

# FLORIDA DEPARTMENT OF EDUCATION



## Differentiated Accountability Strategies and Support

Form DA-3

2011-2012

**2011-2012 Strategies and Support for Differentiated Accountability-Form DA-3**

| <b>SCHOOL IMPROVEMENT PLANNING</b>   |  |                  |                  |                   |                   |                  |
|--|--|------------------|------------------|-------------------|-------------------|------------------|
|  | <b>Deliverables</b>  | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b> | <b>Intervene</b> |
| The district must create 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 in other areas relevant to the school's circumstances, such as assessment, English Language Learners, and gifted learners. | <ul style="list-style-type: none"> <li>District will submit by September 1, 2011 a detailed list of all district leadership team members including name, position title, e-mail and phone contact.</li> </ul>                        | X                | X                | X                 | X                 | X                |
| The district team shall develop, support, and facilitate the implementation of policies and procedures that guide school-based teams with direct support systems for each school.  | <ul style="list-style-type: none"> <li>District will submit by September 1, 2011 their policy and procedures that guide for school-based teams (Funding, Curriculum Support, Leadership Support, and Progress Monitoring)</li> </ul> | X                | X                | X                 | X                 | X                |
| The district team will establish systems for Problem Solving and Response to Instruction/Intervention (Rtl) through district-wide consensus building, infrastructure development, and implementation.  | <ul style="list-style-type: none"> <li>District will submit by September 1, 2011 a detailed plan outlining professional development, district meetings and support goals for the implementation of Problem Solving / Rtl.</li> </ul> | X                | X                | X                 | X                 | X                |

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|  | <b>Deliverables</b>  | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b> | <b>Intervene</b> |
| In conjunction with the district-based leadership team, the School Advisory Council (SAC) shall assist the school leadership team in the development of the School Improvement Plan (SIP). The district-based leadership team is responsible for ensuring that the SIP is implemented.   | <ul style="list-style-type: none"> <li>The school will submit an approved SIP plan by September 30, 2011.</li> </ul>   | X *              | X *              | X *               | X *               | X                |
| * Non-Title I and Title I A, B, or C schools may receive a waiver from FDOE if the district/school can demonstrate that their existing template provides strategies for subgroups that did not meet AYP in the area of data analysis, Rtl, 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. |  |                  |                  |                   |                   |                  |
| The SAC shall review school performance data (baseline, midyear, end-of-year) and determine the causes of low performance. The SAC shall advise the school on its SIP.   | <ul style="list-style-type: none"> <li>The school will provide minutes and sign-in sheets to document the school performance data (baseline, midyear, end-of-year) was reviewed with SAC to guide SIP goal setting.</li> </ul> | X                | X                | X                 | X                 | X                |
| The SIP shall be approved by the district through peer review.   | <ul style="list-style-type: none"> <li>The school will submit an approved SIP plan by September 30, 2011.</li> </ul>   | X                | X                | X                 | X                 | X                |
| The district-based leadership team shall monitor the implementation of the SIP.  | <ul style="list-style-type: none"> <li>District will provide a monitoring calendar aligned with baseline, midyear and end-of-year student performance data.</li> </ul>   | X                | X                | X                 | X                 | X                |

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|  | <b>Deliverables</b>  | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b> | <b>Intervene</b> |
| The Department will review, approve, and monitor SIPs.   | <ul style="list-style-type: none"> <li>The Regional Executive Director (RED) will review and approve final SIP by October 15, 2011.</li> </ul>   |                  | (Lowest 5%)      |                   | (F and Lowest 5%) | X<br>(Lowest 5%) |
| The district shall recruit representatives of the community to establish a Community Assessment Team (CAT) to review school performance data, determine the cause for low performance for each school with a grade of F and each school in the Intervene category, and advise the district on its District Improvement and Assistance Plan. The Department's Regional Executive Directors shall participate in CAT meetings. | <ul style="list-style-type: none"> <li>By September 1, 2011 the district will provide the RED with a list of CAT members and meeting dates, times and locations for 2011-12.</li> </ul>                |                  |                  |                   | (F only)          | X                |
| The district shall develop and implement a District Improvement and Assistance Plan (DIAP).  | <ul style="list-style-type: none"> <li>The district will submit the DIAP September 23, 2011</li> </ul>   | X                | X                | X                 | X                 | X                |
| The Department will review budget allocations and alignment of resources as indicated in the School Improvement Plan.  | <ul style="list-style-type: none"> <li>The Regional Executive Director will review school budget allocations (see <i>Coordination and Integration</i> in the SIP plan) by October 15, 2011.</li> </ul> |                  | (Lowest 5%)      |                   | (F and Lowest 5%) | X<br>(Lowest 5%) |

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| <b>SCHOOL IMPROVEMENT PLANNING</b>  |   |                  |                  |                   |                   |                  |
|---|---|------------------|------------------|-------------------|-------------------|------------------|
|   | <b>Deliverables</b>   | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b> | <b>Intervene</b> |
| The school shall complete a mid-year narrative report to analyze progress from the baseline to mid-year assessment that is reported to the Department to identify strategies for student interventions. | <ul style="list-style-type: none"> <li>The school will upload to their mid-year narrative to the School Improvement Site by February 3, 2012.</li> <li>The RED will review for compliance.</li> </ul>   | X *              | X *              | X *               | X *               | X                |
| * Non-Title I and Title I A, B, and C schools are required to complete the report only for subgroups not making AYP.  |   |                  |                  |                   |                   |                  |
| The school shall establish a Literacy Leadership Team consistent with the K-12 Comprehensive Research-Based Reading Plan.   | <ul style="list-style-type: none"> <li>The school will submit by September 1, 2011 a detailed list of all Literacy Leadership Team members including name, position title, e-mail and phone contact and meeting dates.</li> <li>The school will provide quarterly minutes to reflect activities of the Literacy Leadership Team.</li> </ul> | X                | X                | X                 | X                 | X                |
| The school must offer a flexible number of meetings to inform parents of their child's performance at school. These meetings shall be held at convenient times for the teacher and parent.              | <ul style="list-style-type: none"> <li>By September 1, 2011, the school will provide the RED will a list of all parent meetings (in addition to SAC and PTSA)</li> </ul>  |                  | (Lowest 5%)      |                   | (Lowest 5%)       | X<br>(Lowest 5%) |

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| <b>LEADERSHIP</b>   |  |                  |                  |                   |                       |                  |
|---|--|------------------|------------------|-------------------|-----------------------|------------------|
|   | <b>Deliverables</b>  | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b>     | <b>Intervene</b> |
| The school's principal and assistant principals shall have a record of increasing student achievement. The principal must have a record of turning around a similar school.   | <ul style="list-style-type: none"> <li>By August 1, 2011, the district will provide the RED with a written justification for principal and assistant principal placement.</li> </ul>                 |                  | (Lowest 5%)      | (D)               | (D, F, and Lowest 5%) | X<br>(Lowest 5%) |
| The district shall review members of the school leadership team, and replace them as necessary based upon overall school performance. The review and replacement process must be fair, consistent, transparent, and reliable.   | <ul style="list-style-type: none"> <li>By August 15, 2011, the district will review and provide justification for retention or replacement of school leadership team members.</li> </ul>             | X                | X                | (D)               | (A, B, C, and D)      |                  |
| The district, with Department assistance, will review the school leadership team. The Department will make recommendations to the district with respect to replacing members of the leadership team.* The review and replacement process must be fair, consistent, transparent, and reliable.   | <ul style="list-style-type: none"> <li>By August 15, 2011, the district will provide the RED with a written justification for retention or replacement of school leadership team members.</li> </ul> |                  | (Lowest 5%)      |                   | (F and Lowest 5%)     | X<br>(Lowest 5%) |
| <p>*The following guidelines should be considered when determining if a change in leadership is necessary:</p> <ul style="list-style-type: none"> <li>The school grade declines or there is consistent failure (D or F) under the same leadership for 2 years: The principal should be replaced.</li> <li>The school grade declines under the same leadership for 1 year and the percentage of Annual Yearly Progress (AYP) Criteria Met decreases: The principal should be replaced.</li> <li>The school grade declines under the same leadership for 1 year and the learning gains in reading and mathematics decline: The principal should be replaced.</li> <li>The school grade declines under the same leadership for 1 year but the learning gains in reading and mathematics increase: The principal has one more year to show growth.</li> <li>The school grade declines under the same leadership for 1 year and the percentage of AYP Criteria Met increases: The principal has one more year to show growth.</li> </ul> |  |                  |                  |                   |                       |                  |

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| <b>LEADERSHIP</b>  |  |                  |                  |                   |                       |                  |
|--|--|------------------|------------------|-------------------|-----------------------|------------------|
|  | <b>Deliverables</b>  | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b>     | <b>Intervene</b> |
| The district shall provide school-based administrators and instructional coaches with performance pay for raising student achievement. The performance pay process must be fair, consistent, transparent, and reliable.  | <ul style="list-style-type: none"> <li>The district will provide evidence of differentiated pay scale to the RED by August 15, 2011.</li> </ul>  |                  | (Lowest 5%)      |                   | (D, F, and Lowest 5%) | X<br>(Lowest 5%) |
| The district shall include student achievement in the evaluation process of district administrators who supervise schools in the Lowest 5% and provide performance pay for raising student achievement. The performance pay process must be fair, consistent, transparent, and reliable. | <ul style="list-style-type: none"> <li>The district will provide a sample of the evaluation tool for district administrators based on student achievement data to the RED by August 15, 2011.</li> </ul> |                  | (Lowest 5%)      |                   | (Lowest 5%)           | X<br>(Lowest 5%) |

| <b>EDUCATOR QUALITY</b>  |  |                  |                  |                   |                       |                  |
|--|--|------------------|------------------|-------------------|-----------------------|------------------|
|  | <b>Deliverables</b>  | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b>     | <b>Intervene</b> |
| Teachers assigned to subgroups not making AYP must be highly qualified and certified in-field.   | <ul style="list-style-type: none"> <li>The school will provide the RED with evidence by September 30, 2011.</li> </ul>           | X                | X                | X                 | X                     | X                |
| All paraprofessionals must be highly qualified.  | <ul style="list-style-type: none"> <li>The school will provide the RED with evidence by September 30, 2011.</li> </ul>           | X *              | X *              | X *               | X *                   | X *              |
| * By the 2011-2012 school year, non-Title I and Title I schools are required to have highly-qualified paraprofessionals, as defined by No Child Left Behind (NCLB), who instruct subgroups who did not make AYP. |  |                  |                  |                   |                       |                  |
| The district / school shall not employ teachers for the school who are designated less than satisfactory by the teacher evaluation instrument.   | <ul style="list-style-type: none"> <li>The district/ school will provide the RED with evidence by September 30, 2011.</li> </ul> |                  | (Lowest 5%)      | (D)               | (D, F, and Lowest 5%) | X<br>(Lowest 5%) |

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| <b>EDUCATOR QUALITY</b>  |  |                  |                  |                   |                       |                  |
|--|--|------------------|------------------|-------------------|-----------------------|------------------|
|  | <b>Deliverables</b>  | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b>     | <b>Intervene</b> |
| The school must be fully staffed by the first day of school.   | <ul style="list-style-type: none"> <li>The school will provide documentation regarding existing vacancies with a timeline and plan to fill any remaining vacancies to the RED on the Friday after completion of the first week of school.</li> </ul> |                  | (Lowest 5%)      | (D)               | (D, F, and Lowest 5%) | X<br>(Lowest 5%) |
| The district must develop a plan to encourage teachers and instructional coaches to remain or transfer to lower-performing schools based on increasing learning gains* by 65% or greater in reading and mathematics. The plan must be fair, consistent, transparent, and reliable.   | <ul style="list-style-type: none"> <li>By August 15, 2011, the district will provide the RED with a comprehensive plan (including a list of instructional staff) to retain or replace teachers at the lower-performing schools.</li> </ul>           |                  | (Lowest 5%)      |                   | (Lowest 5%)           | X<br>(Lowest 5%) |
| <p>* School districts with average learning gains in reading and/or math below 65% should refer to the criteria outlined below to determine teacher placement:</p> <p>(1) Improving 65% an achievement level, e.g., from Achievement Level 1 to Achievement Level 2.</p> <p>(2) Maintaining an Achievement Level 3, 4, or 5 for 90% of students.</p> <p>(3) Showing adequate Developmental Scale Score (DSS) change (that meets or exceeds the school average) if students stay in Achievement Levels 1 or 2.</p> <p>A reading, language arts and math teachers must meet 2 of the 3 criteria to be retained at the school.</p> <p>Learning gains can be based on a three year average of FCAT data.</p> |  |                  |                  |                   |                       |                  |

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| <b>EDUCATOR QUALITY</b>  |  |                  |                  |                   |                        |                  |
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|  | <b>Deliverables</b>  | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b>      | <b>Intervene</b> |
| The district must provide a reading coach, mathematics coach, and science coach to develop and model effective lessons, to lead Lesson Study, to analyze data, and provide professional development on the Common Core/Next Generation Sunshine State Standards.   | <ul style="list-style-type: none"> <li>District will provide the RED with a list of coaches assigned to each school by August 15, 2011. Coaches must meet highly qualified status.</li> </ul>  |                  | (Lowest 5%)      |                   | (*D, F, and Lowest 5%) | X<br>(Lowest 5%) |
| * The district may receive a waiver from the Department if the district can demonstrate how sustained and direct support will be provided to teachers at Correct II D and F schools (excluding those in the Lowest 5%).  |  |                  |                  |                   |                        |                  |
| Instructional coaches must maintain a daily log of activities and the school and district leadership teams must monitor these logs. The district must ensure 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. | <ul style="list-style-type: none"> <li>All Instructional Coaches (school based) will maintain a daily log on PMRN (reading) or Differentiated Accountability Online Coaches Log (Science, Math, Instructional and other)</li> <li>District Instructional Coaches will maintain a school site visit log on the Differentiated Accountability Online Coaches Log.</li> </ul> |                  | (Lowest 5%)      |                   | (D, F, and Lowest 5%)  | X<br>(Lowest 5%) |
| The district must ensure that performance appraisals of instructional personnel are primarily based on student achievement. The appraisals must be fair, consistent, transparent, and reliable.  | <ul style="list-style-type: none"> <li>TBA – Pending RTTT Value-Added tool</li> </ul>  | X                | X                | X                 | X                      | X                |

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| <b>EDUCATOR QUALITY</b>   |  |                  |                  |                   |                       |                  |
|---|--|------------------|------------------|-------------------|-----------------------|------------------|
|   | <b>Deliverables</b>  | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b>     | <b>Intervene</b> |
| The district must ensure that performance appraisals of the administrative team include student achievement, as measured by the FCAT, as well as goals related to targeted subgroups and school-wide improvement.   | <ul style="list-style-type: none"> <li>TBA – Pending RTTT Value-Added tool</li> </ul>                                      | X                | X                | X                 | X                     | X                |
| The district must train staff on performance appraisal instruments and ensure that the performance appraisal process is implemented.  | <ul style="list-style-type: none"> <li>TBA – Pending RTTT Value-Added tool</li> </ul>                                      | X                | X                | X                 | X                     | X                |
| The district must provide teachers with performance pay for raising student achievement. The performance pay system must be fair, consistent, transparent, and reliable.  | <ul style="list-style-type: none"> <li>District will provide the RED with a copy of the MOU by August 15, 2011.</li> </ul> |                  | (Lowest 5%)      |                   | (D, F, and Lowest 5%) | X (Lowest 5%)    |
| The district, with assistance from the Department, must review and replace teachers who have not contributed to increased Learning Gains* of 65% or greater in reading and mathematics or those teachers who did not contribute to improving the school's performance. The review and replacement process must be fair, consistent, transparent, and reliable.            |  |                  | (Lowest 5%)      |                   | (F and Lowest 5%)     | X (Lowest 5%)    |
| Learning gains can be based on a three year average of FCAT data, as determined by the following methods:<br>(1) Improving an achievement level, e.g., from Achievement Level 1 to Achievement Level 2.<br>(2) Maintaining an Achievement Level 3, 4, or 5.<br>(3) Showing adequate Developmental Scale Score (DSS) change if students stay in Achievement Levels 1 or 2. |  |                  |                  |                   |                       |                  |

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| <b>EDUCATOR QUALITY</b>  |  |                  |                  |                   |                       |                  |
|--|--|------------------|------------------|-------------------|-----------------------|------------------|
|  | <b>Deliverables</b>  | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b>     | <b>Intervene</b> |
| The Department oversees the staffing of the school prior to the start of school.   | <ul style="list-style-type: none"> <li>The school will provide documentation regarding existing vacancies with a timeline and plan to fill any remaining vacancies to the RED on the Friday after completion of the first week of school.</li> </ul> |                  | (Lowest 5%)      |                   | (F and Lowest 5%)     | X<br>(Lowest 5%) |
| The district must implement 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. The policy must be fair, consistent, transparent, and reliable. | <ul style="list-style-type: none"> <li>The district will provide evidence of differentiated pay scale to the RED by August 15, 2011.</li> </ul>  |                  | (Lowest 5%)      |                   | (D, F, and Lowest 5%) | X<br>(Lowest 5%) |
| The district must ensure that mid-year vacancies are filled.   | <ul style="list-style-type: none"> <li>The school will provide documentation regarding existing vacancies with a timeline and plan to fill any remaining vacancies to the RED on the January 6, 2012.</li> </ul>                                     | X                | X                | X                 | X                     | X                |

**2011-2012 Strategies and Support for Differentiated Accountability-Form DA-3**

| <b>PROFESSIONAL DEVELOPMENT</b>  |   |                  |                  |                   |                   |                  |
|--|---|------------------|------------------|-------------------|-------------------|------------------|
|  | <b>Deliverables</b>   | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b> | <b>Intervene</b> |
| The school must ensure that Individual Professional Development Plans (IPDPs) for teachers of targeted subgroups include professional development targeting the needs of subgroups that did not meet AYP.  | <ul style="list-style-type: none"> <li>The school will complete by October 14, 2011.</li> </ul>   | X                | X                |                   |                   |                  |
| The district ensures that IPDPs for teachers of targeted subgroups include professional development that targets the needs of subgroups not making AYP.  | <ul style="list-style-type: none"> <li>The school will provide the RED with evidence of completion by October 14, 2011.</li> </ul>                  |                  |                  | X                 | X                 | X                |
| The district must participate in a sample of IPDP meetings.  |   |                  |                  | X                 | X                 | X                |
| The district must ensure that leadership professional development includes professional development that targets the needs of subgroups that did not meet AYP.<br>The district will provide professional development opportunities for school administrators that target the specific needs of subgroups not making AYP. | <ul style="list-style-type: none"> <li>The district will provide the RED with a calendar of professional development for administrators.</li> </ul> | X                | X                | X                 | X                 | X                |

**2011-2012 Strategies and Support for Differentiated Accountability-Form DA-3**

| <b>PROFESSIONAL DEVELOPMENT</b>  |  |                  |                  |                   |                   |                  |
|--|--|------------------|------------------|-------------------|-------------------|------------------|
|  | <b>Deliverables</b>  | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b> | <b>Intervene</b> |
| <p>The district must ensure that appropriate resources are provided to redesign the master schedule to allow for common planning time for data-based decision making within the problem-solving process, job-embedded professional development on the Common Core/Next Generation Sunshine State Standards, and Lesson Study.</p> <p>The district must ensure that appropriate resources are allocated to redesign the master schedule. The district will ensure that more time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Common planning time must be established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level. It must be scheduled so that all grade level and subject area teachers participate at the same time and include lesson study. If the master schedule prevents this from occurring, the district must establish weekly lesson study implementation after school for a minimum of one hour a week on the same day.</p> | <ul style="list-style-type: none"> <li>The district will provide copies of master schedules, lesson study schedule, and grade level or subject area meetings to the RED by August 15, 2011.</li> </ul> |                  |                  |                   |                   |                  |
|  |  |                  | (Lowest 5%)      |                   | (F and Lowest 5%) | X (Lowest 5%)    |

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| <b>PROFESSIONAL DEVELOPMENT</b>   |   |                  |                  |                   |                   |                  |
|---|---|------------------|------------------|-------------------|-------------------|------------------|
|   | <b>Deliverables</b>   | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b> | <b>Intervene</b> |
| The district must provide principals and assistant principals with professional development on monitoring classroom instruction and guiding/supporting/monitoring the activities of instructional coaches.  | <ul style="list-style-type: none"> <li>The district will provide the RED with a professional development calendar for school-based administrators by September 30, 2011.</li> </ul>   | X                | X                | X                 | X                 | X                |
| The district must provide professional development on Florida's Continuous Improvement Model, Common Core/Next Generation Sunshine State Standards, Response to Intervention, Lesson Study, and School Grade and AYP Calculations.  | <ul style="list-style-type: none"> <li>The district will provide the RED with a calendar of the professional develop for FCIM, Common Core, Rtl, Lesson Study, School Grade and AYP Calculations to the RED by August 15, 2011.</li> </ul>  | X                | X                | X                 | X                 | X                |
| The district must create and maintain a pool of highly-qualified reading, mathematics, and science teachers and instructional coaches to serve in Differentiated Accountability schools.  | <ul style="list-style-type: none"> <li>The district will provide the RED with a comprehensive plan to identify and develop potential candidates by August 15, 2011.</li> </ul>  |                  | (Lowest 5%)      |                   | (Lowest 5%)       | X<br>(Lowest 5%) |
| The district must offer a summer professional development academy that is developed in conjunction with the Department to school administrators, teachers, and instructional coaches. The district will partner with the Regional Team to encourage school administrators, teachers, and instructional coaches to participate in the DA Summer Academies. | <ul style="list-style-type: none"> <li>The district will provide the RED with participant lists for summer DA Academies by August 15, 2011.</li> <li>Additional evidence may include planning, presentation materials and additional artifacts from the DA Summer Academies.</li> </ul> |                  | (Lowest 5%)      |                   | (Lowest 5%)       | X<br>(Lowest 5%) |

**2011-2012 Strategies and Support for Differentiated Accountability-Form DA-3**

| <b>CURRICULUM ALIGNED AND PACED</b>   |  |                  |                  |                   |                   |                  |
|---|--|------------------|------------------|-------------------|-------------------|------------------|
|   | <b>Deliverables</b>  | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b> | <b>Intervene</b> |
| District or school develops instructional pacing guides that are aligned to the Common Core/Next Generation Sunshine State Standards in reading, writing, mathematics, and science. | <ul style="list-style-type: none"> <li>The district will provide copies of pacing guides upon request. All pacing guides should be completed by August 15, 2011.</li> </ul>                        | X                | X                | X                 | X                 | X                |
| The Department will review the instructional pacing guide aligned to the Common Core/Next Generation Sunshine State Standards.  | <ul style="list-style-type: none"> <li>Pacing guides will be available at the schools for review by all Department staff by August 15, 2011.</li> </ul>  |                  | (Lowest 5%)      |                   | (F and Lowest 5%) | X<br>(Lowest 5%) |
| The school shall ensure that students are properly placed in rigorous coursework.   | <ul style="list-style-type: none"> <li>The school will provide the RED with a comprehensive plan to ensure that students are properly placed in rigorous coursework by August 15, 2011.</li> </ul> | X                | X                | X                 | X                 | X                |

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| <b>CURRICULUM ALIGNED AND PACED</b>  |   |                  |                  |                   |                   |                  |
|--|---|------------------|------------------|-------------------|-------------------|------------------|
|  | <b>Deliverables</b>   | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b> | <b>Intervene</b> |
| The school must implement the district K-12 Reading Plan.  | <ul style="list-style-type: none"> <li>The school will provide evidence that they are in compliance with the K-12 Reading Plan by August 15, 2011.</li> <li>The school will provide evidence upon request which may include master schedule, CAR-PD/NG CAR-PD trained staff, decision tree used for placement in reading interventions, list of students with assigned intervention teacher and reading teacher credentials.</li> </ul> | X                | X                | X                 | X                 | X                |
| The district must implement the K-12 Reading Plan.   | <ul style="list-style-type: none"> <li>The district will provide evidence that schools are in compliance with the K-12 Reading Plan by August 15, 2011.</li> <li>The district will provide evidence of professional development on the K-12 Reading Plan August 30, 2011.</li> </ul>  | X                | X                | X                 | X                 | X                |
| The district shall review data to determine the effectiveness of all instructional programs and class offerings. | <ul style="list-style-type: none"> <li>The district will provide the RED with a summary of program effectiveness based on analysis of student data by August 15, 2011.</li> </ul>   | X                | X                | X                 | X                 | X                |

**2011-2012 Strategies and Support for Differentiated Accountability-Form DA-3**

| <b>CURRICULUM ALIGNED AND PACED</b>   |   |                  |                  |                   |                   |                  |
|---|---|------------------|------------------|-------------------|-------------------|------------------|
|   | <b>Deliverables</b>   | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b> | <b>Intervene</b> |
| The Department will review data to determine the effectiveness of all instructional programs and class offerings. | <ul style="list-style-type: none"> <li>The RED will review the program effectiveness summary and provide feedback by August 15, 2011.</li> </ul>                      |                  | (Lowest 5%)      |                   | (F and Lowest 5%) | X (Lowest 5%)    |
| The district must extend the learning day.  | <ul style="list-style-type: none"> <li>The district will provide an overview and schedule of the extended learning day for each school by August 15, 2011.</li> </ul> |                  | (Lowest 5%)      |                   | (Lowest 5%)       | (Lowest 5%)      |

| <b>FLORIDA'S CONTINUOUS IMPROVEMENT MODEL</b>  |  |  |  |                                  |                                  |                                  |
|--|--|--|--|----------------------------------|----------------------------------|----------------------------------|
|  | <b>Deliverables</b>  | <b>Prevent I</b>                                   | <b>Correct I</b>                                   | <b>Prevent II</b>                | <b>Correct II</b>                | <b>Intervene</b>                 |
| The school must implement Florida's Response to Intervention model set forth in the Statewide RtI Implementation Plan.   | <ul style="list-style-type: none"> <li>The school will provide the RED with the names of the RtI team and a schedule of their meetings by August 15, 2011.</li> </ul>                    | X  | X  | X                                | X                                | X                                |
| The school must implement Florida's Continuous Improvement Model (FCIM). The school will develop and implement a comprehensive FCIM model which includes an FCIM calendar, FCIM focus lessons (mini-lessons on tested benchmarks), curriculum pacing guide, and progress monitoring data collection/analysis schedule. | <ul style="list-style-type: none"> <li>The school will provide the RED with a copy of their comprehensive FCIM model for reading, mathematics and science by August 15, 2011.</li> </ul> | 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) |

**2011-2012 Strategies and Support for Differentiated Accountability-Form DA-3**

| <b>FLORIDA'S CONTINUOUS IMPROVEMENT MODEL</b>  |   |  |  |                                  |                                  |                                  |
|--|---|--|--|----------------------------------|----------------------------------|----------------------------------|
|  | <b>Deliverables</b>   | <b>Prevent I</b>                                   | <b>Correct I</b>                                   | <b>Prevent II</b>                | <b>Correct II</b>                | <b>Intervene</b>                 |
| The district must monitor implementation of Florida's Continuous Improvement Model (FCIM).   | <ul style="list-style-type: none"> <li>The district will provide the RED with a copy of their monitoring plan for each school's FCIM model by August 15, 2011.</li> </ul>   | 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) |
| The district must ensure real-time access to student achievement data.   | <ul style="list-style-type: none"> <li>The district will provide the RED with password and log-in information to access real-time student achievement data by August 15, 2011.</li> <li>The district will provide the RED with evidence of staff development for school-based administrators by August 30, 2011.</li> </ul> | X  | X  | X                                | X                                | X                                |
| The district must prescribe interim (Benchmark baseline, mid-year, and mini) assessments in reading, writing, mathematics, and science for Level 1-3 students. | <ul style="list-style-type: none"> <li>The district will provide the RED with an assessment calendar by August 15, 2011.</li> </ul>   | X (Only subgroups not making AYP)                  | X (Only subgroups not making AYP)                  | X (School-wide)                  | X (School-wide)                  | X (School-wide)                  |

**2011-2012 Strategies and Support for Differentiated Accountability-Form DA-3**

| <b>FLORIDA'S CONTINUOUS IMPROVEMENT MODEL</b>   |  |                  |                  |                   |                   |                  |
|---|--|------------------|------------------|-------------------|-------------------|------------------|
|   | <b>Deliverables</b>  | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b> | <b>Intervene</b> |
| The district will use the Problem Solving/Rtl process to analyze progress monitoring data in reading, writing, mathematics, and science through interim assessments to inform instruction. In the area of reading, this requirement maybe fulfilled through the use of the Florida Assessments for Instruction in Reading (FAIR). | <ul style="list-style-type: none"> <li>The district will provide the RED with a copy of their comprehensive monitoring plan by August 15, 2011.</li> </ul>   |                  |                  | X                 | X                 | X                |
| The district must participate in the Florida Assessments for Instruction in Reading (FAIR) for Levels 1-3* students.  | <ul style="list-style-type: none"> <li>The district will include the FAIR schedule as part of the assessment calendar by August 15, 2011.</li> <li>The school will ensure that students are rostered with their Intervention Teacher by September 15, 2011.</li> </ul> |                  |                  |                   | X *               | X *              |
| * The district may receive a waiver for Level 3 students from the Department if the district can demonstrate that the current reading assessment used in Correct II and Intervene schools is reliable, aligned to the NGSSS Benchmarks, and predicts FCAT performance.  |  |                  |                  |                   |                   |                  |
| The district administration must ensure that 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.   | <ul style="list-style-type: none"> <li>The district will provide the RED with a calendar of all data chat meetings by August 1, 2011.</li> </ul>   | X                | X                | X                 | X                 | X                |

**2011-2012 Strategies and Support for Differentiated Accountability-Form DA-3**

| <b>MONITORING PROCESSES AND PLANS</b>  |   |                  |                  |                   |                   |                  |
|--|---|------------------|------------------|-------------------|-------------------|------------------|
|  | <b>Deliverables</b>   | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b> | <b>Intervene</b> |
| The school must provide quarterly updates on the implementation of the School Improvement Plan to the School Advisory Council and make updates to the School Improvement Plan. | <ul style="list-style-type: none"> <li>The school will provide the RED with a calendar and minutes of quarterly meeting.</li> </ul>   | X                | X                | X                 | X                 | X                |
| The school leadership team must monitor implementation of the School Improvement Plan.   | <ul style="list-style-type: none"> <li>The school will provide minutes and agendas from school leadership team upon request.</li> </ul>   | X                | X                | X                 | X                 |                  |
| The school must participate in a comprehensive instructional monitoring process.   | <ul style="list-style-type: none"> <li>The school will provide the RED with a copy of their comprehensive Instructional model for reading, mathematics and science by August 15, 2011.</li> </ul> | X                | X                | X                 | X                 | X                |
| The district must develop a comprehensive instructional monitoring process and follow-up that includes classroom, school leadership team, and school-wide monitoring.          | <ul style="list-style-type: none"> <li>The district will provide the RED with a copy of the classroom walkthrough tool and schedule for monitoring by August 15, 2011.</li> </ul>                 | X                | X                | X                 | X                 | X                |
| The district must ensure that schools demonstrating the greatest need, based on data analysis, receive the highest percentage of resources.                                    | <ul style="list-style-type: none"> <li>The district will provide the RED with a summary of support allocation based on school need by August 15, 2011.</li> </ul>                                 |                  |                  | X                 | X                 | X                |

**2011-2012 Strategies and Support for Differentiated Accountability-Form DA-3**

| <b>MONITORING PROCESSES AND PLANS</b>  |  |                  |                  |                   |                   |                  |
|--|--|------------------|------------------|-------------------|-------------------|------------------|
|  | <b>Deliverables</b>  | <b>Prevent I</b> | <b>Correct I</b> | <b>Prevent II</b> | <b>Correct II</b> | <b>Intervene</b> |
| The Department will report progress bi-monthly to the State Board of Education.  |  |                  | (Lowest 5%)      |                   | (F and Lowest 5%) | X<br>(Lowest 5%) |
| Monthly district meetings with the Regional Executive Director (RED) and district department leaders are held to coordinate strategies and resources to assist lowest-performing schools.  | <ul style="list-style-type: none"> <li>The district will provide the RED with a calendar of meeting dates and locations by August 15, 2011.</li> </ul>               |                  | (Lowest 5%)      |                   | (Lowest 5%)       | X<br>(Lowest 5%) |
| The district must establish a position to lead the turnaround effort at the district level. The selected employee will report directly to the superintendent and directly supervise principals at the lowest-performing schools. | <ul style="list-style-type: none"> <li>The district will provide the name and contact information for the designated turnaround staff by August 15, 2011.</li> </ul> |                  | (Lowest 5%)      |                   | (Lowest 5%)       | X<br>(Lowest 5%) |