

Representative:
 District: Polk County
 School: Caldwell Elementary School
 Date: August 26, 2009

**09-10 Differentiated Accountability Requirements
 Correct I 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. *	Members from the School Leadership and SAC worked collaboratively to develop the school improvement plan. The leadership team meets monthly to discuss the implementation of the plan	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		Administration	
* 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.	The SAC members review ongoing assessment data and specifically focus on subgroups making progress towards mastery	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		Administration	
School completes mid-year report to analyze progress and identify strategies for student intervention from the baseline to mid-year assessment.	Mid-year reports that are required by the DOE are completed. The data is analyzed to identify strategies for students to provide interventions.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		Administration	
* Non-Title I A, B, and C schools are required to complete the report only for students not making AYP.					

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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 certified	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		Administration	
All paraprofessionals are highly qualified. *	All paraprofessional are highly qualified	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		Administration	
* 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.					
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.	Principal review the daily logs from Reading Coach (AIF) on weekly basis	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		Administration	
Professional Development					
DA Requirements	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
School ensures Individual Professional Development Plans (IPDPs) for teachers of targeted subgroups include PD targeting the needs of subgroups not making AYP.	Principal schedules TARGET meetings with individual teachers at the beginning of the school year. Mid-year TARGET conversations are	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		Administration	

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	held with administration. Evaluations are completed at the close of the school year.				
Curriculum Aligned and Paced					
DA Requirements	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
School identifies and implements state-adopted materials. *	Classroom teachers daily utilizes text books, resources and materials adopted by the county and approved by the state (i.e. – Harcourt Reading Trophies, Scott Foresman Math, Harcourt Science)	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		Administration	
* 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.					
School ensures students are properly placed in rigorous coursework.	Classroom teachers and support staff utilize grade level appropriate curriculum maps based on Sunshine State Standards. Teachers and support staff utilize rigorous and relevant instructional strategies	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		Administration	

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School implements district K-12 Reading Plan with fidelity.	Reading Fidelity checks are completed at Caldwell 3 times a year by the county. The school conducts pre and post fidelity checks to maintain consistency.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		Administration	
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.	The school has established an RtI:B team that focuses on instruction and interventions. The team is developed from the Statewide RtI Implementation Plan.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		Administration	
School implements Florida's Continuous Improvement Model (FCIM). (FCIM implemented with subgroups not making AYP)	The school implements the Florida's Continuous Improvement Model. We are focusing on reading and black students. The black subgroup did not make AYP in reading.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		Administration	
School administers screening, diagnostics, and provides remediation, acceleration, and enrichment.	School administers the FAIR Assessment for Reading and state provided	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		Administration	

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	assessments for Math and Science. These assessments are used to provided remediation, acceleration, and enrichment.				
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.	Administration along with the Academic Intervention Facilitator meets with teachers to conduct data discussions in which they review data. Classroom teachers in turn review data with their students to set goals and learning paths.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		Administration AIF	
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.	SIP reviews are scheduled within the monthly meetings for SAC. SAC members will receive updates on the implementation.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School leadership team monitors fidelity of implementation of the School Improvement Plan.	The leadership team reviews the SIP on a monthly basis and monitors the implementation of the strategies within	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			

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	the plan. If strategies are not being implemented, discussion will take place on how to fully implement.				
School participates in a comprehensive instructional monitoring process.	The school utilizes weekly progress mini-assessments in the area of reading to monitor instruction and student progress.	<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).	The Academic Intervention Facilitator monitors the FAIR scores being inputted into the computer three times a year. He will assist classroom teachers with data entry as well as pulling reports.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			