

2009-2010 Strategies and Support for Differentiated Accountability**

SCHOOL IMPROVEMENT PLANNING					
	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 with direct support systems for each school principal, and to plan for systems of change toward Problem Solving and Response to Instruction/Intervention (RtI) 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
* Non-Title I A, B, or C schools may receive a waiver from FLDOE if the district/school can demonstrate that the existing template provides strategies for subgroups that did not meet AYP in the area of data analysis, RtI, and increasing student achievement. Note that <u>all</u> schools must comply with Florida Statutes regarding SIP components including: postsecondary readiness, dropout prevention and academic intervention, and professional development as stated in Sections 1008.37(4), 1003.53(2)(b), 1003.413, and 1001.42(18), F.S.					
School Advisory Council reviews school performance data, determines causes of low performance, and advises the school on its School Improvement Plan.	X	X	X	X	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 (Exiting Intervene in 2008-2009)		X (F, D former F in 2007-2008,	X

2009-2010 Strategies and Support for Differentiated Accountability**

District establishes a Community Assessment Team (CAT) to review school performance data, determine cause for low performance for each F and Intervene school and advise the district on its District Improvement Plan. Regional Executive Directors participate in CAT meetings.				X (F only)	X
District develops and implements a District Improvement Plan.	X	X	X	X	X
State reviews budget allocations and alignment of resources.		X (Exiting Intervene in 2008-2009)		X (F, D former F in 2007-2008)	X
School completes mid-year report to analyze progress and identify strategies for student intervention from the baseline to mid-year assessment.	X *	X *	X *	X *	X
* Non-Title I A, B, and C schools are required to complete the report only for students not making AYP.					

2009-2010 Strategies and Support for Differentiated Accountability**

LEADERSHIP					
	Prevent I	Correct I	Prevent II	Correct II	Intervene
Leadership is experienced with a clear record of increasing student achievement and overall school performance. The principal must have a clear record of turning around a similar school.			X (D only)	X (D and F)	X
District reviews/replaces members of the school leadership team, as necessary.	X	X	X	X (A, B, C, and D- not D former F in 2007-2008)	
State reviews/replaces school leadership team with district assistance.				X (F, D former F in 2007-2008)	X
District provides administrators with performance pay for raising student achievement.		X (Exiting Intervene in 2008-2009)		X (D and F)	X

2009-2010 Strategies and Support for Differentiated Accountability**

EDUCATOR QUALITY					
	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 *
* By the 2011-2012 school year, non-Title I schools are required to have highly-qualified teachers and paraprofessionals, as defined by No Child Left behind (NCLB), who instruct students who did not make AYP.					
School employs no teachers designated less than satisfactory on the teacher evaluation instrument.			X (D)	X (F, D former F in 2007-2008)	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, to 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 (Exiting Intervene 2008-2009)*		X (D and F) *	X
* The district may receive a waiver from FLDOE if the district can demonstrate how sustained and direct support will be provided to teachers at the Correct I schools that Exited Intervene in 2008-2009 and Correct II D and F schools.					
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 do not provide pull out instruction outside the context of providing professional development for teachers and do not teach more than one class.	X	X	X	X	X
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	X	X	X	X	X

2009-2010 Strategies and Support for Differentiated Accountability**

improvement.					
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 (Exiting Intervene 2008-2009)		X (D and F)	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 with district assistance.				X (F, D former F in 2007-2008)	X
State oversees the staffing of the school prior to the start of school.				X (F, D former F in 2007-2008)	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 (Exiting Intervene in 2008-2009)		X (D and F)	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

2009-2010 Strategies and Support for Differentiated Accountability**

PROFESSIONAL DEVELOPMENT					
	Prevent I	Correct I	Prevent II	Correct II	Intervene
School ensures Individual Professional Development Plans (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	X
District ensures that Leadership professional development includes PD targeting the subgroups not making AYP.	X	X	X	X	X
District ensures that appropriate resources are provided to support the school to redesign the master schedule to provide common planning time for data-based decision making within the problem-solving process, job-embedded professional development, and Professional Learning Communities (PLCs) with Lesson Study Groups.	X	X	X	X	X
District provides leadership development on monitoring classroom instruction and evaluating professional development.	X	X	X	X	X
District provides professional development on Florida's Continuous Improvement Model, Problem Solving, Response to Instruction/Intervention, Professional Learning Communities, including the use of Lesson Study Groups, and School Grade and AYP Calculations.	X	X	X	X	X

2009-2010 Strategies and Support for Differentiated Accountability**

CURRICULUM ALIGNED AND PACED					
	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 *
* As a result of SB 1676, the requirement that purchases of instructional materials be made within the first two years of the 2008-2009 adoption cycle is waived for Prevent I, Prevent II, Correct I, and Correct II schools. This includes instructional materials for language arts, literature, and ESOL. Intervene schools must continue to make these purchases within the first two years of the adoption cycle; however, the district may receive a waiver from FLDOE if the district can demonstrate a strong rationale for continuing use of the materials currently in place as evidenced by data submitted that reports a record of improved student achievement as a result of the effective use of the materials.					
District or school develops instructional pacing guide that is aligned to the Next Generation Sunshine State Standards in reading (which is aligned with the core program), mathematics, and science.			X	X	X
State reviews instructional pacing guide aligned to the Next Generation Sunshine State Standards.		X (Exiting Intervene in 2008-2009)		X (F, D former F in 2007-2008)	X
School ensures students are properly placed in rigorous coursework.	X	X	X	X	X
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 reviews data to determine the effectiveness of all instructional programs and class offerings.	X	X	X	X	X
State reviews data to determine the effectiveness of all instructional programs and class offerings.				X (F, D former F in 2007-2008)	X

2009-2010 Strategies and Support for Differentiated Accountability**

FLORIDA'S CONTINUOUS IMPROVEMENT MODEL					
	Prevent I	Correct I	Prevent II	Correct II	Intervene
School plans for the implementation of Florida's Response to Instruction/Intervention model as defined by the Statewide RtI Implementation Plan.	X	X	X	X	X
School implements Florida's Continuous Improvement Model (FCIM).	X (FCIM implemented with subgroups not making AYP)	X (FCIM implemented with subgroups not making AYP)	X (FCIM implemented school wide)	X (FCIM implemented school wide)	X (FCIM implemented school wide)
District monitors implementation of Florida's Continuous Improvement Model (FCIM).	X (FCIM implemented with subgroups not making AYP)	X (FCIM implemented with subgroups not making AYP)	X (FCIM implemented school wide)	X (FCIM implemented school wide)	X (FCIM implemented school wide)
School administers screening, diagnostics, and provides remediation, acceleration, and enrichment.	X	X	X	X	X
District ensures real-time access to student achievement data.	X	X	X	X	X
District prescribes formative (Benchmark mini-assessments) and summative (Benchmark baseline and mid-year) assessments in reading, mathematics, and science for Level 1-3 students.	X (Only subgroups not making AYP)	X (Only subgroups not making AYP)	X (School wide)	X (School wide)	X (School wide)
District monitors and analyzes progress monitoring in reading, mathematics, and science through formative and summative assessments. In the area of reading, this requirement may be fulfilled through the use of the Florida Assessments for Instruction in Reading (FAIR).			X	X	X
District participates in the Florida Assessments for Instruction in Reading (FAIR) for Levels 1-3 students.				X *	X *
* The district may receive a waiver from FLDOE if the district can demonstrate that the current reading assessment used by the district in Correct II schools and Intervene schools is reliable, aligned to the Benchmarks, and predicts FCAT performance.					
Data chats are conducted between district administration and school administration; school administration and teachers; and teachers and students following baseline, mini-, and mid-year assessments.	X	X	X	X	X

2009-2010 Strategies and Support for Differentiated Accountability**

MONITORING PROCESSES AND PLANS					
	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
District ensures that schools demonstrating the greatest need, based on data analysis, receive the highest percentage of resources.			X	X	X
State conducts a comprehensive instructional monitoring process.		X (Exiting Intervene in 2008-2009)		X (F, D former F in 2007-2008)	X
State reports progress bi-monthly to State Board of Education.		X (Exiting Intervene in 2008-2009)		X (F, D former F in 2007-2008)	X