

Representative: Danny Adams
 District: Polk
 School: Bartow Middle School
 Date: 9/9/09

**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. *	SAC Members signatures indicate their assistance in the development of the SIP plan.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Invitations and telephone calls were extended to SAC members to request their participation.	Lisa Patterson, Danny Adams, Sheryl Gentry, Deborah Draper	September, 09
* 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.	FCAT data discussed at SAC meeting. 13 new faculty members on staff for 09/10 school year.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Invitations and telephone calls were extended to SAC members to request their participation.	Lisa Patterson, Danny Adams, Sheryl Gentry, Deborah Draper	September, 09
School completes mid-year report to analyze progress and identify strategies for student intervention from the baseline to mid-year assessment. *	Leadership Team will complete mid-year report and identify strategies for student intervention.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	PLC's will analyze data on a regular basis and use the results to complete the mid-year report.	Danny Adams, Sheryl Gentry, Lisa Patterson, Deborah Draper, Pat Seger	Mid January 2010
* 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 and F only)</i>	N/A Bartow Middle is a C school	<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. *	All teachers on staff are highly qualified and certified in-field.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Recruit, interview, and hire only Certified, Qualified, and Highly Qualified teachers for vacancies.	Danny Adams, Sheryl Gentry	On-going
All paraprofessionals are highly qualified. *	All paraprofessionals on staff are highly qualified.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Recruit, interview, and hire only Highly Qualified paraprofessionals for vacancies.	Danny Adams, Sheryl Gentry	On-going
* 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>F and D former F in 2007-2008 only</i>)	N/A Bartow Middle is a C school	<input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School is fully staffed by the first day of school.	No instructional or non-instructional vacancies existed on first day of school	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Active and timely recruitment of highly qualified personnel to fill vacancies that may occur.	Danny Adams, Sheryl Gentry	On-going
Reading coaches must maintain a daily log of activities on the Progress Monitoring and Reporting Network (PMRN) and the school and district	Do not have a reading coach. Daily log being maintained by LFS Coach.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Review PMRN reports on a daily basis to be certain the daily log is being maintained.	Danny Adams, Sheryl Gentry	On-going

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leadership teams must monitor these logs.					
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.	District only allows the purchase of state-adopted materials.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Do not consider any requests for non-state adopted materials.	Danny Adams, Sheryl Gentry	On-going
<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.	District has developed curriculum maps and pacing guides that are used and monitored by the school's administration.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Classroom walk-throughs, lesson plan analysis, teacher interviews.	Danny Adams, Sheryl Gentry, Will Anglin, Debbie Draper, Pat Seger	On-going
School ensures students are properly placed in rigorous coursework.	Students are placed in classes based on academic and FCAT performance.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Data analysis, interim reports analysis, report card analysis, discussions with teachers.	Danny Adams, Sheryl Gentry, Teachers, Guidance Counselors	On-going

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School implements district K-12 Reading Plan with fidelity.	District conducts Fidelity assessments with schools.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Reading compliance is monitored by administration and LFS coach.	Danny Adams, Sheryl Gentry, Debbie Draper	On-going
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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 RtI Implementation Plan.	School staff is knowledgeable of RtI, and this is addressed in length in our SIP	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Adhering to the FCIM, we are constantly monitoring the teaching/learning environment and providing the appropriate interventions as needed.	Danny Adams, Sheryl Gentry, Debbie Draper, Teachers	On-going
School implements Florida's Continuous Improvement Model (FCIM). (FCIM implemented school wide)	Addressed in SIP and discussed in PLC's.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Review and study during meetings of our PLC's throughout the school year.	Danny Adams, Sheryl Gentry, Pat Seger, Debbie Draper, Lisa Patterson	On-going
School administers screening, diagnostics, and provides remediation, acceleration, and enrichment.	Utilization of FAIR, Compass Odyssey, AR, FCAT Explorer tools	<input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Constant monitoring of student data, student progress, and student conversations regarding, rigor and relevance of their courses	School Administration, Counselors, Teachers	On-going
Data chats are conducted between district administration and school administration; school	PD provided by district on regular basis to maximize the use of data	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Professional development, sharing best practices, desire for continuous improvement	District Administrators and School Administrators	On-going

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administration and teachers; and teachers and students following baseline, mini-, and mid-year assessments.					
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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.	Discussed at quarterly SAC meetings.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Listed as an Agenda Item for each SAC meeting.	Danny Adams, and SAC Chair	On-going
School leadership team monitors fidelity of implementation of the School Improvement Plan.	Reviewed during administrative staff meetings.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Classroom walk-throughs, lesson plan analysis, teacher conversations	School Administration	On-going
School participates in a comprehensive instructional monitoring process.	Consistent presence in classrooms by administration.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Daily classroom walk-throughs by the administration to observe and provide feedback.	School Administration	On-going
School reports prescribed reading progress monitoring three times per year using the Progress Monitoring and Reporting Network (PMRN).	Submission of PMRN reports at the required intervals.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Accountability with the consistent submission of daily logs and submission of the PMRN reports.	Danny Adams, Sheryl Gentry, Debbie Draper	On-going

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