Template for STAR Plan Development
INSTRUCTIONAL PERSONNEL

District or Charter School Name: _____

STAR Plan Contact's Name, Title, and Contact Information: _____

_____

_____

Date District Approved STAR Plan is Submitted to DOE for Review: _____
(must be prior to 12/31/2006)

STAR Plan Information:	**Yes / No**
1. Is this a joint plan submitted by this district and all charter schools within the district?	
2. Is the STAR plan submitted with a revised instructional personnel assessment system?	
3. Will the district be submitting a STAR plan for administrators?	

	✓	Requirement	Notes
1.		All instructional personnel as defined in s.1012.01(1)(a)-(d), F.S., are included in the district's STAR Plan.	The purpose of STAR is to reward teachers primarily based upon the improved achievement of their students without any requirement that they apply or take any other action in order to be considered. Based upon the portion of 1012.01 cited, paraprofessionals are not required to be included in the STAR plan.
2.		The plan provides awards for elementary middle and high school instructional personnel.	
3.		The plan does not require an application from any instructional personnel.	
4.		The plan provides for distribution of bonus of no less than 5% of the base pay to no less than 25% of instructional personnel.	Plans may provide for more than 25% to be awarded (any bonus amount) or for bonuses higher than 5% to be awarded. Only if more than 75% of the district's instructional personnel receive below satisfactory ratings can less than 25% of a district's teacher receive awards. STAR awards are to be distributed as bonuses and are not part of base pay and, therefore, not eligible to be credited toward retirement. For teachers in multiple content areas, district plans may utilize local funds to provide more than one bonus or any bonus greater than 5% to teachers who meet the district criteria in an additional content area. Use of these funds must be provided for in the plan.

5.		The plan provides for use of remaining funds and any additional funds distributed from a recalculation after April 1, 2007.	
6.		The primary factor (a minimum of 50%) in determining the award for each individual is the improvement in achievement for that individual's students. For example, for a district that uses the seven evaluation criteria listed in s.1012.34, F.S., for the factors in the STAR evaluation instrument, student achievement must receive at least an equal portion of the weight as the other six factors combined such that the improved student achievement is the primary factor in determining the bonus award. Districts are free to determine weighting within these parameters. Please see the model teacher evaluation plan document provided by the Department.	The purpose of STAR is to reward teachers primarily based upon the improved achievement of their students. Plans that award personnel whose student achievement improvement is only satisfactory may not be approved by the State Board.
7.		The evaluation instrument includes five levels similar to: Unsatisfactory, Needs Improvement, Satisfactory, High-performing, and Outstanding.	Teacher and administrator evaluation instruments must contain sufficient rating categories to rate performance that is above or below satisfactory. At the very least, such instruments must have sufficient ranking levels to identify outstanding teachers in each of the seven evaluation criteria. Districts may use 4, 5, or 6 categories for each evaluation criterion.
8.		District Plans may provide that awardees receive no more than one "satisfactory" rating on all factors.	
The plan lists the methods used to measure *improvement in student performance* over the course of the year, and each method is linked to each instructional personnel by course number in accordance with the proviso language as follows:			
9.		Instructional personnel linked by course numbers to instruction in reading or math shall be determined by a standardized test	Acceptable standardized tests may include: ▪ the FCAT; ▪ locally administered nationally norm referenced tests (NRTs) for which gains could be calculated (i.e., using the previous year's NRT scores as a proxy for a pre-test); ▪ standardized district end-of-course tests for which a pre-test is administered; or ▪ a valid and reliable instrument that can measure value-added student gains.

10.		Secondary instructional personnel linked by course number to instruction in social studies or science are assessed by ▪ a standardized test; ▪ linking improved student achievement in reading or mathematics of the students enrolled in the instructional personnel's social studies or science class, as measured by a standardized test, or ▪ by instruments that measure the Sunshine State Standards for the area, including challenging grade-level content and critical thinking skills	
11.		Instructional personnel not linked by course numbers to instruction in reading, math, secondary science or secondary social science are determined by instruments that measure the Sunshine State Standards for the area, including challenging grade-level content and critical thinking skills	Class-wide or school-wide reading or math standardized test results may be considered as one factor in measuring student improvement for "other" instructional personnel, such as reading coaches, media specialists, and guidance counselors, who have direct contact with these students, but it cannot be used as the exclusive measure of improved student performance for these personnel.
12.		District-developed or selected methods to assess instructional personnel in specialized areas, including exceptional student education, fine arts, career and technical education	Class-wide or school-wide reading or math standardized test results may be considered as one factor in measuring student improvement for "other" instructional personnel, such as reading coaches, media specialists, and guidance counselors, who have direct contact with these students, but it cannot be used as the exclusive measure of improved student performance for these personnel.