questions? Please contact:**

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