

Representative: John Barber
 District: Polk
 School: Lake Gibson Middle
 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. *	Signed by the SAC Chair, the approved SIP is monitored and checked for implementation by the Leadership team.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	SIP is placed on agenda for monthly meetings of SAC and Leadership team.	School admin SAC chair	ongoing
* 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 existing SAC meeting 9/9/09.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Telephone and email invitations were sent to existing SAC members to request their participation.	John Barber Armando Rodriguez	Sept. 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 midyear report and identify strategies for student intervention.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	PLCs will analyze assessment data on a weekly basis and utilize findings to complete the report.	John Barber Sandy Igo MaryJo Costine Trina Talley Dept. Chairs	Mid Jan 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>	NA – LGMS is a B 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 are highly qualified with 2 reading teachers completing reading endorsement. (non Title I school)	<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 or vacancies.	John Barber Sandy Igo MaryJo Costine	ongoing
All paraprofessionals are highly qualified. *	All paras 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 teachers or vacancies.	John Barber Sandy Igo MaryJo Costine	ongoing
* 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>)	NA – LGMS is a B 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 vacancies existed on the 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.	John Barber Sandy Igo MaryJo Costine	ongoing
Reading coaches must maintain a daily log of activities on the Progress Monitoring and Reporting	Are not assigned reading coach.	<input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input checked="" type="checkbox"/> Non-Compliance	Waiting for district directive.	John Barber	ongoing

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Network (PMRN) and the school and district 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.	John Barber Sandy Igo MaryJo Costine	ongoing
<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.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Classroom walkthroughs Lesson plan analysis Teacher interviews	John Barber Sandy Igo MaryJo Costine Trina Talley	ongoing
School ensures students are properly placed in rigorous coursework.	Students are scheduled into classes based on academic and FCAT performance.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Data analysis – including FCAT scores, grades, and teacher recommendations	John Barber Sandy Igo MaryJo Costine Guidance	ongoing

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School implements district K-12 Reading Plan with fidelity.	District conducts regularly scheduled fidelity checks	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Reading compliance is monitored by Admin and Department chair	John Barber Sandy Igo MaryJo Costine Janice Chandler	ongoing
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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 being trained on implementation of PS/RtI and monitored for compliance.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Professional development during weekly common planning strategy sessions.	John Barber Sandy Igo MaryJo Costine Trina Talley	ongoing
School implements Florida's Continuous Improvement Model (FCIM). (FCIM implemented school wide)	School staff is being trained on implementation of PS/RtI and monitored for compliance.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Professional development during weekly common planning strategy sessions.	John Barber Sandy Igo MaryJo Costine Trina Talley	ongoing
School administers screening, diagnostics, and provides remediation, acceleration, and enrichment.	Utilization of FAIR, district mini assessments for math and science, Odyssey	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Constant monitoring of data and progress.	School admin Guidance Teachers	ongoing
Data chats are conducted between district	Scheduled meetings to	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance	Monitoring and following district and school	District Admin School Admin	ongoing

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administration and school administration; school administration and teachers; and teachers and students following baseline, mini-, and mid-year assessments.	discuss data are held at the district, school and classroom levels.	<input type="checkbox"/> Non-Compliance	calendars for data reviews.	Teachers	
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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.	Reviewed quarterly at SAC meetings	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Listed as agenda item for quarterly SAC meetings.	John Barber Armando Rogdriguez	ongoing
School leadership team monitors fidelity of implementation of the School Improvement Plan.	Review evidence of compliance at monthly meetings and suggest changes.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Review academic data and strategies as defined in the SIP	School Admin	ongoing
School participates in a comprehensive instructional monitoring process.	Monthly reports of fidelity at monthly leadership team mtgs.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Classroom walkthroughs Lesson plan analysis Teacher interviews	School Admin Dept. Chairs	ongoing
School reports prescribed reading progress monitoring three times per year using the Progress Monitoring and Reporting	Submission of PMRN results at the required times.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Monitoring and following state prescribed deadlines.	John Barber	ongoing

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Network (PMRN).					
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