



FLORIDA DEPARTMENT OF EDUCATION

# Form DA-2, Checklist for Targeted Support and Improvement(TS&I)or Comprehensive Support and Improvement(CS&I) Schools

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## Differentiated Accountability (DA) Checklist

*This form, to be used by districts for implementation, satisfies the requirements of Form DA-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (Effective August 2018).*

## Differentiated Accountability (DA) – Checklist for Districts with TS&I or CS&I Schools

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**School:**

**School Contact Information:**

**RED:**

### **Purpose**

This document will guide school leadership teams with school improvement planning discussions throughout the year and coordinate intervention and support strategies that will lead to increased student achievement.

### **Instructions**

The school leadership team shall complete this form to demonstrate compliance with the requirements. The school leadership team shall monitor each requirement and track progress on this form. This form shall be maintained by the school and requirements, updates and documentation shall be provided to the Regional Executive Director (RED) or designee at each meeting.

All requirements of this form are organized into two areas:

1. Plans-School Improvement Plan (SIP) and Turnaround Option Plan (TOP), if applicable; and
2. Instructional Reviews (IR)

### **Meetings**

Prior to the start of the school year, the school leadership team shall collaborate with the RED or designee to schedule an initial IR meeting to review the DA school improvement process and requirements for the DA school. The school leadership shall establish a calendar for subsequent meetings with the RED or designee to monitor the SIP, the TOP, if applicable, and other school improvement activities.

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### School Requirements: Plans-School Improvement Plan and Turnaround Option Plan, if applicable

- SR01. The school shall develop and implement a SIP annually and the Unified School Improvement Grant (UniSIG) funding shall be aligned to the SIP.
- SR02. The school shall align the SIP to the TOP, if applicable.
- SR03. The school shall complete the SIP mid-year reflection and as necessary, update the SIP.
- SR04. Prior to initial hiring of instructional staff, the school shall collaborate with the district to review the most recent three-year aggregated Value Added Model (VAM) provided by the department. For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a DA school with a rating of either Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the district average. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a DA school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.
- SR05. The school shall provide updates to the School Advisory Council (SAC) three times per year (baseline, mid-year and end-of-year) on the implementation of the SIP.
- SR06. If implementing a TOP, the school shall review the Progress Monitoring Data Review (PMDR) quarterly.
- SR07. If classified as a DA school by graduation rate only, the SIP shall focus on increasing the graduation rate.

**School Requirements: Instructional Reviews**

- SR08. The school leadership team shall monitor the implementation of the SIP including UniSIG funding and the TOP, if applicable.
- SR09. The school shall collaborate with the district leadership team and implement a Multi-Tiered System of Supports to ensure the individual needs of each student are being met.
- SR10. The school shall collaborate with the district leadership team and design a master schedule that allows for common planning time.
- SR11. The school shall collaborate with the district leadership team to develop and implement pacing, curriculum and assessments (formative and summative) in mathematics, English Language Arts (ELA), science and social studies for all students that are aligned to Florida's Standards. This shall be reviewed during the IRs and when deficits are identified, adjustments shall be made to the pacing, curriculum and assessments (formative and summative).
- SR12. The school shall utilize the ELA and mathematics coach, with a proven record of effectiveness as a coach, to build capacity through modeling of effective lessons, analysis of data, providing professional development and ongoing feedback.

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**School Progress Tracking**

9. The district shall develop instructional pacing guides aligned to Florida’s standards in reading, writing, mathematics, and science.

**School Improvement Plan and Turnaround Option Plan**

School Requirement	Person Responsible	Not Initiated	In Progress	Complete	Follow-Up Date/Notes
SR01.					
SR02.					
SR03.					
SR04.					
SR05.					
SR06.					
SR07.					

**Instructional Reviews**

School Requirement	Person Responsible	Not Initiated	In Progress	Complete	Follow-Up Date/Notes
SR08.					
SR09.					
SR10.					
SR11.					
SR12.					

Additional Notes: