

2008-2009

# **Crosswalk of Differentiated Categories and Interventions**

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<b>SCHOOL IMPROVEMENT PLANNING</b>					
The school improvement plan is developed and implemented in alignment with state and federal requirements.					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
School/School Advisory Council develops and implements plan; district approves through peer review	X				
School/School Advisory Council develops and implements plan; district approves through peer review and monitors implementation		X			
District develops plans in collaboration with school, approves, and monitors implementation; school implements plan			X	X	X
School provides extended-day or after-school programs for remediation and enrichment				X	X
Parent contracts/compacts are maintained that outline the responsibilities of the school, parent, and student				X	X
District assigns a Community Assessment Team to review school performance data and determine cause for low performance (F schools only)				X	X
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	X	X	X	X	X

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<b>LEADERSHIP</b>					
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.					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
School reviews/replaces members of the leadership team, as necessary	X	X	X		
School reviews/replaces leadership team with district assistance, as necessary				X	X
District reviews/hires qualified principal and/or school leadership team and provides professional partner		X	X	X	X
District reviews/hires principal and school leadership team with state assistance					X
District utilizes state resources in leadership development	X	X	X	X	X

### ***Crosswalk of Differentiated Categories and Interventions***

<b>EDUCATOR QUALITY</b>					
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.					
	<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 are highly qualified and certified in-field	X	X	X	X	X
All paraprofessionals are highly qualified	X	X	X	X	X
All student support services personnel are qualified	X	X	X	X	X
All student support services personnel have documented experience in a similar school setting			X	X	X
School does not have a higher percentage of first-year or out-of-field teachers than the district average		X	X	X	X
School does not have a higher percentage of first-year or out-of-field teachers than model Title I Schools				X	X
School employs no teachers designated in need of improvement.				X	X
School is fully staffed by the first day of school				X	X
School is provided Reading and Math/Science coaches				X	X
School assigns or hires additional staff to be lead teachers with district assistance and state oversight as needed				X	X
School ensures performance appraisals of instructional personnel are primarily based on student achievement	X	X	X	X	X
School ensures performance appraisals of leadership team include student achievement goals related to targeted subgroups		X		X	X

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<b>EDUCATOR QUALITY (continued)</b>					
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.					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
District ensures that performance appraisal of principal includes student achievement goals related to school improvement	X	X	X	X	X
District trains staff on performance appraisal instruments	X	X	X	X	X
District ensures performance appraisal process is implemented with fidelity		X	X	X	X
District provides pay for performance system based on performance appraisals				X	X
District participates in school performance appraisal process at the school				X	X
School reviews/replaces all relevant staff as necessary	X	X	X	X	X
District ensures that all relevant staff are qualified or replaced as necessary		X	X	X	X
District prioritizes resources for staffing, implements differentiated pay, and utilizes state educator recruitment resources	X	X	X	X	X
District ensures school compliance with staffing requirements, provides technical assistance, and ensures mid-year vacancies are filled		X	X	X	X
District reassigns qualified teachers as needed, ensures human resources department is appropriately staffed, and may declare an emergency to suspend collective bargaining agreements			X	X	X
State participates in staffing school					X

### ***Crosswalk of Differentiated Categories and Interventions***

<b>PROFESSIONAL DEVELOPMENT</b>					
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 and job-embedded professional development (PD) for Prevent II, Correct II, and Intervene schools.					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
School ensures IPDPs for teachers of targeted subgroups includes PD targeting the needs of subgroups not making AYP and include mentoring or coaching by a highly effective teacher	X	X	X	X	X
School ensures that Individual Leadership Development Plans (ILPDs) include PD targeting the subgroups not making AYP	X	X	X	X	X
School PD Plan aligns with state professional development protocol standards	X	X	X	X	X
School ensures equitable access to technology resources, integration, and professional development	X	X	X	X	X
School redesigns master schedule to provide common planning time and job-embedded professional development and organizes into Professional Learning Communities (PLCs)			X	X	X
School organizes PLCs aligned with district focused delivery model and teachers of targeted subgroups into Lesson Study Groups (LSGs)				X	X
District provides technical assistance in identifying professional development, ensures that school professional development plans meet protocol standards and align with school reform efforts and that sufficient human resources are provided to deliver, follow-up, and evaluate professional development	X	X	X	X	X
District ensures that appropriate resources are provided to redesign master schedule and accommodate common planning time, job-embedded professional development, and PLCs			X	X	X

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<b>PROFESSIONAL DEVELOPMENT (continued)</b>					
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 and job-embedded professional development (PD) for Prevent II, Correct II, and Intervene schools.					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
District provides professional development on assessing student progress			X	X	X
District PD Plan meets state PD protocol standards and ensures that school PD plan meets protocol standards	X	X	X	X	X
District completes the school professional development plan in collaboration with the school				X	X
District participates in IPDP meetings and completes a focused professional development delivery model that includes assignment of, and if applicable, training for, content experts to serve as lead teachers and an additional expert in coaching PLCs and LSGs				X	X

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<b>CURRICULUM ALIGNED AND PACED</b>					
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.					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
School identifies and implements evidence-based curriculum programs, aligns curriculum to the Next Generation Sunshine State Standards, implements pacing guides, and ensures secondary students are properly placed in rigorous coursework	X	X	X	X	X
School implements state-adopted evidence-based curriculum program and implements pacing guides				X	X
School implements a schoolwide reform model				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 provides incentives and funding for the implementation of evidence-based curriculum programs, supports alignment of initiatives, identifies best practice daily lessons for targeted groups, and provides technical assistance in instructional strategies and methods	X	X	X	X	X
District monitors scheduling of students in rigorous courses who show Advanced Placement potential on the PSAT or other measures appropriate for grade level	X	X	X	X	X
District defines for the state and the school the instructional model that will be followed in all classrooms				X	X

### ***Crosswalk of Differentiated Categories and Interventions***

<b>CONTINUOUS IMPROVEMENT MODEL</b>					
Ongoing formal and informal assessments are administered to monitor student progress, redesign instruction as needed, and provide remediation, acceleration, and enrichment.					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
School administers diagnostics and provides remediation, acceleration, and enrichment	X	X	X	X	X
School develops and implements a curriculum calendar	X	X	X	X	X
District provides progress monitoring tools and analyzes data to determine effectiveness of instruction and to allocate resources based on need	X	X	X	X	X
School implements a Response to Intervention model			X	X	X
School ensures real-time access to student achievement data	X	X	X	X	X
District provides technical assistance on formative and summative assessments		X			
District prescribes formative and summative assessments			X	X	X
District provides professional development on assessing student progress			X	X	X
District monitors and analyzes progress monitoring 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 twice per year		X	X		
District monitors and analyzes progress monitoring on tested core-content areas three times per year				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

### ***Crosswalk of Differentiated Categories and Interventions***

<b>CHOICE WITH TRANSPORTATION</b>					
District provides choice with transportation to all eligible students in Title I schools that have not made AYP for two or more years and all Repeating F non-Title I Schools.					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
District provides Choice with Transportation		X	X	X	X

<b>SUPPLEMENTAL EDUCATIONAL SERVICES</b>					
District offers Supplemental Educational Services to all eligible students in Title I schools that have not made AYP for two or more years.					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
District makes Supplemental Educational Services available	X	X	X	X	X

<b>MONITORING PROCESSES AND PLANS</b>					
Monitoring plans are in place to ensure implementation of school improvement requirements with fidelity.					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
School Advisory Council monitors implementation of the school improvement plans (SIP)	X	X	X	X	X
School assembles a team to monitor fidelity of implementation and defines roles	X	X	X	X	
School participates in a comprehensive monitoring process that includes classroom, team, and school-wide monitoring					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 monitors and evaluates improvement efforts		X	X	X	X
District evaluates professional development	X	X	X	X	X
District evaluates core-content progress monitoring twice per year and required reading progress monitoring three times per year and reports to FLDOE	X	X	X		
District evaluates progress monitoring three times per year and reports to FLDOE				X	X
Superintendent reports progress to FDOE monthly and bi-monthly to State Board of Education					X

### ***Crosswalk of Differentiated Categories and Interventions***

<b>CORRECTIVE ACTION</b>					
District develops Corrective Action Plan and school implements that plan.					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
District appoints an outside expert to advise the school on its progress toward making AYP based on its school improvement plan and reassigns staff relevant to the failure of the school	X	X*			
District appoints an outside expert to advise the school on its progress toward making AYP based on its school improvement plan, reorganizes district staff to support specific non-performance areas, and reassigns staff relevant to the failure of the school			X	X*	X*

\*Schools continue to implement Corrective Action Plan in Year 4 while planning for Restructuring

<b>RESTRUCTURING</b>					
District develops Restructuring Plan and school implements that plan.					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
District reorganizes school staff to support areas that the school did not make AYP and increases oversight and monitoring		X			
District reorganizes school staff, increases oversight and monitoring, replaces school staff relevant to the failure of the school, as necessary, and implements one of the five restructuring options identified in NCLB				X	
District closes the school and reopens as a district-managed turnaround school; closes and reassigns students to another school, and monitor progress of reassigned students; reopens as a charter or multiple charters; contracts with an outside entity to run the school; or restructures the school as a career institute(s) in alignment with student needs					X