

Representative:  
 District:  
 School:  
 Date:

**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 agenda Minutes of SAC meetings</b>	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		<b>Jessica Palomaki</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 agenda Minutes of SAC meetings</b>	<input type="checkbox"/> <b>Compliance</b> <input checked="" type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>	<ul style="list-style-type: none"> <li>• <b>Disaggregated data reports</b></li> <li>• <b>Training on FCIM</b></li> <li>• <b>DAC attendance by SAC chair</b></li> </ul>	<b>administration</b>	<b>April 2010</b>  <b>October 2010</b>
School completes mid-year report to analyze progress and identify strategies for student intervention from the baseline to mid-year assessment. *	<b>Mid year Report</b>	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		<b>Administration</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. <i>(D and F only)</i>		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			

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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. *	<b>Report of teachers from district</b>	X <input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		<b>Administration</b>	
All paraprofessionals are highly qualified. *	<b>Report of paras from district</b>	X <input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		<b>Administration</b>	
* 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>N/A</b>	<input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School is fully staffed by the first day of school.	<b>Report from district</b>	X <input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		<b>Administration</b>	
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>Daily Log</b>	X <input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		<b>AIF</b>	

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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 adopted lists of materials</b>	X <input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		<b>Administration</b>	
* 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.					
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>Focus Instructional Calendar</b>  <b>Curriculum Maps</b>	X <input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		<b>Administration</b>	
School ensures students are properly placed in rigorous coursework.	<b>Progress monitoring assessments</b>	X <input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		<b>Administration AIF</b>	
School implements district K-12 Reading Plan with fidelity.	<b>District lead Fidelity Checks</b>	X <input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		<b>Administration</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 Rtl Implementation Plan.	<p><b>Training completed by administration</b></p> <p><b>Ongoing training with staff by guidance</b></p>	<p><input checked="" type="checkbox"/> Compliance</p> <p><input type="checkbox"/> Partial Compliance</p> <p><input type="checkbox"/> Non-Compliance</p>		<b>Guidance And Administration</b>	
School implements Florida's Continuous Improvement Model (FCIM). (FCIM implemented school wide)	<b>Administration trained by district personnel</b>	<p><input type="checkbox"/> Compliance</p> <p><input checked="" type="checkbox"/> Partial Compliance</p> <p><input type="checkbox"/> Non-Compliance</p>	<p><b>Administration will attend training</b></p> <p><b>Administration will disaggregate data and apply to FCIM</b></p>	<b>Administration</b>	<b>April 2010</b>
School administers screening, diagnostics, and provides remediation, acceleration, and enrichment.	<p><b>Implements Rtl PLAN</b></p> <p><b>Progress monitoring</b></p> <p><b>Lesson Plans</b></p>	<p><input checked="" type="checkbox"/> Compliance</p> <p><input type="checkbox"/> Partial Compliance</p> <p><input type="checkbox"/> Non-Compliance</p>		<b>Administration</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.	<p><b>Meeting minutes</b></p> <p><b>Agendas</b></p> <p><b>Lesson Plans</b></p>	<p><input checked="" type="checkbox"/> Compliance</p> <p><input type="checkbox"/> Partial Compliance</p> <p><input type="checkbox"/> Non-Compliance</p>		<b>Administration</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 agendas</b> <b>Meeting Minutes</b>	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		<b>Jessica Palomaki</b>	
School leadership team monitors fidelity of implementation of the School Improvement Plan.	<b>Walk through documentation</b> <b>Progress monitoring</b>	<input type="checkbox"/> <b>Compliance</b> <input checked="" type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>	<b>Share SIP with leadership team</b> <b>Ongoing monitoring of SIP goals</b>	<b>Administration</b>	<b>October 2010</b>
School participates in a comprehensive instructional monitoring process.	<b>Walk through documentation</b> <b>Teacher evaluations</b> <b>Administrative evaluations</b>	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		<b>Administration</b> <b>Senior Director</b>	
School reports prescribed reading progress monitoring three times per year using the Progress Monitoring and Reporting Network (PMRN).	<b>PMRN Reports</b>	<input checked="" type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>		<b>AIF</b> <b>Administration</b>	

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