

Representative:  
 District:  
 School:  
 Date:

**09-10 Differentiated Accountability Requirements  
 Intervene - Charter School Checklist**

School Improvement Planning					
DA Requirements	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
<p>Charter School Governing Board creates a leadership team that includes, but is not necessarily limited to, the Principal, Assistant Principal, Guidance Counselor, a representative of the Governing Board, and a representative of the Education Service Provider, if applicable. The ongoing purpose of this team is to develop, support, and facilitate the implementation of policies and procedures that guide school-based teams with direct support systems for each school principal, and to plan for systems of change toward Problem Solving and Response to Instruction/Intervention (Rtl) through district-wide consensus building, infrastructure development, and implementation.</p>		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			

Representative:  
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 School:  
 Date:

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 Intervene - Charter School Checklist**

Charter School Governing Board approves the School Improvement Plan through peer review.		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			
Leadership team monitors implementation of the School Improvement Plan.		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			
School completes mid-year report to analyze progress and identify strategies for student intervention from the baseline to mid-year assessment.		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			

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.		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			
Charter School Governing Board provides administrators with performance pay for raising student		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			

Representative:  
 District:  
 School:  
 Date:

**09-10 Differentiated Accountability Requirements  
 Intervene - Charter School Checklist**

achievement.					
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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. *		<input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
All paraprofessionals are highly qualified. *		<input 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.		<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 type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
Charter School Governing Board develops a plan to attract teachers with demonstrated mastery in improving student performance to remain at or transfer to a D or F school.		<input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			

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 School:  
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 Intervene - Charter School Checklist**

<p>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. Charter School Governing Board ensures that coaches do not provide pull out instruction outside the context of providing professional development for teachers and do not teach more than one class.</p>		<p><input type="checkbox"/> <b>Compliance</b>  <input type="checkbox"/> <b>Partial Compliance</b>  <input type="checkbox"/> <b>Non-Compliance</b></p>			
<p>Charter School Governing Board works with the district sponsor and state to ensure performance appraisals of instructional personnel are primarily based on student achievement.</p>		<p><input type="checkbox"/> <b>Compliance</b>  <input type="checkbox"/> <b>Partial Compliance</b>  <input type="checkbox"/> <b>Non-Compliance</b></p>			
<p>Charter School Governing Board works with the district sponsor and state to ensure performance appraisals of administrative team include student achievement and rate of progress goals related to</p>		<p><input type="checkbox"/> <b>Compliance</b>  <input type="checkbox"/> <b>Partial Compliance</b>  <input type="checkbox"/> <b>Non-Compliance</b></p>			

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 School:  
 Date:

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targeted subgroups and school improvement.					
Charter School Governing Board works with the district sponsor and state to ensure that staff is trained on performance appraisal instruments, and performance appraisal process is implemented with fidelity.		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			
Charter School Governing Board provides teachers with performance pay for raising student achievement.		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			
Charter School Governing Board reviews/replaces staff who have not contributed to learning gains.		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			
Charter school ensures mid-year vacancies are filled.		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			

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 Intervene - Charter School Checklist**

Professional Development					
DA Requirements	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
Charter School Governing Board works with the district sponsor and state to ensure Individual Professional Development Plans (IPDPs) for teachers of targeted subgroups include PD targeting the needs of subgroups not making AYP.		<input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
Charter School Governing Board ensures that Leadership professional development includes PD targeting the subgroups not making AYP.		<input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			
Charter School Governing Board redesigns the master schedule to provide common planning time for data-based decision making within the problem-solving process, job-embedded professional development, and Professional Learning Communities (PLCs) with Lesson Study Groups.		<input type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance			

Representative:  
 District:  
 School:  
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**09-10 Differentiated Accountability Requirements  
 Intervene - Charter School Checklist**

Curriculum Aligned and Paced					
DA Requirements	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
State identifies and school implements evidence-based materials. *		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <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.		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			
School ensures students are properly placed in rigorous coursework.		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			
School implements district K-12 Reading Plan with fidelity.		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			

Representative:  
 District:  
 School:  
 Date:

**09-10 Differentiated Accountability Requirements  
 Intervene - Charter School Checklist**

Charter School Governing Board reviews data to determine the effectiveness of all instructional programs and class offerings.		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			
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<b>Florida's Continuous Improvement Model</b>					
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<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 plans for the implementation of Florida's Response to Instruction/Intervention model as defined by the Statewide RtI Implementation Plan.		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			
School implements Florida's Continuous Improvement Model (FCIM). (FCIM implemented school wide)		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			
Charter School Governing Board monitors implementation of Florida's Continuous Improvement Model (FCIM). (FCIM implemented school wide)		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			
School administers screening, diagnostics, and provides remediation,		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			

Representative:  
 District:  
 School:  
 Date:

**09-10 Differentiated Accountability Requirements  
 Intervene - Charter School Checklist**

acceleration, and enrichment.					
Charter School Governing Board works with the district and the state to prescribe formative (Benchmark mini-assessments) and summative (Benchmark baseline and mid-year) assessments in reading, mathematics, and science for Level 1-3 students. (School wide)		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			
Charter School Governing Board works with the district and the state to monitor and analyze progress monitoring in reading, mathematics, and science through formative and summative assessments. In the area of reading, this requirement may be fulfilled through the use of the Florida Assessments for Instruction in Reading (FAIR).		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			
School participates in the Florida Assessments for Instruction in Reading (FAIR) for Levels 1-3 students. *		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			

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 District:  
 School:  
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**09-10 Differentiated Accountability Requirements  
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\* The district may receive a waiver from FLDOE if the district can demonstrate that the current reading assessment used by the district in Correct II schools and Intervene schools is reliable, aligned to the Benchmarks, and predicts FCAT performance.

Data chats are conducted between the Charter School Governing Board and school administration; school administration and teachers; and teachers and students following baseline, mini-, and mid-year assessments.		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</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>
Charter School Governing Board receives quarterly updates on the implementation of the School Improvement Plans and makes necessary updates.		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			
School leadership team monitors fidelity of implementation of the School Improvement Plan.		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			
School participates in a comprehensive instructional monitoring process.		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			
School reports prescribed reading progress		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b>			

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 Intervene - Charter School Checklist**

monitoring three times per year using the Progress Monitoring and Reporting Network (PMRN).		<input type="checkbox"/> <b>Non-Compliance</b>			
Charter School Governing Board works with the district and the state to develop a comprehensive instructional monitoring process and follow-up that includes classroom, team, and school-wide monitoring.		<input type="checkbox"/> <b>Compliance</b> <input type="checkbox"/> <b>Partial Compliance</b> <input type="checkbox"/> <b>Non-Compliance</b>			