

Representative:
 District:
 School:
 Date:

**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. *		<input checked="" type="checkbox"/> X Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
* 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.		<input checked="" type="checkbox"/> X Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School completes mid-year report to analyze progress and identify strategies for student intervention from the baseline to mid-year assessment. *		<input checked="" type="checkbox"/> X Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
* 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"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			

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Educator Quality					
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Teachers assigned to subgroups not making AYP are highly qualified and certified in-field. *		<input type="checkbox"/> Compliance <input checked="" type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
All paraprofessionals are highly qualified. *		<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <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>)		<input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School is fully staffed by the first day of school.		<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
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.		<input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			

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Curriculum Aligned and Paced					
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District identifies and school implements state-adopted evidence-based materials.		<input checked="" type="checkbox"/> X Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
<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.		<input checked="" type="checkbox"/> X Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School ensures students are properly placed in rigorous coursework.		<input checked="" type="checkbox"/> X Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School implements district K-12 Reading Plan with fidelity.		<input checked="" type="checkbox"/> X Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			

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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.		<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School implements Florida's Continuous Improvement Model (FCIM). (FCIM implemented school wide)		<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School administers screening, diagnostics, and provides remediation, acceleration, and enrichment.		<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
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.		<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			

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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.		<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School leadership team monitors fidelity of implementation of the School Improvement Plan.		<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School participates in a comprehensive instructional monitoring process.		<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
School reports prescribed reading progress monitoring three times per year using the Progress Monitoring and Reporting Network (PMRN).		<input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			