

Representative:
 District:
 School:
 Date:

**09-10 Differentiated Accountability Requirements
 Prevent II Schools 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. *	Planned School Improvement workshops with SAC and Leadership Team	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Disaggregate school & AYP data; discuss strategies to improve student performances in all subgroups	Principal; SAC Chair	July 31, 2009
* All DA schools must complete a SIP using the DOE's online SIP template. A, B, or C non-Title I schools may receive a waiver if the school can demonstrate the existing template provides the same information as the DOE's template.					
School Advisory Council reviews school performance data, determines causes of low performance, and advises the school on its School Improvement Plan.	In progress	<input type="checkbox"/> Compliance <input checked="" type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Schedule Meeting	Principal; SAC Chair	September 31, 2009

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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.	Current staff meets this requirement	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Use of districts recruitment, monitoring, and notification process	Principal and APC	August 17, 2009
All paraprofessionals are highly qualified.	Current staff meets this requirement	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Use of districts recruitment, monitoring, and notification process	Principal and APC	August 17, 2009
School does not have a higher percentage of first-year or out-of-field teachers than the district average. [<i>D and F schools only</i>]	N/A	<input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	N/A	N/A	N/A
School is fully staffed by the first day of school.	Master Schedule	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Use of districts recruitment, monitoring, and notification process	Principal; APC	August 17, 2009

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Professional Development					
DA Requirements	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
School redesigns master schedule to provide common planning time for data-based decision making within the problem-solving process and job-embedded professional development and organizes into Professional Learning Communities (PLCs) with Lesson Study Groups.	Master Schedule	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Build master schedule to support common planning;	APC	July 31, 2009
			Determine dates for PLC's	APC	August 17, 2009

Curriculum Aligned and Paced					
DA Requirements	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
School ensures students are properly placed in rigorous coursework.	Master Schedule	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Use of Student Progression Plan and Course Code Directory for student placement	APC	August 17, 2009
School implements district K-12 Reading Plan with fidelity.	In Progress	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Implement use of research-based lesson planning and delivery guides developed by the district;		

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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 implements Florida's Response to Instruction/Intervention model as defined by the Statewide RtI Implementation Plan.	Administrators and appropriated staff attended training provided by the district	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Implement PS/RTI as outlined in SIP	Principal; APC; APA; Department Chairs; Reading AIF Team	On-going
School implements Florida's Continuous Improvement Model.	Administrators and appropriated staff attended training provided by the district	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Implementation of FCIM and Learning Focused Solutions (LFS) as outlined in SIP	Principal; APC; APA Department Chairs; Reading AIF Team	On-going
School administers screening and diagnostics and provides remediation, acceleration, and enrichment.	In Progress	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Student progress is assessed using FAIR, and on-going progress monitoring	Principal; APC; Reading AIF; Teachers	On-going
Data chats are conducted between district administration and school administration;	District-wide Data Day in progress	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	PreOn-going review of data: FCAT, Odyssey, Fast Forward; Voyager; Ready 180, etc.	Principal; APC; Reading AIF; Teachers	On-going

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school administration and teachers; and teachers and students following baseline, monthly, and mid-year assessments.			Staff participation in District-wide Data Day		
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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.	In progress	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Scheduled SAC meetings to review quarterly reports.	Principal; Reading AIF	On-going
School leadership team monitors fidelity of implementation of the School Improvement Plan.	In progress with daily and weekly classroom walk-throughs	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Schedule Leadership Team meetings to review student assessment data; Walk throughs	Principal; APC; Reading AIF; and other Leadership	On-going

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				Team members	
School participates in a comprehensive instructional monitoring process.	In progress with daily and weekly classroom walk-throughs	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Documented walk-throughs of classrooms.	Leadership Team	On-going
School reports prescribed reading progress monitoring three times per year using the Progress Monitoring and Reporting Network (PMRN).	Implementation of FAIR Baseline Assessment	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Schedule FAIR testing through Reading in Computer Labs	APC	September 30, 2009

