

Representative: Ralph Gilchrest  
 District: Polk  
 School: Lake Gibson High School  
 Date: September 9, 2009

**09-10 Differentiated Accountability Requirements  
 Correct II 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. *   | <b>SAC members signatures, minutes from SAC meeting</b> | <input checked="" type="checkbox"/> <b>Compliance</b><br><input type="checkbox"/> <b>Partial Compliance</b><br><input type="checkbox"/> <b>Non-Compliance</b> | <b>Reviewed, discussed, and approved by SAC</b>                        | <b>Sac co-chairs</b>           | <b>October 2009</b>                |
| * 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.   | <b>SAC minutes</b>                                      | <input checked="" type="checkbox"/> <b>Compliance</b><br><input type="checkbox"/> <b>Partial Compliance</b><br><input type="checkbox"/> <b>Non-Compliance</b> | <b>SAC members will be divided into groups to discuss and plan for</b> | <b>SAC co-chairs</b>           | <b>Ongoing 09/10 school year</b>   |
| School completes mid-year report to analyze progress and identify strategies for student intervention from the baseline to mid-year assessment. *   | <b>Data report</b>                                      | <input checked="" type="checkbox"/> <b>Compliance</b><br><input type="checkbox"/> <b>Partial Compliance</b><br><input type="checkbox"/> <b>Non-Compliance</b> | <b>Strategies will be discussed in PLCs</b>                            | <b>AIF/Testing Coordinator</b> | <b>Ongoing 09/10 school year</b>   |

\* 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.<br><i>(D and F only)</i> |                        | <input type="checkbox"/> <b>Compliance</b><br><input type="checkbox"/> <b>Partial Compliance</b><br><input type="checkbox"/> <b>Non-Compliance</b> |                                 |                    |                             |

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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. *   | <b>Certification</b>          | <input type="checkbox"/> Compliance<br><input checked="" type="checkbox"/> Partial Compliance<br><input type="checkbox"/> Non-Compliance | Professional development is offered by the district                      | Tami Dawson               | Ongoing 09/10 school year          |
| All paraprofessionals are highly qualified. *  | <b>Certification</b>          | <input checked="" type="checkbox"/> Compliance<br><input type="checkbox"/> Partial Compliance<br><input type="checkbox"/> Non-Compliance |  |                           |                                    |
| * 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> )   | <b>Evaluations</b>            | <input type="checkbox"/> Compliance<br><input checked="" type="checkbox"/> Partial Compliance<br><input type="checkbox"/> Non-Compliance | Professional Development Plan with best practices strategies implemented | Ralph Gilchrest III       | Ongoing 09/10 school year          |
| School is fully staffed by the first day of school.  | <b>SAP records</b>            | <input checked="" type="checkbox"/> Compliance<br><input type="checkbox"/> Partial Compliance<br><input type="checkbox"/> Non-Compliance |  |                           | August 2009                        |
| 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.                            | <b>Logs</b>                   | <input checked="" type="checkbox"/> Compliance<br><input type="checkbox"/> Partial Compliance<br><input type="checkbox"/> Non-Compliance |  | Tami Dawson               | Ongoing 09/10 school year          |

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| 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.   | <b>State/district adopted curriculum</b> | <input checked="" type="checkbox"/> <b>Compliance</b><br><input type="checkbox"/> <b>Partial Compliance</b><br><input type="checkbox"/> <b>Non-Compliance</b> |                                 |                    |                             |
| <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.   | <b>District approved curriculum maps</b> | <input checked="" type="checkbox"/> <b>Compliance</b><br><input type="checkbox"/> <b>Partial Compliance</b><br><input type="checkbox"/> <b>Non-Compliance</b> |                                 |                    |                             |
| School ensures students are properly placed in rigorous coursework.   | <b>Student schedules</b>                 | <input checked="" type="checkbox"/> <b>Compliance</b><br><input type="checkbox"/> <b>Partial Compliance</b><br><input type="checkbox"/> <b>Non-Compliance</b> |                                 |                    |                             |
| School implements district K-12 Reading Plan with fidelity.   | <b>Reading courses and instruction</b>   | <input checked="" type="checkbox"/> <b>Compliance</b><br><input type="checkbox"/> <b>Partial Compliance</b><br><input type="checkbox"/> <b>Non-Compliance</b> |                                 |                    |                             |

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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.   | <b>District directive</b>                             | <input type="checkbox"/> Compliance<br><input checked="" type="checkbox"/> Partial Compliance<br><input type="checkbox"/> Non-Compliance |   |                         |                             |
| School implements Florida's Continuous Improvement Model (FCIM). (FCIM implemented school wide)  | <b>Data results of CIM</b>                            | <input type="checkbox"/> Compliance<br><input checked="" type="checkbox"/> Partial Compliance<br><input type="checkbox"/> Non-Compliance | <b>CIM focus lessons will be written and distributed to teachers</b>  | <b>AIF</b>              | <b>Ongoing 09/10</b>        |
| School administers screening, diagnostics, and provides remediation, acceleration, and enrichment.   | <b>FAIR testing results</b>                           | <input checked="" type="checkbox"/> Compliance<br><input type="checkbox"/> Partial Compliance<br><input type="checkbox"/> Non-Compliance | <b>All level 1 and 2 students are tested. Level 3 9<sup>th</sup> and 10<sup>th</sup> grade students are tested.</b> | <b>Reading teachers</b> | <b>Ongoing 09/10</b>        |
| 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. | <b>QPSCA and independent student conference forms</b> | <input checked="" type="checkbox"/> Compliance<br><input type="checkbox"/> Partial Compliance<br><input type="checkbox"/> Non-Compliance | <b>Administration, teachers, and students will sign proper documentation</b>  | <b>All teachers</b>     | <b>Ongoing 09/10</b>        |

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| <b>Monitoring Process and Plans</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 Advisory Council receives quarterly updates on the implementation of the School Improvement Plans and makes necessary updates.  | <b>SAC Minutes</b>                          | <input checked="" type="checkbox"/> <b>Compliance</b><br><input type="checkbox"/> <b>Partial Compliance</b><br><input type="checkbox"/> <b>Non-Compliance</b> |   | <b>SAC co-chairs</b>               | <b>Ongoing 09/10</b>               |
| School leadership team monitors fidelity of implementation of the School Improvement Plan.   | <b>Classroom walk through documentation</b> | <input checked="" type="checkbox"/> <b>Compliance</b><br><input type="checkbox"/> <b>Partial Compliance</b><br><input type="checkbox"/> <b>Non-Compliance</b> | <b>Weekly calendar ensures classrooms are visited</b> | <b>Administration</b>              | <b>Ongoing 09/10</b>               |
| School participates in a comprehensive instructional monitoring process.   | <b>Progress monitoring results</b>          | <input checked="" type="checkbox"/> <b>Compliance</b><br><input type="checkbox"/> <b>Partial Compliance</b><br><input type="checkbox"/> <b>Non-Compliance</b> |   | <b>Teachers and administration</b> | <b>Ongoing 09/10</b>               |
| School reports prescribed reading progress monitoring three times per year using the Progress Monitoring and Reporting Network (PMRN). | <b>PMRN records</b>                         | <input checked="" type="checkbox"/> <b>Compliance</b><br><input type="checkbox"/> <b>Partial Compliance</b><br><input type="checkbox"/> <b>Non-Compliance</b> |   | <b>AIF</b>                         | <b>Ongoing 09/10</b>               |