

Representative: Support Team
 District: Broward County
 School: Dr. Martin Luther King, Jr. Elementary
 Date: October 9, 2012

**Dr. Martin Luther King, Jr. Elementary Differentiated Accountability Requirements
 Focus/"D" School Checklist**

1. School Improvement Planning						
DA Requirements	Deliverables	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
The Department must review, approve, and monitor the School Improvement Plan (SIP). The school must use the Department's template.	<ul style="list-style-type: none"> By August 31 of each year, the school will provide the Regional Executive Director (RED) with a draft SIP. 	Verification provided by the FLDOE website	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	SAC, SIT, and staff meet monthly to review at PLC's and SAC meetings.	Administration and SAC Chair	June, 2013
A School Advisory Council (SAC) must be established for each school in accordance with Section 1001.452, F.S.	<ul style="list-style-type: none"> By August 31 of each year, the school will provide the RED with SAC bylaws, member roster, and meeting schedule for the current school year. 	Minutes from the first SAC meeting of 2012-2013 school year.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Notice of SAC meeting Agenda will provide information to be addressed at the September, 2012 meeting.	Administration and SAC Chair	September, 2012
In conjunction with the district-based leadership team, the SAC must assist the school leadership team in the development of the SIP.	<ul style="list-style-type: none"> Upon request, the school will provide the RED with minutes and sign-in sheets to document that the SIP was reviewed with the SAC. 	Sign-in sheets documenting SIP was reviewed with SAC.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Sign-in sheets provided by the School Improvement website will be provided, signed and collected. The attendance will then be registered on the School Improvement Website.	Administration and SAC Chair	June, 2013
The SAC must review school performance data (baseline, mid-year, and end-of-year) and determine the causes of low performance in order to advise the school on its SIP goals.	<ul style="list-style-type: none"> Upon request, the school will provide the RED with minutes and sign-in sheets to document that the school performance data (baseline, mid-year, and end-of-year) was reviewed with the SAC to guide SIP goal setting. 	Minutes and sign-in sheets to documenting the school performance data (baseline, mid-year, and end-of-year) is being reviewed with the SAC to guide SIP goal setting.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Sign-in sheets provided by the School Improvement website will be provided, signed and collected. The attendance will then be registered on the School Improvement Website.	Administration and SAC Chair	June, 2013
The school must establish a Literacy Leadership Team consistent with the district K-12 Comprehensive Research-Based Reading Plan.	<ul style="list-style-type: none"> The school will maintain a copy of the K-12 Reading Plan and a roster of the Literacy Leadership Team for review upon request by the regional staff. 	A copy of the K-12 Reading Plan and a roster of the Literacy Leadership Team is available for review upon request.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Sign-in sheets, schedule of meetings and minutes will be maintained.	Administration	June, 2013
The school must offer a number of meetings to inform parents of their child's performance at school. These meetings shall be held at convenient times for the teacher and parent.	<ul style="list-style-type: none"> By August 31 of each year, the school will provide the RED with a list of all parent meetings (in addition to SAC and Parent-Teacher-Student-Association (PTSA) meetings). 	Meetings to inform parents of their child's are held at convenient times for the teacher and parent.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Teachers schedule conferences early morning and after-school as well as provide home-visits with the community liaison when needed.	Administration	June, 2013

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The district must approve the SIP following peer review.	<ul style="list-style-type: none"> By October 19 of each year, the school will submit a school board and district approved SIP on the Bureau of School Improvement (BSI) website. 	Peer review and feedback was conducted in September, 2012	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Recommendations made by peer review were made prior to final submission.	Administration and SAC Chair.	October, 2012
The school must complete a mid-year narrative report to analyze progress from the baseline to mid-year assessment that is reported to the Department to identify strategies for student interventions.	<ul style="list-style-type: none"> By February 11 of each year, the school will upload its mid-year narrative to the BSI website. The RED will review for compliance. 	A mid-year narrative report to analyze progress from the baseline to mid-year assessment will be conducted in order to report identified strategies for student interventions.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Data will be analyzed and compared from the baseline to mid-year benchmark assessment to provide information on strategies for interventions.	Administration	February, 2013

2. Leadership						
DA Requirements	Deliverables	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
The district shall ensure that the administrative team and relevant instructional support staff (coaches) are high skilled and effective.	<ul style="list-style-type: none"> The district SIP shall include a narrative regarding the qualifications and performance history of the administrative team and instructional support staff (coaches) 	Evidence of qualifications and performance history of administration and instructional support staff (coaches), has been listed of the 2012-2013 SIP.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Highly effective support staff and coaches will receive district provided training to maintain their field of expertise with up to date information.	Administration	June, 2013

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<p>The following guidelines should be considered when determining if a change in leadership is necessary:</p> <p>The school grade declines or there is consistent failure (D or F) under the same leadership for 2 years: The principal should be replaced.</p> <p>The school grade declines under the same leadership for 1 year and the percentage of Annual Measurable Objectives (AMOs) Criteria Met decreases: The principal should be replaced.</p> <p>The school grade declines under the same leadership for 1 year and the learning gains in reading and mathematics decline: The principal should be replaced.</p> <p>The school grade declines under the same leadership for 1 year but the learning gains in reading and mathematics increase: The principal has one more year to show growth.</p>						
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3. Educator Quality						
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The school must be fully staffed by the first day of the new school year.	<ul style="list-style-type: none"> On the second Friday of the school year, the school will provide the RED with documentation regarding existing vacancies with a timeline and plan to fill them. 	No vacancies were available by the second Friday of the 2012-2013 school year.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	NA	NA	NA
The district and Department must oversee instructional staffing to ensure the school is fully staffed by the first day of school or that a staffing plan is in place to ensure the timely transfer of highly qualified staff.	<ul style="list-style-type: none"> On the second Friday of the school year, the school will provide the RED with documentation regarding existing vacancies with a timeline and plan to fill them. 	No vacancies were available by the second Friday of the 2012-2013 school year.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	NA	NA	NA
The district must provide a fulltime reading coach, mathematics coach, and science coach to develop and model effective lessons, lead Lesson Study, analyze data, and provide professional development on the Common Core (CCSS)/Next Generation Sunshine State Standards (NGSSS)*.	<ul style="list-style-type: none"> By June 29 of each year, the district will provide the RED with a list of coaches assigned to each school. Coaches must meet highly qualified status. 	A fulltime reading coach, mathematics coach, and science coach were in place to develop and model effective lessons, lead Lesson Study, analyze data, and provide professional development on the Common Core (CCSS)/Next Generation Sunshine State Standards (NGSSS)*.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Highly qualified reading, mathematics and science coach are continually receiving training provided by the district to maintain the fidelity required to successfully provide the expected support to K-5 teachers.	Administration	June, 2013
* The district may receive a waiver from the Department, if the district can demonstrate how sustained and direct support will be provided to teachers at first year "D" schools.						
School leadership teams must monitor coaches' daily logs. They must ensure 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.	<ul style="list-style-type: none"> Throughout the school year, school-based instructional coaches will maintain a daily log. Reading coaches must maintain a daily log on Florida's Progress Monitoring and Reporting Network (PMRN). 	Administration requires all coaches to report observations, to develop and model effective lessons, and lead Lesson Study utilizing daily log sheets.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Daily reports are accumulated and provided to administration at the weekly support meeting and place in a binder to be maintained by Administration.	Administration	June, 2013

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Teachers assigned to subgroups not making progress towards the AMO goals must be highly qualified and certified in field.	<ul style="list-style-type: none"> By August 31 of each year, the school will provide the RED with a copy of its staffing report with each teacher's qualifications. 	A copy of staffing report providing evidence of Teacher's credentials and highly effective qualifications is assigned to subgroups addressed by the AMO goals will be made available.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	In-field as well as highly effective teacher's shall be recruited, retained and mentored at MLK by providing continuous data communication, PLC's in the content areas specifically aimed at the AMO target groups as well as Professional development through "Talent Development."	Administration	August, 2012
All paraprofessionals must be highly qualified.*	<ul style="list-style-type: none"> By August 31 of each year, the school will provide the RED with a copy of its staffing report with each teacher's qualifications. 	All Para-professionals working with targeted groups as defined in the SIP are highly qualified.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Highly effective Para-professionals shall be recruited, retained and mentored at MLK	Administration	June, 2013
* As of the 2011-2012 school year, non-Title I and Title I schools are required to have highly qualified paraprofessionals, as defined by No Child Left Behind (NCLB), to instruct subgroups who did not make adequate progress towards satisfactory AMO achievement targets.						
The school must ensure that mid-year vacancies are filled.	<ul style="list-style-type: none"> By January 7 of each year, the school will provide the RED with documentation regarding existing vacancies with a timeline and plan to fill them. 	Any mid-year vacancies shall be filled documented and reported.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	In the even of a vacancy, a notice of vacancy shall be advertised and active interviewing and hiring shall be reported.	Administrator	January, 2013

4. Professional Development						
DA Requirements	Deliverables	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion

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<p>The school must provide professional development opportunities for school administrators to help them identify the specific needs of subgroups not making AMO targets and prepare them to facilitate conversations in their schools about the standards and performance-based assessments.</p>	<ul style="list-style-type: none"> By October 1 of each year, the school will provide the RED with a calendar of professional development for administrators as outlined in the SIP. 	<p>Professional development and training opportunities is provided through the district monthly meeting to administrators. This training is to assist them identify the specific needs of subgroups not making AMO targets and prepare them to facilitate conversations in their schools about the standards and performance-based assessments will be provided as outlined in the SIP.</p>	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	<p>The district will provide the specific training required to assist administrators disaggregate data in all sub-groups addressed by the schools AMO targets.</p>	<p>School Advisory Council and School Improvement Team</p>	<p>June, 2013</p>
<p>The school must ensure that Individual Professional Development Plans (IPDPs) for teachers of targeted subgroups include professional development that helps them to identify the needs of subgroups that did not meet AMO targets and to hold rigorous and relevant expectations for all students, and builds their capacity to teach all students to be college or career ready</p>	<ul style="list-style-type: none"> By October 15 of each year, the school will have final copies of all IPDPs. The school will provide these upon request by the regional support staff as a means to guide their coaching efforts. 	<p>IPDP's will be provided for all teachers of targeted sub-groups, Specific PLC's will be provided in content areas for the AMO targeted groups. These training and professional development opportunities will be made available daily utilizing the teachers ILT/planning time.</p>	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	<p>A schedule of PLC training provided on a weekly calendar has been made for the 2012-2013 school year.</p> <ul style="list-style-type: none"> Monday- Science Tuesday and Thursday –Writing Wednesday and Friday – Reading <p>The training is provided during the teachers ILT and is grade specific or as requested by the teacher.</p>	<p>Administration, Reading, Mathematics and Science Coaches.</p>	<p>June, 2013</p>

5. Curriculum Aligned and Paced						
DA Requirements	Deliverables	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion

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The school must ensure that students are properly placed in rigorous coursework as evidenced by the District Reading Plan, Curriculum Plan and Pupil Progression Plan	<ul style="list-style-type: none"> By July 30 of each year, the school will provide the RED with its plan to ensure that students are properly placed in rigorous coursework. 	Student performance data is reviewed throughout the school year to ensure that teachers are differentiating instruction.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Administration meets with teams and visits classes regularly to ensure compliance. Coaches meet with teams regularly and visit classrooms to ensure compliance.	Administration and Subject Area Coaches.	June, 2013
The school must implement the district K-12 Comprehensive Research-based Reading Plan.	<ul style="list-style-type: none"> By August 31 of each year, the school will provide the RED with evidence that it is in compliance with the district K-12 Reading Plan. Evidence may include the master schedule, Content Area Reading – Professional Development (CAR-PD)/Next Generation (NG) CAR-PD trained staff, the decision tree used for placement in reading interventions, lists of students with assigned intervention teachers, and reading teacher credentials. 	Principal, Assistant Principal, reading coach, and members of the Literacy Leadership Team (LLT) ensure that the school implements K-12 Reading Plan with fidelity.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Under the guidance of the principal and reading coach, the LLT will meet monthly to focus on literacy initiatives, programs, student performance data, and literacy concerns throughout the school.	Administration, Leadership Team, and Subject Area Coaches	September, 2012
The school must review performance data to determine the effectiveness of all instructional programs and class offerings.	<ul style="list-style-type: none"> By July 30 of each year, the school will provide the RED with a summary of program effectiveness based on analysis of student data. 	Meeting agendas include conversation about Common Core/NGSSS.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Coaches have met regularly with teams and are monitoring compliance with Common Core and/or NGSSS.	Subject Area Coaches	June, 2013
The Department must review data to determine the effectiveness of schools' instructional programs and class offerings.	<ul style="list-style-type: none"> By August 17 of each year, the RED will review the program effectiveness summary and provide feedback. 	Meeting agendas include conversation about Common Core/NGSSS.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Coaches have met regularly with teams and are monitoring compliance with Common Core and/or NGSSS.	Subject Area Coaches	June, 2013

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<p>The school must implement district-developed instructional pacing guides that are aligned to the Common Core (CCSS)/Next Generation Sunshine State Standards (NGSSS) in reading, writing, mathematics, and science.</p> <p>For grades K-2, pacing guides may delineate time by quarter (fall, winter, spring) and must promote an integrated teaching approach for language arts.</p>	<ul style="list-style-type: none"> By August 31 of each year, the school will complete pacing guides and make them available at the school for review by the DA regional staff. 	<p>Each area content coach designed a focus calendar utilizing the common core CCSS/ NGSSS standards and aligning the standards across the curriculum.</p>	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	<p>Coaches have met regularly with teams and are monitoring compliance with Common Core and/or NGSSS.</p>	<p>Subject Area Coaches</p>	<p>June, 2013</p>
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6. Florida's Continuous Improvement Model						
DA Requirements	Deliverables	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
<p>The school must develop and implement a comprehensive FCIM, which includes an FCIM calendar, curriculum pacing guide, and progress monitoring data collection/analysis schedule.</p> <p>For grades K-2, because of the structure and demand of CCSS, pacing guides may delineate time by quarter (fall, winter, spring) and promote an integrated teaching approach for language arts.</p>	<ul style="list-style-type: none"> By July 30 of each year, the school will provide the RED with a copy of their comprehensive FCIM for reading, mathematics, and science. 	<p>Leadership team and PLC for each subject area follow FCIM process for analysis of all subgroup data and full implementation of FCIM at the school.</p>	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	<p>Administration meets with teams and visits classes regularly to ensure compliance. Coaches meet with teams regularly and visit classrooms to ensure compliance. The instructional calendar is modified as needed based on needs as revealed in BAT and Mini BAT assessments.</p>	<p>Administration and Subject Area Coaches.</p>	<p>August, 2012</p>
<p>The Department must monitor each school's use of MTSS to analyze progress-monitoring data in reading, writing, mathematics, and science through interim assessments to inform instruction.</p> <p>In the area of reading, this requirement may be fulfilled through the use of the Florida Assessments for Instruction in Reading (FAIR).</p>	<ul style="list-style-type: none"> By July 30 of each year, the school will provide the RED with a copy of its comprehensive monitoring plan. 	<p>MLK utilizes Data Chats as a form of comprehensive progress monitoring plan. Benchmarks established through FAIR, BAT I & BAT II was disaggregated through data chats to view the growth as well as continued areas of interventions needed.</p>	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	<p>Monthly Data Chats held with individual teachers across the grade-levels.</p>	<p>Administration</p>	

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The school must implement Florida's RTI/MTSS model set forth in the Statewide RTI/MTSS Implementation Plan.	<ul style="list-style-type: none"> By August 17 of each year, the school will provide the RED with the names of the MTSS team and a schedule of their meetings and SAPSI. 	The school has established a Collaborative Problem Solving (CPS) team, with a calendar for ongoing meetings, to address all Rtl issues and activities at the school.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	The RTI Team meets every Wednesday morning to discuss student concerns, and ongoing plans to address needs.	Guidance Counselor	August, 2012
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7. Monitoring Processes and Plans						
DA Requirements	Deliverables	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
The school must provide Supplemental Educational Services (SES) to eligible Level 1 and Level 2 students.	<ul style="list-style-type: none"> By June 29 of each year, the school will provide the RED with the following: <ol style="list-style-type: none"> Number of Level 1 and 2 students. Names of approved SES providers. Calendar of support/services. Outline of its review process for SES providers. 	Supplemental Educational Services will be provided to all Level 1 and level 2 students as well as those subgroups identified by AMO target groups. Names of individual students identified as listed above will be provided. SES provider was selected based on meeting the needed of the established groups.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Students were identified using Level 1 and level 2 FCAT scores from the previous year as well as students in those subgroups identified by AMO target groups. The SES will provide support and services utilizing after-school programs.	ASP Administration Coaches	
The school must participate in a comprehensive instructional monitoring process.	<ul style="list-style-type: none"> By July 30 of each year, the school will provide the RED with a copy of its comprehensive instructional monitoring process for reading, mathematics, and science. 	All department chairs, coaches, and administrators are trained in Classroom Walkthrough. This year, we will also roll out the New Marzano Teacher Evaluation Program.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Decisions regarding professional development, coaching, and mentoring will be made based on data. Data Chats are conducted among Administrators, Administrators with teachers, and teachers with students.	Administration and Subject Area Coaches	August, 2012
The school must develop, monitor and provide support for Student Learning Plans.	<ul style="list-style-type: none"> By August 31 of each year, the school will provide: <ol style="list-style-type: none"> Number of Level 1 and 2 students. Student Learning Plans, upon request. School calendar for ongoing progress monitoring, clearly indicating adequate support and review (school-based programs only). 	Student Learning Plans have been developed and are monitored for fluency, and mastery of skills that are flagged as non-proficient according the data received from the various assessments including, BAT BAT II and classroom formal and informal assessments and I.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Administration, Classroom Teachers and content areas coaches.		

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The school must provide updates on the implementation of the SIP and make revisions to the SIP as needed.	<ul style="list-style-type: none"> ● Upon request, the school will provide the RED with a calendar and minutes of quarterly meetings and any resulting changes to the SIP. 	The principal, assistant principal, and teacher leaders meet monthly regarding the school wide implementation of the SIP.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	All members of the instructional and support staff are accountable for implementation of action steps in the SIP. Teacher PGPs align to identified student/subgroup performance needs.	Administration and Subject Area Coaches	June, 2013
The Department, in collaboration with school leadership and the district, must monitor implementation of the SIP.	<ul style="list-style-type: none"> ● Upon request, the school will provide minutes and agendas from school leadership team meetings to the RED. 	The principal, assistant principal, teacher leaders, and Office of Strategic Achievement will collaborate monthly regarding the school wide implementation of the SIP.	<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Office of Strategic Achievement and instructional/support staff are accountable for implementation of action steps in the SIP.	Administration, Subject Area Coaches, and Office of Strategic Achievement	June, 2013
The Department must report on school progress to the State Board of Education (SBE).	<ul style="list-style-type: none"> ● Following the baseline and mid-year narrative, the Department will compile progress reports for submission to the SBE. The Department will compile a final report to reflect the school's overall performance for the school year. 		<input type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance			