

Representative: Dart Meyers
 District: Polk
 School: Garner
 Date: 9/11/2009

**09-10 Differentiated Accountability Requirements
 Prevent II School Checklist**

School Improvement Planning					
DA Requirements	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
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. *	Leadership Team meetings; SAC meetings; grade level meetings	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
* 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, 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.					
School Advisory Council reviews school performance data, determines causes of low performance, and advises the school on its School Improvement Plan.		<input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input checked="" type="checkbox"/> Non-Compliance	Review student data during 4 quarterly meetings with SAC.	Dart Meyers	Spring 2010
School completes mid-year report to analyze progress and identify strategies for student intervention from the baseline to mid-year assessment. *	Title I progress monitoring report; student intervention tracking sheets	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
* Non-Title I A, B, and C schools are required to complete the report only for students not making AYP.					

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Leadership					
DA Requirements	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
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. <i>(D only)</i>		<input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			

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Educator Quality					
DA Requirements	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
Teachers assigned to subgroups not making AYP are highly qualified and certified in-field. *	District Certification Reports	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
All paraprofessionals are highly qualified. *	District Certification Reports	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
* 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. (<i>D only</i>)		<input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School is fully staffed by the first day of school.	School Blue Sheet compared to staff roster (required by district)	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
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.	not applicable	<input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			

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Curriculum Aligned and Paced					
DA Requirements	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
District identifies and school implements state-adopted evidence-based materials.	All materials are from the district approved curriculum material list	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
* 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, and Correct I schools. This includes instructional materials for language arts, literature, and ESOL.					
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.	Garner follows the District Curriculum Maps	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School ensures students are properly placed in rigorous coursework.	Garner follows the District Curriculum Maps and used the state adopted curriculum materials	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School implements district K-12 Reading Plan with fidelity.	PMRN; lesson plans; 90 minute reading block; data analysis	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			

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Florida's Continuous Improvement Model					
DA Requirements	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
School plans for the implementation of Florida's Response to Instruction/Intervention model as defined by the Statewide Rtl Implementation Plan.	Guidance Counselors provide ongoing training on the Rtl model; Rtl materials are used	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School implements Florida's Continuous Improvement Model (FCIM). (FCIM implemented school wide)	FCIM mini-lessons in reading and math	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School administers screening, diagnostics, and provides remediation, acceleration, and enrichment.	Title I ongoing assessments; FAIR; intervention blocks	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
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.	Data Day; Grade level data meetings; student conferences; administrator data meetings; Senior director and principal data discussions	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			

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Monitoring Process and Plans					
DA Requirements	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
School Advisory Council receives quarterly updates on the implementation of the School Improvement Plans and makes necessary updates.		<input type="checkbox"/> Compliance <input checked="" type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	4 quarterly meetings	Dart Meyers	Spring 2010
School leadership team monitors fidelity of implementation of the School Improvement Plan.	Weekly leadership team meetings	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School participates in a comprehensive instructional monitoring process.		<input type="checkbox"/> Compliance <input checked="" type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Leadership team will monitor curriculum Map pacing; Leadership team will evaluate lesson plans for quality; Administration will conduct teacher reflection follow-ups throughout the year	Dart Meyers	Spring 2010
School reports prescribed reading progress monitoring three times per year using the Progress Monitoring and Reporting Network (PMRN).	PMRN	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			