

Representative: Badonna Dardis
 District: Polk County
 School: Auburndale Central Elementary
 Date: 9/10/2009

**09-10 Differentiated Accountability Requirements
 Correct 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. *	Sign in sheet at district training, SAC meeting agendas and minutes, and Professional Learning Community agenda notes from Leadership team	<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.	Minutes from SAC meetings, as well as SAC notebook with handouts	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School completes mid-year report to analyze progress and identify strategies for student intervention from the baseline to mid-year assessment. *	Grade level data notebooks will be kept throughout the year with mini-benchmark assessments and mid-year	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			

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	assessment reports. The data will be analyzed during PLC meetings and intervention groups will be adjusted as needed.				
* Non-Title I A, B, and C schools are required to complete the report only for students not making AYP.					
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 and F only)</i>	Principal was currently an assistant principal at a school that increased its grade to an "A" from a "C". The current assistant principal was a teacher at a school that improved its grade from a "B" to an "A".	<input type="checkbox"/> Compliance <input checked="" type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	The current school will increase student achievement and overall performance. The current school will turn around during the 2009-2010 school year.	Principal, Assistant Principal	On-going

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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. *	All teachers are highly qualified and in field as noted through certification compliance. Records kept in district certification department and school files.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			

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<p>All paraprofessionals are highly qualified. *</p>	<p>All paraprofessional are highly qualified as noted through mastery of the Para-Pro test or through the obtainment of an AA/BS degree. Records kept in district certification department and school files.</p>	<p><input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance</p>			
<p>* 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.</p>					
<p>School employs no teachers designated less than satisfactory on the teacher evaluation instrument. <i>(F and D former F in 2007-2008 only)</i></p>	<p>Noted through teacher evaluations and through professional development records, TARGET paperwork.</p>	<p><input type="checkbox"/> Compliance <input checked="" type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance</p>	<p>Provide professional development to bring teachers up to satisfactory.</p>	<p>Principal</p>	<p>On-going</p>
<p>School is fully staffed by the first day of school.</p>	<p>As noted through district employment files.</p>	<p><input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance</p>			
<p>Reading coaches must maintain a daily log of activities on the Progress Monitoring and Reporting</p>	<p>School maintains a copy of monthly report for K-12 reading</p>	<p><input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance</p>			

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Network (PMRN) and the school and district leadership teams must monitor these logs.	department and AIF posts to the PMRN bimonthly				
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.	School's textbook inventory and lesson plans	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
<p>* 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. Correct II and 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.</p>					
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.	Polk County Curriculum Maps are implemented as noted through teacher lesson plans.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School ensures students are properly placed in rigorous coursework.	Master schedule, lesson plans and iii/enrichment classes designed to increase student achievement for	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-C			

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	all students.				
School implements district K-12 Reading Plan with fidelity.	Reading Fidelity check and lesson plans.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			

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 RtI Implementation Plan.	All staff has been provided an RtI overview and tiered school-wide resources. Documentation provided for tiered students.	<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)	Plan, Do , Check, Act cycle has been implemented school wide as noted through the FCIM mini-assessment lesson provided daily in math,	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			

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	science and reading. FCIM assessment portfolios provided on each student.				
School administers screening, diagnostics, and provides remediation, acceleration, and enrichment.	Test scores, FCIM mini-assessments and lesson documentation are maintained on a school database and in teacher Data notebooks and student academic portfolios. PRMN and IDEAS used school wide.	<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 Chats are documented through data notebooks kept by principal (district-administration) and teachers (administration and teachers). The notebook contains data chat summaries	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			

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	<p>and PLC agendas noting data discussions and the results of those discussions. Student portfolios with student data sheets note data chats between teachers and students.</p>				
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Monitoring Process and Plans					
DA Requirements	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
<p>School Advisory Council receives quarterly updates on the implementation of the School Improvement Plans and makes necessary updates.</p>	<p>Agenda and meeting minutes kept in SAC notebook.</p>	<p><input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance</p>			
<p>School leadership team monitors fidelity of implementation of the School Improvement Plan.</p>	<p>Lesson plans and in-house database. Weekly meetings with Leadership team discussing walk-through data collected and</p>	<p><input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance</p>			

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	weekly newsletters to staff discussing strengths and weaknesses. Follow-up and plans to improve deficiencies noted through Leadership team notebook.				
School participates in a comprehensive instructional monitoring process.	Daily/weekly classroom walkthroughs documented through Leadership team	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School reports prescribed reading progress monitoring three times per year using the Progress Monitoring and Reporting Network (PMRN).	Print out data from PMRN kept in Data notebooks for easy access and reference.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			