

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Holmes



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Title I District Improvement Plan

Title I, Section 1116(c)(7)

This section addresses the requirements for districts that have been identified as in need of improvement.

Directions: Address each item below and provide your response in the appropriate cell or text box.

Title I District Improvement Plan - (Part1_1)

1) Summarize the process used to write this plan. Include how parents, school staff, and others were involved.

A district committee representing each of the schools, as well as the district office, met August 7, Sept. 18, and Oct. 30 to gather information and evaluate programs from the previous school year and provided input into writing both the School Improvement plans and the District Improvement and Assistance plan for the 2012-2013 year. District contacts also met with the Title I District Parent Advisory Council on June 11, 2012 and received input on this plan. This plan is comprised of information included in the school improvement plans as well as information gathered at the district level. Disaggregation of data, needs assessment surveys and input from the above mentioned groups form the basis of this plan.

Title I District Improvement Plan - (Part1_2)

STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

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Title I District Improvement Plan - (Part 2)

2) Based on the 2011-2012 AMO data and the 2012-2013 achievement objectives, identify the specific academic problems of low-achieving students, the fundamental teaching and learning needs of each subgroup, and how these

will be addressed. Also, include why the prior plan did not sufficiently meet these needs. Complete for each subgroup/subject area not making satisfactory progress. Add additional strategies as needed. For English Language Learners (ELL), if the district receives Title III funds see section “Title III District Improvement Plan.”

Subgroup not making satisfactory progress.	Subject Area	Specific Teaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
Total	Reading	These students need a coherent instructional program that encompasses the five components of reading: phonemic awareness, systematic, explicit phonics, vocabulary development, fluency and a focus on text complexity for comprehension.	Middle school and high school teachers need training in comprehension instructional strategies instruction. Progress monitoring was occurring but was not always used to drive instruction. More oversight needs to be done in the area of progress monitoring and differentiated instruction. Teachers knowledge of using data for differentiated instruction needs to be strengthened.	Provide professional development to elementary, middle school and high school teachers CIS. Develop and use data notebooks. Continue to build capacity for reading among teachers.	Provide professional development in CIS and text complexity. Continue to provide professional development in reading CCSS.	District and school based leadership teams
		These students need a math program that builds conceptual		Using assessment to drive instruction; Learning center	Onsite professional development and administrative professional	

Total	Mathematics	understanding, skill proficiency, problem solving ability and logical reasoning. Skills and concepts should be tied to real world applications as well as connections with other disciplines. Transition to the common core state standards.	Progress monitoring was occurring but the data was not being used to drive instruction. Increase teacher knowledge base in math common core state standards.	activities that align with the common core math standards being taught; Implementing the use of higher order questioning; Small group, differentiated instruction; Focus resources to increase teacher knowledge base in mathematics through onsite professional development	development, combined with classroom observation and classroom modeling along with building deeper content knowledge in a workshop environment. Increasing teacher knowledge base in new standards and effective instructional strategies will allow for increased student achievement.	District and school-based leadership teams
White	Reading	These students need a coherent instructional program that encompasses the five components of reading: phonemic awareness, systematic, explicit phonics, vocabulary development, fluency and a focus on text complexity for comprehension.	Middle school and high school teachers need training in comprehension instructional strategies instruction. Progress monitoring was occurring but was not always used to drive instruction. More oversight needs to be done in the area of progress monitoring and differentiated instruction. Teachers knowledge of using data for differentiated instruction needs to be strengthened. Implement Kagan instructional strategies.	Provide professional development to middle school and high school teachers in small group instruction. Develop and use data notebooks. Implementation of Differentiated Accountability model. Continue to build capacity for reading among teachers	Provide professional development in small group instruction. Continue to provide professional development in reading.	District and school-based leadership teams
		These students			Onsite professional development and	

White	Mathematics	need a math program that builds conceptual understanding, skill proficiency, problem solving ability and logical reasoning. Skills and concepts should be tied to real world applications as well as connections with other disciplines	A need for more oversight in the area of meaningful small group, differentiated instruction. Progress monitoring was occurring but the data was not being used to drive instruction. Increase teacher knowledge base in math.	Using assessment to drive instruction; Learning center activities that align with the math standards being taught; More use of higher order questioning; Small group, differentiated instruction; Focus resources to increase teacher knowledge base in mathematics through onsite professional development	administrative professional development, combined with classroom observation and classroom modeling along with building deeper content knowledge in a workshop environment. Increasing teacher knowledge base in new standards and effective instructional strategies will allow for increased student achievement	District and school-based leadership teams
Black	Reading					
Black	Mathematics	These students need a math program that builds conceptual understanding, skill proficiency, problem solving ability and logical reasoning. Skills and concepts should be tied to real world applications as well as connections with other discipline	A need for more oversight in the area of meaningful small group, differentiated instruction. Progress monitoring was occurring but the data was not being used to drive instruction. Increase teacher knowledge base in math.	Using assessment to drive instruction; Learning center activities that align with the math standards being taught; More use of higher order questioning; Small group, differentiated instruction; Focus resources to increase teacher knowledge base in mathematics through onsite professional development	Onsite professional development and administrative professional development, combined with classroom observation and classroom modeling along with building deeper content knowledge in a workshop environment. Increasing teacher knowledge base in new standards and effective instructional strategies will allow for increased student achievement	District and school-based leadership teams
Hispanic	Reading					
		These students			Onsite professional development and	

Hispanic	Mathematics	need a math program that builds conceptual understanding, skill proficiency, problem solving ability and logical reasoning. Skills and concepts should be tied to real world applications as well as connections with other discipline	A need for more oversight in the area of meaningful small group, differentiated instruction. Progress monitoring was occurring but the data was not being used to drive instruction. Increase teacher knowledge base in math.	Using assessment to drive instruction; Learning center activities that align with the math standards being taught; More use of higher order questioning; Small group, differentiated instruction; Focus resources to increase teacher knowledge base in mathematics through onsite professional development	administrative professional development, combined with classroom observation and classroom modeling along with building deeper content knowledge in a workshop environment. Increasing teacher knowledge base in new standards and effective instructional strategies will allow for increased student achievement	District and school-based leadership teams
Asian	Reading					
Asian	Mathematics					
American Indian	Reading					
American Indian	Mathematics					
Economically Disadvantaged	Reading	These students need a coherent instructional program that encompasses the five components of reading: phonemic awareness, systematic, explicit phonics, vocabulary development, fluency and a focus on text complexity for comprehension.	Middle school and high school teachers need training in comprehension instructional strategies instruction. Progress monitoring was occurring but was not always used to drive instruction. More oversight needs to be done in the area of progress monitoring and differentiated instruction. Teachers knowledge of using data for differentiated instruction	Provide professional development to middle school and high school teachers in small group instruction. Develop and use data notebooks. Continue to build capacity for reading among teachers	Provide professional development in small group instruction. Continue to provide professional development in reading.	District and school-based leadership teams

			needs to be strengthened.			
Economically Disadvantaged	Mathematics	These students need a math program that builds conceptual understanding, skill proficiency, problem solving ability and logical reasoning. Skills and concepts should be tied to real world applications as well as connections with other disciplines.	A need for more oversight in the area of meaningful small group, differentiated instruction. Progress monitoring was occurring but the data was not being used to drive instruction. Increase teacher knowledge base in math.	Using assessment to drive instruction; Learning center activities that align with the math standards being taught; More use of higher order questioning; Small group, differentiated instruction; Focus resources to increase teacher knowledge base in mathematics through onsite professional development	Onsite professional development and administrative professional development, combined with classroom observation and classroom modeling along with building deeper content knowledge in a workshop environment. Increasing teacher knowledge base in new standards and effective instructional strategies will allow for increased student achievement	District and school-based leadership teams
English Language Learners	Reading					
English Language Learners	Mathematics					
Students with Disabilities	Reading	These students need a coherent instructional program that encompasses the five components of reading: phonemic awareness, systematic, explicit phonics, vocabulary development, fluency and a focus on text complexity for comprehension.	Middle school and high school teachers need training in comprehension instructional strategies instruction. Progress monitoring was occurring but was not always used to drive instruction. More oversight needs to be done in the area of progress monitoring and differentiated instruction. Teachers knowledge of	Provide professional development to middle school and high school teachers in small group instruction. Develop and use data notebooks. Continue to build capacity for reading among teachers	Provide professional development in CIS instruction. Continue to provide professional development in reading.	District and school-based leadership teams

			using data for differentiated instruction needs to be strengthened.			
Students with Disabilities	Mathematics	These students need a math program that builds conceptual understanding, skill proficiency, problem solving ability and logical reasoning. Skills and concepts should be tied to real world applications as well as connections with other disciplines	Middle school and high school teachers need training in comprehension instructional strategies instruction. Progress monitoring was occurring but was not always used to drive instruction. More oversight needs to be done in the area of progress monitoring and differentiated instruction. Teachers knowledge of using data for differentiated instruction needs to be strengthened.	Using assessment to drive instruction; Learning center activities that align with the math standards being taught; More use of higher order questioning; Small group, differentiated instruction; Focus resources to increase teacher knowledge base in common core mathematics through onsite professional development	Onsite professional development and administrative professional development, combined with classroom observation and classroom modeling along with building deeper content knowledge in a workshop environment. Increasing teacher knowledge base in new standards and effective instructional strategies will allow for increased student achievement	District and school-based leadership teams
Other (e.g. Migrant) [as needed]	Reading					
Other (e.g. Migrant) [as needed]	Mathematics					

Title I District Improvement Plan - (Part3_1)

3) List and describe specific scientifically research-based reading programs and instructional strategies the district will use at each level (elementary, middle, high).

Grade Level	Core Reading and Scientifically Research-Based Program(s)
	The Comprehensive Core Reading Programs (CCRP) being used in Holmes District are SRA Imagine It! and Scott Foresman Reading Street, based upon school adoption. These research-based instructional reading materials correlate to all Reading and Language Arts Sunshine State Standards and includes instructional content based on the six essential components of reading instruction: phonological awareness,

ELEMENTARY phonics, fluency, vocabulary, and comprehension, and oral language. The CCRP contains instructional design components including explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, aligned student materials, and assessment to guide instruction. The CCRP provides initial and differentiated instruction and is used to expose and instruct students on grade level. The school principal and reading coach will meet with teachers in grades K-2 to help align their instruction to meet the Common Core State Standards for English Language Arts.

A reading course is required for all students scoring Level 3 and above on FCAT Reading in middle school. Middle grades reading programs that will be used are the InterActive Reader & Writer for Critical Analysis by McDougal Littell, Scott Foresman Reading Street for 5th and 6th grade at Bonifay Middle School, and SRA Imagine It! for 6th grade at Bethlehem High School. BMS will also use McDougal Littell Literature along with the InterActive Reader & Writer for Critical Analysis for 7th and 8th grade. These programs will be integrated into reading classes. .

The Florida Interactive Reader & Writer for Critical Analysis is for students reading at or above level. It provides a high-level analysis of literature and includes challenging nonfiction readings. Schools can chose to use the reader as a stand alone reading comprehension program or use in conjunction with the McDougal Littell Literature anthology. The stand alone program is best suited for small-group or one-on-one literacy instruction to develop reading comprehension skills and active reading strategies. Using the reader in conjunction with the literature anthology provides a differentiated, test-prep alternative to studying select works of literature with different, leveled nonfiction readings.

Scott Foresman Reading Street and SRA Imagine It! are scientifically research-based comprehensive core reading programs (CCRP) intended to be used as initial instruction. Both programs correlate to all reading and language arts standards and include instructional content based on the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reading Street is organized to promote language acquisition and concept development. It focuses on the four writing elements including all six writing traits. Each selection connects to a big idea or concept and each text supports the next. Students are gradually introduced to more and more nonfiction (grades 4-6 40% fiction and 60% nonfiction) as they learn to process informational text. Students build appropriate knowledge and learn to read for meaning. Imagine It! uses thought-provoking themes and genres to engage and challenge students to become independent, self-directed readers. In grades 4-6 students are making the transition from learning to read to reading to learn. Comprehension skills and strategies are taught so students can make sense of more challenging content area text. Students develop higher-order thinking skills through the Inquiry strand that engages them in research and investigation.

MIDDLE

Shorter, challenging texts that elicit close reading and re-reading will be provided regularly at each grade. The study of short texts is particularly useful to enable students at a wide range of reading levels to participate in the close analysis of more demanding text. We will place a high priority on the close, sustained reading of complex text. Such reading emphasizes the particular over the general and strives to focus on what lies within the four corners of the text. Such close reading often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text. Scaffolds enable all students to experience the complexity of the text, rather than avoid it. Many students will need careful instruction—including effective scaffolding—to enable them to read at the appropriate level of text complexity. However, the scaffolding should not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading the text; that is, the scaffolding should not itself become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully. Effective scaffolding aligned with the standards should result in the reader encountering the text on its own terms, providing helpful directions that focus students on the text. Follow-up support should guide the reader when encountering places in the text where he or she might struggle. When students struggle with the text, productive reading is exhausted; questions rather than explanations can help focus the student’s attention to key phrases and statements in the text, or the organization of ideas in the paragraph. Beginning in the spring of 2012, the district reading contact and the reading coaches will review the curriculum and materials used in the SIRPs and CIRPs. The district will utilize the qualitative measures, quantitative measures and factor in the reader and task considerations to determine the level of complexity and the appropriateness of text. Additional materials will be selected and

	added to the curriculum to assure that the amount of complex text provided will help students learn to extract and use information from increasingly complex text. The district also purchased a classroom set of eReaders for the 6th grade reading classes. Teachers will use the eReaders to expose students to complex text through digital media. Titles of classic novels and CCSS text exemplars were selected by the reading coaches and district media specialist to be downloaded onto the eReaders. Teachers received training on using the eReaders in April 2012 and follow up will be provided during the fall of 2013.
HIGH	Beginning in the spring of 2012, the district reading contact and the reading coaches will review the curriculum and materials used in the SIRPs and CIRPs. The district will utilize the qualitative measures, quantitative measures and factor in the reader and task considerations to determine the level of complexity and the appropriateness of text. Additional materials will be selected and added to the curriculum to assure that the amount of complex text provided will help students learn to extract and use information from increasingly complex text.
Additional Information	The high schools will be using failure free reading for the 2011-2012 school year. The program includes highly structured, non-phonics language development interventions designed to dramatically accelerate vocabulary, comprehension, and fluency for the lowest readers.

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
	<p>Comprehensive Intervention Reading Programs (CIRP) and Supplemental Intervention Reading Programs (SIRP) will be used to provide reading intervention if a school is required to provide the additional hour of intensive reading instruction beyond the normal school day. The instruction provided will be used to accelerate growth in reading with the goal of grade level proficiency. CIRPs are intended for students who are reading one or more years below grade level and who are struggling with a broad range of reading skills. CIRPs include instructional content based on the five essential components of reading instruction (phonological awareness, phonics, fluency, vocabulary, and comprehension) and also provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components. SIRPs provide differentiated instruction and intensive interventions to meet student learning needs in specific areas. Programs listed in Chart C that will be utilized (but not limited to) include Imagine It! Reading Intervention, My Sidewalks on Reading Street, SRA Early Interventions, SRA Phonemic Awareness, SRA Early Reading Tutor, Elements of Reading Vocabulary, Read Naturally, Great Leaps, and Accelerated Reader. Educational technology will also be used in a computer lab and/or classroom setting to supplement reading instruction and provide additional support in reading growth. The intervention provided in the one hour extended day will be a continuation of the reading instruction and intervention provided during the school day. The CIRPs that will be used will align with the CCRPs based on school adoption. Additional supplemental intervention materials and educational technology used in the extended day will also align with the materials used throughout the school day.</p>
ELEMENTARY	<p>District administrators and reading coaches will meet in the spring of 2012 to begin reviewing the curriculum and materials used in reading programs, including the CCRPs, Supplemental Intervention Reading Programs, and Comprehensive Intervention Reading Programs. The district will utilize the qualitative measures, quantitative measures and factor in the reader and task considerations to determine the level of complexity and the appropriateness of text. If additional exposures to complex texts are needed, then the district reading contact and reading coaches will work together with reading teachers to select texts that are more appropriate for students.</p> <p>Students targeted for immediate intensive intervention (iii) will be placed in flexible needs small groups. Classroom teachers, under the direction of the reading coach, will provide the instruction to these students. The size of the iii groups will be five to seven children, and daily remedial instruction will be provided for iii students beyond the 90 minute reading block for a minimum of 30 minutes per day. Student needs will be identified using data provided by the Florida Assessments for Instruction in Reading (FAIR), data provided through the CCRP assessments, and DEA (K-2) or FCAT SSS reading data. Instruction will be provided using the CIRPs and SIRPs listed in Chart C, literacy centers and skill groups formed based on data analysis. Instruction will focus on generalizing the newly acquired reading skills to progressively more complex text. In grades K-2, students in need of an intensive reading intervention will be part of the</p>

	instructional core program for activities such as a read aloud, think aloud, comprehension strategy instruction, and oral language/vocabulary instruction. This instruction will take place either immediately after the 90 minute reading block when possible or at another time scheduled during the school day.
MIDDLE	Beginning in the spring of 2012, the district reading contact and the reading coaches will review the curriculum and materials used in the SIRPs and CIRPs. The district will utilize the qualitative measures, quantitative measures and factor in the reader and task considerations to determine the level of complexity and the appropriateness of text. Additional materials will be selected and added to the curriculum to assure that the amount of complex text provided will help students learn to extract and use information from increasingly complex text. The district also purchased a classroom set of eReaders for the 6th grade reading classes. Teachers will use the eReaders to expose students to complex text through digital media. Titles of classic novels and CCSS text exemplars were selected by the reading coaches and district media specialist to be downloaded onto the eReaders. Teachers received training on using the eReaders in April 2012 and follow up will be provided during the the fall of 2013.
HIGH	Beginning in the spring of 2012, the district reading contact and the reading coaches will review the curriculum and materials used in the SIRPs and CIRPs. The district will utilize the qualitative measures, quantitative measures and factor in the reader and task considerations to determine the level of complexity and the appropriateness of text. Additional materials will be selected and added to the curriculum to assure that the amount of complex text provided will help students learn to extract and use information from increasingly complex text.
Additional Information	

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Click here to Professional Development in Reading web page
MIDDLE	
HIGH	
Additional Information	

Title I District Improvement Plan - (Part 3_2)

3_2) Describe the extended learning opportunities for reading that will be provided before school, after school, during the summer, or during an extension of the school year.

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
	<p>Elementary schools may utilize available volunteers and high school reading partners as part of a mentoring program to provide reinforcement and extra reading practice of the CCRP. During the 2006-2007 school year, the Teen Trendsetter reading mentoring program sponsored by Volunteer Florida was implemented in all elementary and high schools. This program pairs a high school student with a 3rd grade student and provides materials for the high school mentor to work with the 3rd grade student in reading. The Teen Trendsetter program has been very successful and will be continued during the 2012-13 school year with participating schools.</p> <p>Title I schools, which includes all the elementary schools in Holmes County, who are Schools in Need of Improvement (SINI schools) will receive Supplemental Educational Services (SES) through private</p>		

providers. Students who are eligible for free and reduced lunch will be targeted for these after school tutoring programs. Reading test scores will be also considered and information will be conveyed to the SES tutor. The teacher will communicate weekly with the person providing instruction to ensure linkage between supplementary programs and the classroom. These programs should provide instruction that focuses on the five components of reading for students who are identified as struggling readers and instruction will supplement the CCRP.

Reading intervention teachers in elementary schools, summer reading camps, and one hour extended day programs must have experience as successful classroom teachers or as successful reading/literacy coaches. Teachers selected must be currently employed with the Holmes District School Board and must be certified in Elementary Education and/or endorsed or K-12 certified in Reading. Teachers must also have expertise in delivering quality reading instruction and have highly effectively student performance data.

Additional time outside of the school day for reading intervention is provided through SES tutoring WINGS. Title I schools, which includes all the elementary schools in Holmes County, who are Schools in Need of Improvement (SINI schools) will receive Supplemental Educational Services (SES) through private providers. Students who are eligible for free and reduced lunch will be targeted for these after school tutoring programs. Reading test scores will be also considered and information will be conveyed to the SES tutor. The teacher will communicate weekly with the person providing instruction to ensure linkage between supplementary programs and the classroom. These programs should provide instruction that focuses on the five components of reading for students who are identified as struggling readers and instruction will supplement the CCRP.

WINGS (Winnings Intellectually and Gaining Safety) is a program that provides expanded learning opportunities for children outside the regular school hours in a safe and supervised environment. The overall goals of WINGS is to provide quality educational, developmental, and recreational services to students at risk of academic failure. WINGS promotes educational and social benefits and positive behavioral changes. The program will be housed in five schools throughout the county and operate four days a week for a minimum of 12 hours. In order to meet its goals and objectives, the project will focus on the following program activities: 1) enrichment and remedial reading education activities and academic enrichment learning programs; 2) mathematics and science educational activities; 3) recreational activities; 4) character education; 5) homework completion; and 6) promote parental involvement and family literacy. Student eligibility is determined by student need based upon data; students of highest need will be given priority. Those students scoring Level 1 and 2 on FCAT and/or determined as High Risk based upon the FAIR assessments will be eligible for these activities. Research-based online reading programs will be implemented for students who scored L1 and L2 on FCAT Reading. All sites will use certified teachers to teach various reading activities and strategies to improve academic achievement that aligns with school day activities. The teacher to student ratio will be 1:15. Assessments will be collected periodically during the program and summarized into an evaluation report which will identify progress and

ELEMENTARY

District Leadership team

achievement of approved WINGS goals and objectives. Reading teachers will communicate with after school tutors on student placement and progress. WINGS staff will utilize the Just Read, Florida! Website (<http://www.justreadflorida.com>) and the Just Read, Families! Website (<http://www.justreadfamilies.com>) for the latest online reading recommendations. Educational field trips will be provided to reinforce learning activities.

The district reading coach and the district reading contact will review the Assessment/Curriculum Decision Trees (Charts G) with principals, reading coaches, guidance counselors and curriculum coordinators on the proper placement of students. The district reading contact and/or the district reading coach will monitor through school-based site visits the secondary schedule for applicable reading courses at the middle school level. The district will monitor class schedules at the beginning of each semester to ensure that students in need of decoding and text reading efficiency have the proper placement and are receiving extended instructional time. In addition, the district reading contact and/or the district reading coach will ensure all schools use the appropriate coding for students receiving intervention.

Reading activities will be implemented within the WINGS program. WINGS (Winnings Intellectually and Gaining Safety) is a program that provides expanded learning opportunities for children outside the regular school hours in a safe and supervised environment. The overall goals of WINGS is to provide quality educational, developmental, and recreational services to students at risk of academic failure. WINGS promotes educational and social benefits and positive behavioral changes. The program will be housed in five schools throughout the county and operate four days a week for a minimum of 12 hours. In order to meet its goals and objectives, the project will focus on the following program activities: 1) enrichment and remedial reading education activities and academic enrichment learning programs; 2) mathematics and science educational activities; 3) recreational activities; 4) character education; 5) homework completion; and 6) promote parental involvement and family literacy.

Student eligibility is determined by student need based upon data; students of highest need will be given priority. Those students scoring Level 1 and 2 on FCAT and/or determined as High Risk based upon the FAIR assessments will be eligible for these activities. Research-based online reading programs will be implemented for students who scored L1 and L2 on FCAT Reading. All sites will use certified teachers to teach various reading activities and strategies to improve academic achievement that aligns with school day activities. The teacher to student ratio will be 1:15. Assessments will be collected periodically during the program and summarized into an evaluation report which will identify progress and achievement of approved WINGS goals and objectives. Reading teachers will communicate with after school tutors on student placement and progress. WINGS staff will utilize the Just Read, Florida! Website (<http://www.justreadflorida.com>) and the Just Read, Families! Website (<http://www.justreadfamilies.com>) for the latest online reading recommendations. Educational field trips will be provided to reinforce learning activities.

MIDDLE

District Leadership team

HIGH	<p>The district reading coach and the district reading contact will review the Assessment/Curriculum Decision Trees (Charts J) with principals, reading coaches, guidance counselors and curriculum coordinators on the proper placement of students. The Holmes District reading contact and/or the district reading coach will monitor through school-based site visits the secondary schedule for applicable reading courses at the high school level. The district will monitor class schedules at the beginning of each semester to ensure that students in need of decoding and text reading efficiency have the proper placement and are receiving extended instructional time. In addition, the district reading contact and/or the district reading coach will ensure all schools use the appropriate coding for students receiving intervention.</p> <p>Reading activities will be implemented within the WINGS program. WINGS (Winnings Intellectually and Gaining Safety) is a program that provides expanded learning opportunities for children outside the regular school hours in a safe and supervised environment. The overall goals of WINGS is to provide quality educational, developmental, and recreational services to students at risk of academic failure. WINGS promotes educational and social benefits and positive behavioral changes. The program will be housed in five schools throughout the county and operate four days a week for a minimum of 12 hours. In order to meet its goals and objectives, the project will focus on the following program activities: 1) enrichment and remedial reading education activities and academic enrichment learning programs; 2) mathematics and science educational activities; 3) recreational activities; 4) character education; 5) homework completion; and 6) promote parental involvement and family literacy.</p> <p>Student eligibility is determined by student need based upon data; students of highest need will be given priority. Those students scoring Level 1 and 2 on FCAT and/or determined as High Risk based upon the FAIR assessments will be eligible for these activities. Research-based online reading programs will be implemented for students who scored L1 and L2 on FCAT Reading. All sites will use certified teachers to teach various reading activities and strategies to improve academic achievement that aligns with school day activities. The teacher to student ratio will be 1:15. Assessments will be collected periodically during the program and summarized into an evaluation report which will identify progress and achievement of approved WINGS goals and objectives. Reading teachers will communicate with after school tutors on student placement and progress. WINGS staff will utilize the Just Read, Florida! Website (http://www.justreadflorida.com) and the Just Read, Families! Website (http://www.justreadfamilies.com) for the latest online reading recommendations. Educational field trips will be provided to reinforce learning activities.</p>	District Leadership team and WINGS coordinator
Additional Information		

Title I District Improvement Plan - (Part 3_3)

3_3) Describe the reading opportunities that will be provided for targeted groups and grade level as it relates to

sections 3_1 and 3_2. Provide the frequency, duration, and person responsible for monitoring.

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY			
MIDDLE			
HIGH			

Title I District Improvement Plan - (Part 4)

4) List and describe specific scientifically research-based mathematics programs and instructional strategies the district will use at each level (elementary, middle, high).

Grade Level	Core Mathematics and Scientifically Research-Based Program(s)	Supplemental Mathematics and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Go Math, Harcourt	Saxon Math, FCAT Testmaker and Fcat Explorer. Discovery Education Assessment program	Onsite professional development provided by an educational consultant and lead teachers and learning communities.
MIDDLE	GleIncoe Mathematics Applications and Concepts Course 1,2 and 3.	FCAT Explorer, Sharpen Up, Buckle Down, Study Island and FCAT Math Coach. Discovery Education Assessment program	Onsite professional development provided by an educational consultant and lead teachers and learning communities.
HIGH	Glencoe and McDougal Littell Algebra I, Algebra II And Algebra I A & B and Geometry.	FCAT Explorer, Sharpen Up, Buckle Down, Study Island and FCAT Math Coach. Discovery Education Assessment program	Onsite professional development provided by an educational consultant and lead teachers and learning communities.

Describe the extended learning opportunities for mathematics that will be provided before school, after school, during the summer, or during an extension of the school year.

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
After school middle and high school tutoring; summer school for middle and high school; summer reading camp for elementary; SES for 5 schools in district	Level 1 and 2, some bubble elementary and middle; all levels high school	12 hrs. per week all year for middle and high school; summer school 4 weeks all day; SES twice per week until SES funds are depleted	Principals; District Administrators

Title I District Improvement Plan - (Part 5)

5) List and describe specific scientifically research-based science programs and instructional strategies the district will use at each level (elementary, middle, high).

		Supplemental	
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Grade Level	Core Science and Scientifically Research-Based Program(s)	Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Harcourt Science	FCAT Test Maker, FCAT Explorer	AIMS, Promise Institutes and district and school based professional development.
MIDDLE	Glencoe Life Science, Glencoe Earth/Space science, and Glencoe Physical Science	FCAT Test Maker, FCAT Explorer	PAEC SCiii, Promise Institutes, Department of Defense Science, Technology, Engineering and Math Summer Institutes and district and school based professional development.
HIGH	Glencoe/ McGraw-Hill Biology: The Dynamics of Life, Glencoe/ McGraw-Hill Hole's Essentials of Anatomy & Physiology, Glencoe/McGraw-Hill Earth Science: Geology, the Environment and the Universe, Glencoe/ McGraw-Hill Glencoe Physical Science with Earth Science, Glencoe/ McGraw-Hill Chemistry: Concepts and Applications, and Glencoe/ McGraw-Hill Physics: Principles and Problems	FCAT Test Maker, FCAT Explorer	PAEC SCiii, Promise Institutes, Department of Defense Science, Technology, Engineering and Math Summer Institutes and district and school based professional development.

Describe the extended learning opportunities for science that will be provided before school, after school, during the summer, or during an extension of the school year.

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
After school elementary; before and after school middle and high school; SES for 5 schools in district	Level 1 and 2, bubble and other students who struggle with science	12 hrs. per week for tutoring; SES twice per week until SES funds are depleted	Principals, District Administrators

Title I District Improvement Plan - (Part 6)

6) List and describe specific scientifically research-based writing programs and instructional strategies the district will use at each level (elementary, middle, high).

Grade Level	Core Writing and Scientifically Research-Based Program(s)	Supplemental Writing and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY			
MIDDLE			
HIGH			

Describe the extended learning opportunities for writing that will be provided before school, after school, during the summer, or during an extension of the school year.

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
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Title I District Improvement Plan - (Part 7)

7) Describe how the district will ensure that no less than 10% of Title I, Part A funds are committed to support the professional development activities described in this plan.

The LEA will ensure funds from the Title I allocation is expended on staff development through the budget planning/approval and requisition approval processes. Title I in collaboration with Title II part A will provide quality professional development which is driven by and aligned with the stated needs assessments at each school. PD will include training for teachers, paras, and administrators in transitioning to the Common Core State standards in math, reading, writing, science, differentiated instruction, data analysis, MTSS, dealing with dropouts, etc. and will be on-going and as needed throughout the school year. Each building principal is responsible for monitoring professional development at his/her school site.

Title I District Improvement Plan - (Part 8)

8) Describe specific activities or strategies the district will use to promote effective parental involvement.

Specific Parent Needs	Data to Support Parent Needs	Activities/Strategies to Address Parent Needs	Evaluation Mechanism	Person/Department Responsible for Monitoring
Tips for helping children at home with reading, math and other subjects	District Climate Survey for School Improvement.	Title I Family Nights; Volunteers encouraged; mentors encouraged; PTO participation encouraged; newsletters and website information distributed; District Parent Guide to Holmes County Public Schools published each year; parent workshops	Parent Climate Survey results; Compliance with School Improvement requirement of parents on School Advisory Council as confirmed by auditors.	Director of Curriculum, Title I Director, ESE Director

Title III District Improvement Plan

Title III, Section 3122(b)(2)

This section addresses the requirements for a district that did not make progress towards meeting Annual Measurable Achievement Objectives for 2 consecutive years. These districts shall develop an improvement plan that will ensure that the district meets such objectives. The improvement plan shall specifically address the factors that prevented the district from achieving such objectives.

Directions: Address the topic matter requested for each cell. Explain how this information supports your District’s ELL Plan and cite where this data is located in your ELL Plan. Add additional strategies for each item as needed.

1. Identify and describe the factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs)

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.	Personnel Responsible	Timeline	Funding Source
6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.	Personnel Responsible	Timeline	Funding Source
7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source

District Assistance and Intervention Plan: Differentiated Accountability

Section 1001.42(18), Florida Statutes

This section addresses how the district will provide assistance and intervention to schools in danger of not meeting state standards or not making Adequate Yearly Progress by implementing the required support and interventions under Differentiated Accountability.

Directions: Upload the district’s Differentiated Accountability Checklist of Compliance.

No Attached district’s Differentiated Accountability Checklist of Compliance.