

SCHOOL IMPROVEMENT PLANNING					
The School Improvement Plan is developed and implemented in alignment with state and federal requirements.					
	Prevent I	Correct I	Prevent II	Correct II	Intervene
District creates a District-based Leadership team that includes the Superintendent, Associate Superintendent(s) of curriculum, general and special education leaders, curriculum specialists, behavior specialists, student services personnel, human resources and professional development leaders, and specialists of various areas such as assessment, English Language Learners, gifted learners, etc. The ongoing purpose of this team is to develop, support, and facilitate the implementation of policies and procedures that guide school-based teams in leadership with a direct support system for each school principal, and planning for systems change toward Problem Solving and Response to Instruction/Intervention (Rtl) through district-wide consensus building, infrastructure development, and implementation.	X	X	X	X	X
In conjunction with District-based Leadership Teams, the School Advisory Council assists in the development of the School Improvement Plan, and the Leadership Team implements the School Improvement Plan.	X	X	X	X	X
School Advisory Council reviews school performance data, determines causes of low performance, and advises the school on its School Improvement Plan.				X (F only)	X
District approves the School Improvement Plan through peer review.	X	X	X	X	X
District-based Leadership Team monitors implementation of the School Improvement Plan.	X	X	X	X	X
State reviews, approves, and monitors School Improvement Plans.				X (F only)	X
District establishes a Community Assessment Team (CAT) to review school performance data, determine cause for low performance for each F and Intervene school and				X (F only)	X

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advise the district on its District Improvement; Assistance and Intervention Plan. Regional Executive Directors participate in CAT meetings.					
District develops and implements a District Improvement; Assistance and Intervention Plan.	X	X	X	X	X
District provides technical assistance in analyzing student data and revising school budgets, including alignment to response to instruction/interventions provided.	X	X	X	X	X
State reviews budget allocations and alignment of resources.				X (F only)	X

LEADERSHIP					
Leadership is experienced with a clear record of increasing student achievement and overall school performance. For Correct II and Intervene schools, the principal must have a clear record of turning around a similar school.					
	Prevent I	Correct I	Prevent II	Correct II	Intervene
District utilizes state resources in leadership development.	X	X	X	X	X
District reviews/replaces members of the school leadership team, as necessary.	X	X			
State reviews/replaces school leadership team with district assistance.			X	X	X
District provides administrators with performance pay for raising student achievement.	X	X	X	X	X

EDUCATOR QUALITY					
All teachers assigned to subgroups not making AYP are highly qualified and certified in-field. In addition, the school is fully staffed with highly qualified paraprofessionals and student support services personnel.					
	Prevent I	Correct I	Prevent II	Correct II	Intervene
Teachers assigned to subgroups not making AYP are highly qualified and certified in-field.	X	X	X	X	X
All paraprofessionals are highly qualified.	X	X	X	X	X
School does not have a higher percentage of first-year or out-of-field teachers than the district average.			X (D and F only)	X (D and F only)	X (D and F only)
School employs no teachers designated less than satisfactory on the teacher evaluation instrument.				X (F only)	X
School is fully staffed by the first day of school.			X	X	X
District develops a plan to encourage teachers with demonstrated mastery in improving student performance to remain at or transfer to a D or F school.			X	X	X
District provides Reading Endorsed Reading coach, Math, and or Science coaches to model lessons, lead Professional Learning Communities (PLCs) and Lesson Study Groups (LSGs), and to analyze data (note: Science coaches only provided if a school's percent mastery is less than 50%).				X *	X
Reading coaches must maintain a daily log of activities on the Progress Monitoring and Reporting Network (PMRN) and the school and district leadership teams must monitor these logs. District ensures that coaches are not the teacher of record and do not provide pull out instruction outside the context of providing professional development for teachers.	X	X	X	X	X
* Coaches are required for Correct II D and F schools but the district may receive a waiver with DOE approval for A, B, and C Correct II schools if the district can demonstrate how it will provide the assistance offered by coaches at the school site and comply with the K-12 Comprehensive Reading Plan requirements.					

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District ensures performance appraisals of instructional personnel are primarily based on student achievement.	X	X	X	X	X
District ensures performance appraisals of administrative team include student achievement and rate of progress goals related to targeted subgroups and school improvement.	X	X	X	X	X
District trains staff on performance appraisal instruments and performance appraisal process is implemented with fidelity.	X	X	X	X	X
District provides teachers with performance pay for raising student achievement.	X	X	X	X	X
District reviews/replaces staff who have not contributed to learning gains.			X	X	
State reviews/replaces teachers who have not contributed to increased learning gains.				X (F only)	X
District prioritizes resources for staffing to ensure that staff meet highly qualified, certified in-field, and student achievement requirements.	X	X	X	X	X
State oversees staffing school prior to the start of school.				X (F only)	X
District implements a differentiated pay policy that includes differentiation based on district –determined factors, including but not limited to additional job responsibilities, school demographics, critical shortage areas, and level of job performance difficulties.	X	X	X	X	X
District utilizes state educator recruitment resources.	X	X	X	X	X
District ensures mid-year vacancies are filled.	X	X	X	X	X
District may declare an emergency to renegotiate collective bargaining agreements.			X	X	X

PROFESSIONAL DEVELOPMENT					
Individual Professional Development Plans (IPDPs) are aligned with the needs of subgroups not making AYP, reform efforts, and state protocol requirements. The master schedule provides time for both common planning for data-based decision making within the problem-solving process and job-embedded professional development (PD) for Prevent II, Correct II, and Intervene schools.					
	Prevent I	Correct I	Prevent II	Correct II	Intervene
School ensures IPDPs for teachers of targeted subgroups include PD targeting the needs of subgroups not making AYP.	X	X			
District ensures IPDPs for teachers of targeted subgroups include PD targeting the needs of subgroups not making AYP.			X	X	X
District participates in a sample of IPDP meetings.				X	X
District ensures that Leadership professional development includes PD targeting the subgroups not making AYP.	X	X	X	X	X
School redesigns master schedule to provide common planning time for data-based decision making within the problem-solving process and job-embedded professional development and organizes into Professional Learning Communities (PLCs) with Lesson Study Groups.	X	X	X	X	X
District ensures that appropriate resources are provided to redesign master schedule and accommodate common planning time for data-based decision making within the problem-solving process, job-embedded professional development, and PLCs, including effective-practice daily lessons.	X	X	X	X	X
District provides technical assistance in identifying professional development and ensures the school PD plans align with state protocol standards and school reform efforts.	X	X	X	X	X
District ensures sufficient human resources are provided to deliver, follow-up, and evaluate professional development.	X	X	X	X	X

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District provides leadership development on monitoring classroom instruction and evaluating professional development.	X	X	X	X	X
District provides professional development on the Continuous Improvement Model, Problem Solving, Response to Instruction/Intervention, and Professional Learning Communities, including the use of Lesson Study Groups.	X	X	X	X	X
District provides professional development on assessing student progress.	X	X	X	X	X

CURRICULUM ALIGNED AND PACED					
An evidence-based curriculum is implemented that is aligned with the Next Generation Sunshine State Standards. All students are screened for placement in reading programs.					
	Prevent I	Correct I	Prevent II	Correct II	Intervene
School identifies and implements state-adopted materials.	X	X			
District identifies and school implements state-adopted evidence-based materials.			X	X	X
State reviews district-identified, evidence-based materials, programs, and curriculum.				X (F only)	X
School aligns curriculum to the Next Generation Sunshine State Standards by developing reading (which is aligned with the core program), mathematics, and science instructional focus calendars.	X	X			
District aligns curriculum to the Next Generation Sunshine State Standards, develops reading (which is aligned with the core program), mathematics, and science Instructional Focus Calendars, and monitors implementation.			X	X	X
State reviews district aligned curriculum and instructional focus calendars.				X (F only)	X
School ensures students are properly placed in rigorous coursework.	X	X	X	X	X

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School implements district K-12 Reading Plan with fidelity.	X	X	X	X	X
District implements K-12 Reading Plan with fidelity.	X	X	X	X	X
District supports alignment of initiatives and provides technical assistance in instructional strategies and methods.	X	X	X	X	X
District reviews data to determine the effectiveness of all instructional programs and class offerings.	X	X	X	X	X

CONTINUOUS IMPROVEMENT MODEL					
Ongoing formal and informal assessments are administered to monitor student progress, redesign instruction as needed, and provide remediation, acceleration, and enrichment.					
	Prevent I	Correct I	Prevent II	Correct II	Intervene
School implements Florida's Response to Instruction/Intervention model as defined by the Statewide RtI Implementation Plan.	X	X	X	X	X
School implements Continuous Improvement Model	X	X	X	X	X
School administers screening and diagnostics and provides remediation, acceleration, and enrichment.	X	X	X	X	X
District provides screening and progress monitoring tools and analyzes data to determine effectiveness of instruction and to allocate resources matched to the intensity of students' instructional and intervention needs.	X	X	X	X	X
District ensures real-time access to student achievement data.	X	X	X	X	X
District prescribes formative and summative assessments and provides technical assistance on formative and summative assessments.	X	X	X	X	X
District provides schools professional development on assessing student progress.			X	X	X

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District and school-based problem-solving teams monitor and analyze progress monitoring at least three times per year for students requiring reading intervention.	X	X	X	X	X
District monitors and analyzes progress monitoring on tested core-content areas aligned to the Benchmarks and Instructional Focus Calendars in August or early September and December (baseline and mid-year). In the area of reading, this requirement may be fulfilled through use of the Florida Assessments for Instruction in Reading.	X	X	X	X	X
District monitors and analyzes progress monitoring on tested core-content areas through mini-benchmark assessments. In the area of reading, this requirement may be fulfilled through use of the Florida Assessments for Instruction in Reading.			X	X	X
District participates in the Florida Assessments for Instruction in Reading.				X	X
District ensures that schools demonstrating the greatest need, based on data analysis, receive the highest percentage of resources.	X	X	X	X	X

MONITORING PROCESSES AND PLANS					
Monitoring plans are in place to ensure implementation of school improvement requirements with fidelity.					
	Prevent I	Correct I	Prevent II	Correct II	Intervene
School Advisory Council receives quarterly updates on the implementation of the School Improvement Plans and makes necessary updates.	X	X	X	X	X
School leadership team monitors fidelity of implementation of the School Improvement Plan.	X	X	X	X	
School participates in a comprehensive instructional monitoring process.	X	X	X	X	X
School reports prescribed reading progress monitoring three times per year using the Progress Monitoring and Reporting Network (PMRN).	X	X	X	X	X
District develops a comprehensive instructional monitoring process and follow-up that includes classroom, team, and school-wide monitoring.	X	X	X	X	X
State conducts a comprehensive instructional monitoring process.				X (F only)	X
State reports progress bi-monthly to State Board of Education.				X (F only)	X