

Representative: Harry Williams  
 District: Polk  
 School: Compass Charter Middle School  
 Date: 8/31/09

**09-10 Differentiated Accountability Requirements  
 Correct I School Checklist**

<b>School Improvement Planning</b>					
<b>DA Requirements</b>	<b>Evidence of Compliance</b>	<b>Status</b>	<b>Strategies to Attain Compliance</b>	<b>Person Responsible</b>	<b>Expected Date of Completion</b>
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. *	Agenda and minutes from the SAC meetings	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		SAC Secretary; SAC President, Principal	September 2009
* 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.	Goals written in the School Improvement Plan and meeting minutes and agenda from SAC meetings	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		Assistant Principal, Principal, Guidance Counselor	August 2009
School completes mid-year report to analyze progress and identify strategies for student intervention from the baseline to mid-year assessment.	Agenda and minutes from the SAC meetings	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		Assistant Principal, Principal, Guidance Counselor	Monthly updates on student data
* Non-Title I A, B, and C schools are required to complete the report only for students not making AYP.					

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<b>Educator Quality</b>					
<b>DA Requirements</b>	<b>Evidence of Compliance</b>	<b>Status</b>	<b>Strategies to Attain Compliance</b>	<b>Person Responsible</b>	<b>Expected Date of Completion</b>
Teachers assigned to subgroups not making AYP are highly qualified and certified in-field. *	Certification report of all employees	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		Assistant Principal, Principal, non-certified and non-highly qualified Teachers	By the end of the 2009-2010 school year
All paraprofessionals are highly qualified. *	Certification report of all employees	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		Assistant Principal, Principal, non-certified and non-highly qualified paraprofessionals	By the end of the 2009-2010 school year
* 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.	Coach's log, monitoring log, and PMRN reports	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		Assistant Principal, Principal	By the end of the 2009-2010 school year

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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.	Implementation of Target/District Focus Points along with evidence support through PD360	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		Assistant Principal	Ongoing throughout the 2009-2010 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. *	Materials used and listed in the SIP	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		Assistant Principal, Principal	Beginning of the 2009-2010 school year
* 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.	Scheduling according to academic level of student and IEP	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		Assistant Principal, Principal, Guidance Counselor	Beginning of the 2009-2010 school year

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School implements district K-12 Reading Plan with fidelity.	Materials used and listed with the SIP and Coach's log	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		Assistant Principal, Principal, AIF	Ongoing throughout the 2009-2010 school year
<b>Florida's Continuous Improvement Model</b>					
<b>DA Requirements</b>	<b>Evidence of Compliance</b>	<b>Status</b>	<b>Strategies to Attain Compliance</b>	<b>Person Responsible</b>	<b>Expected Date of Completion</b>
School plans for the implementation of Florida's Response to Instruction/Intervention model as defined by the Statewide RtI Implementation Plan.	Provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		Principal	Ongoing throughout the 2009-2010 school year
School implements Florida's Continuous Improvement Model (FCIM). (FCIM implemented with subgroups not making AYP)	Meetings with the PLCs to focus on the FCIM	<input type="checkbox"/> <b>Compliance</b> <input checked="" type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>	As an initial step towards implementing FCIM the school will focus on reading. The district has created reading curriculum maps that are accompanied by a course timeline. The course timeline is the starting point for the school's	Principal	Ongoing throughout the 2009-2010 school year

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			Instructional Focus Calendar		
School administers screening, diagnostics, and provides remediation, acceleration, and enrichment.	The school administers the FAIR reading assessments and math and science assessments provided by the state. These assessments are used to plan remediation, acceleration, and enrichment.	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		Principal, Testing Coordinator	Ongoing throughout the 2009-2010 school year
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.	The administration team along with the AIF meets with teachers to discuss student data and set student goals.	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		Principal, Assistant Principal, AIF	Ongoing throughout the 2009-2010 school year

Monitoring Process and Plans					
DA Requirements	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion

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School Advisory Council receives quarterly updates on the implementation of the School Improvement Plans and makes necessary updates.	SIP reviews and updates on SIP implementation take place during SAC meetings	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		Principal	Ongoing throughout the 2009-2010 school year
School leadership team monitors fidelity of implementation of the School Improvement Plan.	The leadership team reviews the SIP on a regular basis and monitors the implementation of the strategies within the plan	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		Principal	Ongoing throughout the 2009-2010 school year
School participates in a comprehensive instructional monitoring process.	The school uses weekly mini assessments in reading to monitor instruction and progress	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		Principal, AIF	Ongoing throughout the 2009-2010 school year
School reports prescribed reading progress monitoring three times per year using the Progress Monitoring and Reporting Network (PMRN).	The AIF monitors FAIR scores using PMRN after each of the 3 assessment periods The AIF uses PMRN to pull reports and provides student data information to classroom teachers	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		Principal, AIF	Ongoing throughout the 2009-2010 school year