

# FLORIDA DEPARTMENT OF EDUCATION

## Differentiated Accountability

### 2012-2013 District Improvement and Assistance Plan

#### District: Taylor

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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.**

District and individual school data along with input from the Superintendent, District and School Administrators, SACs, TI school faculties & staff was used by the LEA to develop this plan.

Collected data was presented to the LEA's District Leadership Committee, composed of district and school administration, instructional, noninstructional representation from schools, and parents, for review and prioritizing of needs. From this meeting, needs and activities were identified and the LEA's District DA Team, composed of the Superintendent, Director of Instruction, Director of Personnel, Director of Finance, IDEA Supervisor, MIS Coordinator, and administrative & instructional representatives from each school in the District, and a parent representative from each school, met to make final determination of activities and strategies that best address student/teacher/district needs and are within the LEA's budget. The academic performance of all subgroups, along with teacher performance data, drive all decision-making within the district with the goals in mind of making and sustaining student growth and achievement through improvement of instructional leadership of administrators, continuous improvement in instructional quality of teachers, and raising student academic achievement and narrowing the achievement gap within all subgroups.

The LEA considers the DIAP and the District LEA Improvement Plan to be living documents that are subject to change as new data dictates and the District must continually strive to address the needs at hand.

##### **Title I District Improvement Plan - (Part1\_2)**

#### **STRATEGIES TO SUPPORT TEACHING AND LEARNING**

[Click here to see a Detailed Report](#)

**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
		1) Majority of low-performing students have a significant deficiency in				

Total	Reading	<p>reading comprehension and vocabulary;</p> <p>2) Progress monitoring was occurring, but not being used effectively to drive instruction, schoolwide;</p> <p>3) Teachers becoming more proficient with data, differentiating instruction, and providing measurable MTSS based interventions in a timely, on-going manner;</p> <p>4) Significant increase in poverty level in the past 3 years, increased absenteeism &amp; lack of parental involvement.</p>	<p>1) Using FAIR assessment data to change instruction was not happening consistently;</p> <p>2) Some K-5 teachers still struggling to implement all portions SRA Imagine It! with fidelity;</p> <p>3) High number of new/beginning teachers with little or no experience in the sbr 90 minute block of reading</p>	<p>1) Indepth &amp; on-going classroom modeling, coaching for teachers;</p> <p>2) Use of Discovery Education Assessment Benchmark Probes for Reading progress monitoring;</p> <p>3) Use of Discovery Assessment for student assessment, data analysis and data management;</p> <p>4) Reading Coach to provide stronger coordination of training for teachers including lesson study.</p> <p>5) Continue use of data walls, data chats, flexible groupings and delivery of iii.</p> <p>6. Teacher s &amp; staff becoming proficient with Discovery Assessment data to drive differentiated instruction</p>	<p>1) Continued professional development for implementation of SRA Imagine IT!;</p> <p>2)MTSS;</p> <p>3) Differentiated Instruction</p> <p>(4) Embedding technology into classroom instruction;</p> <p>5) Lesson Study;</p> <p>6) Training on successful utilization of Discovery Assessment and Performance Matters</p> <p>7. Consultants will provide professional development, modeling, and coaching to assist teachers in developing skills</p>	<p>Director of Instruction; School Principals; MIS</p>
Total	Mathematics	<p>1) Teachers need to become more proficient in use of data to drive instruction and iii;</p> <p>2) Vast majority of this group of students do not have basic foundation skills in math;</p> <p>3)Significant increase in district poverty level in the past few years, increased absenteeism &amp;</p>	<p>1) Need for more meaningful, small group differentiated instruction;</p> <p>2) Need for training in the use of data management system to enable teachers to become proficient with the use of data</p>	<p>1) Strong professional development with math textbook series;</p> <p>2) Continued professional development with Sherry Collarusso/VennLogic;</p> <p>3)Implementation of a systematic math intervention plan</p> <p>4)Improve parental support &amp; involvement</p>	<p>1)On-going Professional development to enable teachers to develop skills,PD from Sherry Calarusso, MTSS, and in differentiating instruction; use of classroom technology to improve instructional delivery; Lesson Study.</p>	<p>Director of Instruction; School Principals; MIS</p>

		lack of parental involvement.				
White	Reading	<p>1) Majority of low-performing students have a significant deficiency in reading comprehension and vocabulary;</p> <p>2) Progress monitoring was occurring, but not being used effectively to drive instruction, schoolwide;</p> <p>3) Teachers becoming more proficient with data, differentiating instruction, and providing measurable RtI interventions in a timely, on-going manner;</p> <p>4) Significant increase in district poverty level in past 3 years, increased absenteeism &amp; lack of parental involvement.</p>	<p>1) Use of FAIR data to determine instructional focus is not happening consistently;</p> <p>2) Some K-5 teachers still struggling to implement SRA Imagine It! with fidelity;</p> <p>3) High number of new/beginning teachers with little or no experience in the 90 minute block of reading</p>	<p>1) Teachers need to be trained on the use of FAIR data and data driven instruction; 2) Some K-5 teachers still struggling to implement SRA Imagine It! with fidelity; 3) High number of new/beginning teachers with little or no experience in the 90 minute block of reading 1) In-depth &amp; on-going classroom modeling, coaching for teachers; 2) Use of Discovery Education Assessment Benchmark Probes for Reading progress monitoring; 3) Use of Discovery Assessment for student assessment, data analysis and data management; 5) Reading Coach to provide stronger coordination of training for teachers including lesson study. 6) Continue use of data walls, data chats, flexible groupings and delivery of iiii. 7. Teacher s &amp; staff becoming proficient with Discovery Assessment data management system to drive differentiated instruction</p>	<p>1) Continued professional development for implementation of SRA Imagine IT!; 2) MTSS; 3) Differentiated Instruction (4) Embedding technology into classroom instruction; 5) Lesson Study; 6) Training on successful utilization of Discovery Assessment</p>	<p>Director of Instruction; School Principals; MIS</p>
		1) Teachers need to become more proficient in				

White	Mathematics	<p>use of data to drive instruction and iii; 2) Vast majority of this group of students do not have basic foundation skills in math; 3) Significant increase in district poverty level in the past three years, increased absenteeism &amp; lack of parental involvement.</p>	<p>1) Need for more meaningful, small group differentiated instruction; 2) Need for more comprehensive data management system to assist with data analysis to drive instruction</p>	<p>1) Strong professional development with math textbook series; 2) Continued professional development with Sherry Collaruso/VennLogic; 3) Implementation of a systematic math intervention plan 4) Improve parental support by providing training to teachers on effective parent involvement</p>	<p>1) On-going Professional development from Pearson, Sherry Collaruso, RtI, and in differentiating instruction; use of classroom technology to improve instructional delivery; Lesson Study.</p>	<p>Director of Instruction; School Principals; MIS</p>
Black	Reading	<p>1) Vast majority of low-performing students have a significant deficiency in reading comprehension and vocabulary; 2) Progress monitoring was occurring, but not being used effectively to drive instruction, schoolwide; 3) Teachers becoming more proficient with data, differentiating instruction, and providing measurable RtI interventions in a timely, on-going manner; 4) Significant increase in district poverty level in past 3 years,</p>	<p>1) FAIR data needs to be used by coaches and classroom teachers to identify instructional needs; 2) Some K-5 teachers still struggling to implement SRA Imagine It! with fidelity; 3) New/beginning teachers with little or no experience in the sbr 90 minute block of reading 4) This subgroup has very high rate of absenteeism &amp; lack of parent support</p>	<p>1) In depth &amp; on-going classroom modeling, coaching for teachers; 2) Use of Discovery Education Assessment Benchmark Probes for Reading progress monitoring; 3) Use of Discovery Assessment for student assessment, data analysis and data management; 5) Reading Coach to provide stronger coordination of training for teachers including lesson study. 6) Continue use of data walls, data chats, flexible groupings and delivery of iii. 7. Teacher s &amp; staff becoming proficient with Discovery Assessment data to drive differentiated instruction) 8) Focus on enrolling this subgroup in SES</p>	<p>1) Continued professional development for implementation of SRA Imagine IT!; 2) MTSS; 3) Differentiated Instruction (4) Embedding technology into classroom instruction; 5) Lesson Study; 6) Build cadre of mentors for this subgroup</p>	<p>Director of Instruction; School Principals; MIS</p>

		increased absenteeism & lack of parental involvement.				
Black	Mathematics	<p>1) Vast majority of low-performing students in this subgroup have a significant deficiency in basic math foundational concepts &amp; skills</p> <p>2) Progress monitoring was occurring, but not being used effectively to drive instruction, schoolwide;</p> <p>3) Teachers becoming more proficient with data, differentiating instruction, and providing measurable RtI interventions in a timely, on-going manner;</p> <p>4) High correlation of absenteeism among this group of students;</p> <p>5) High correlation of poverty and lack of parental support with this group of students;</p>	<p>3) High number of new/beginning teachers with little or no experience in the sub 90 minute block of math, use of data &amp; iii;</p> <p>4) This subgroup has very high rate of absenteeism &amp; lack of parent support</p> <p>3) Develop and implement a systematic math intervention program.</p>	<p>1) Indepth &amp; on-going classroom modeling, coaching for teachers;</p> <p>2) Use of Discovery Education Assessment Math Benchmark Test for progress monitoring assessment;</p> <p>3) Continue use of data walls, data chats, flexible groupings and delivery of iii.</p> <p>4) Focus on enrolling in SES</p>	<p>1) Strong professional development for implementation of math standards and implementation of Envision text, publisher = Pearson;</p> <p>2) MTSS;</p> <p>3) Differentiated Instruction</p> <p>(4) Embedding technology into classroom instruction;</p> <p>5) Lesson Study;</p> <p>6) Provide training to teachers on improving home/school relationships</p> <p>7) Build cadre of mentors for this subgroup</p>	Director of Instruction; School Principals MIS
Hispanic	Reading	n/a				
Hispanic	Mathematics	n/a				
Asian	Reading	n/a				
Asian	Mathematics	n/a				

American Indian	Reading	n/a				
American Indian	Mathematics	n/a				
Economically Disadvantaged	Reading	<p>1) Vast majority of low-performing students have a significant deficiency in reading comprehension and vocabulary; 2) Progress monitoring was occurring, but not being used effectively to drive instruction, schoolwide; 3) Teachers becoming more proficient with data, differentiating instruction, and providing measurable RtI interventions in a timely, on-going manner; 4) Significant increase in district poverty level in past 3 years, increased absenteeism &amp; lack of parental involvement.</p>	<p>1) FAIR data was not being used to drive instructional focus; 2) Some K-5 teachers still struggling to implement SRA Imagine It! with fidelity; 3) High number of new/beginning teachers with little or no experience in the sbr 90 minute block of reading 4) This subgroup has very high rate of absenteeism &amp; lack of parent support</p>	<p>1) Indepth &amp; on-going classroom modeling, coaching for teachers; 2) Use of Discovery Assessment for student assessment, 3) Reading Coach to provide stronger coordination of training for teachers including lesson study. 4) Continue use of data walls, data chats, flexible groupings and delivery of iii. 5. Teachers &amp; staff becoming proficient with Discovery Assessment data to drive differentiated instruction; 6) Focus on enrolling this subgroup in SES</p>	<p>1) Continued professional development for implementation of SRA Imagine IT!; 2)MTSS; 3) Differentiated Instruction (4) Embedding technology into classroom instruction; 5) Lesson Study; 6) Training on sucessful utilization of Discovery Assessment and Performance Matters</p>	<p>Director of Instruction; School Principals; MIS</p>
		<p>1) Vast majority of low-performing students in this subgroup have a significant deficiency in basic math foundational concepts &amp;</p>				

Economically Disadvantaged	Mathematics	<p>skills 2) Progress monitoring was occurring, but not being used effectively to drive instruction, schoolwide; 3) Teachers becoming more proficient with data, differentiating instruction, and implementing measurable MTSS based interventions in a timely, on-going manner;</p> <p>4)High correlation of absenteeism among this group of students; 5) High correlation of poverty and lack of parental support with this group of students;</p>	<p>1) Need for more meaningful, small group differentiated instruction; 2) Need for training in the use of the comprehensive data management system 3. Implementation of a systematic math intervention plan</p>	<p>1) Use of Discovery Education Assessment Benchmark Probes for progress monitoring; 3) Use of Discovery Assessment for student assessment, data analysis and data management; 4) Common Core State Standards Training and Lesson study. 5) Continue use of data walls, data chats, flexible groupings and delivery of iii. 6. Teacher s &amp; staff becoming proficient with Discovery Assessment data and Performance Matters to drive differentiated instruction) 7) Focus on enrolling this subgroup in SES</p>	<p>1) Strong professional development for implementation of math standards and implementation of Envision text, publisher = Pearson; 2)MTSS; 3) Differentiated Instruction (4) Embedding technology into classroom instruction; 5) Lesson Study; 6) Provide training to teachers on improving home/school relationships 7) Focus on enrolling students in this group in SES</p>	<p>Director of Instruction; School Principals; MIS</p>
English Language Learners	Reading	N/A				
English Language Learners	Mathematics	N/A				
Students with Disabilities	Reading	<p>This subgroup needs an instructional program that encompasses all 5 reading components, with strong iii delivered daily. 2) All teachers not proficient in MTSS</p>	<p>1) Need for more meaningful, small group instruction; 2) Need for improved MTSS plan and interventions</p>	<p>1) Use assessment ot drive instruction; 2) Use of data walls,MTSS interventions; 3) Use of ESE co-teacher for in-class assistance</p>	<p>On-going professional development with reading instruction; MTSS interventions; proficiency with Discovery Assessment</p>	<p>Director of Instruction; School Principals; MIS</p>
		Most of this				



Students with Disabilities	Mathematics	subgroup lacks a solid foundation in the basic components of math. 2) Some teachers not proficient in differentiating instruction based on data and MTSS interventions.	1) Need for more meaningful small group instruction; 2) Need to improve school-wide MTSS interventions;	1) Use assessment to drive instruction; 2) Use of data walls, MTSS interventions; 3) Use of ESE co-teacher for in-class assistance 4) Focus on SES for eligible students this group	On-going professional development with math instruction; MTSS interventions; proficiency with Discovery Assessment	Director of Instruction; School Principals; MIS
Other (e.g. Migrant) [as needed]	Reading	N/A				
Other (e.g. Migrant) [as needed]	Mathematics	N/A				

**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)
ELEMENTARY	<p>The Core Reading Program for grades K-5 is SRA Imagine It!. It is a comprehensive core program with a scientific research base with proven results and addresses all five areas of reading with explicit instruction supported by progress monitoring. SRA Imagine It! is complex text aligned and correlated with Common Core State Standards and NGSSS. It has abundant curriculum links to science and social studies. There are tools and support for differentiating instruction, which include materials for students who are Approaching Level, On Level, Above Level, and English Language Learners.</p> <p>SRA Imagine It! is used to deliver Tier 1 instruction during the 120 minute daily, uninterrupted reading block, at Perry Primary School, K-2 and Steinhatchee for K-5 students. Included in the 120 minute reading block is the initial core reading instruction, daily intensive and focused instruction to small groups (4 to 5 students) for 25 minutes at PPS. At Steinhatchee School all K-5 students receive a daily, uninterrupted reading block; included in this block is the initial core reading instruction; daily intensive and focused instruction occurs in addition to the 120 minute reading block. In grades K-2, the biggest shift in instruction will be to include a focus on reading informational text and building knowledge within and across grades, incorporating a more in depth approach to vocabulary development, and the requirement that students encounter complex text through reading, writing, listening, and speaking.</p> <p>In conjunction with SRA Imagine It! Perry Primary (PPS) K-2 will use SRA Phonemic Awareness in Kindergarten. SRA Phonemic Awareness is designed for use with pre-kindergarten through first grade targeting and developing phonological awareness which is an essential step in learning how to read. SRA Phonemic Awareness contains 110 concise 15 minute lessons that follow the sequential steps to phonological awareness. The research based program increases awareness of sound, word discrimination, rhyming, sentence segmentation, syllable blending and segmentation, and blending of phonemes. Scaffolded lessons are delivered in easily managed segments for consistent, thorough instruction. K-2 (PPS) will use SRA Early Reading Tutor (ERT) in kindergarten, lessons 1-40 and 1st grade (lessons 40-110). Early Reading Tutor can</p>

be used with any reading curriculum for grades K-2. Each 10 minute session contains activities focusing on letter-sound correspondences, blending, segmenting, decoding regular words and reading irregular words. Beginning with lesson 26 decodable passages are read repeatedly using techniques proven to help students read with speed, accuracy and expression. Built in progress monitoring occurs in every fifth lesson to determine if skills are mastered. This program addresses phonemic awareness, alphabetic understanding, decoding skills, identification of high-frequency words, irregular words, fluency with connected text, and spelling skills.

Using SRA Imagine It! Taylor County Elementary will deliver a 90 minute daily, uninterrupted reading block, students 3-5. SRA Fluency Passages help students become accurate and fluent readers. Reading passages are composed of fiction and non-fiction selections. Provisions for recording miscues and evaluating reading performances are included within each passage. Graphs for self-monitoring fluency over time are included and utilized.

Elementary teachers in Grades 3-5 at TCES and Steinhatchee School will integrate the comprehension instructional sequence into the teaching of the stories. Inquiry will be added for enrichment and a text related writing assignment will become part of the assessment. The curriculum map will include one text dependent writing prompt for each story. An independent passage, theme related to the text units with complex text, will be added each six weeks for a week of instruction. Coding, vocabulary development, rereading for discussion and answers will be included and there will be a text related writing assignment as the culminating activity. These lessons will be planned and taught by a group of teachers using the lesson study format.

All students at Taylor County Middle School and Steinhatchee School in grades six, seven and eight who score level 3, 4, 5 on FCAT Reading will be enrolled in a 60 minute reading course five days per week. At TCMS students are enrolled into a developmentally appropriate reading course in addition to a Language Arts Class.

Sixth, Seventh, and Eighth Grade students will be enrolled in a daily reading class and will use Jamestown Reading materials, novel sets, Vocabulit, and other materials aligned with NGSSS/ELA CCSS. Reading, and writing strategies are utilized to develop critical thinking and reading skills. Seventh and Eighth Grade students scoring at the FCAT Reading Level 4 or 5 range may be enrolled in an Advanced Reading Class or Critical Thinking Class which concentrates on extensive reading focused on specific topics designed around reading and content area benchmarks and themes. Reading and writing strategies designed to develop critical thinking skills will ensure application across content areas. The goal for these students is to increase and maintain reading interest and motivation while maintaining high levels of reading achievement.

Components of the reading program will include the following:

Close analysis of more demanding text at a ratio matching FCAT will be used in all reading classes, use of shorter and self-contained complex text available for students to read and read while focusing on deep meaning of the entire text, students will deliberately look for the one word or key phrase that could change the meaning of the passage or question, reading strategies will be modeled before the lesson, but scaffolding will not preempt development of student comprehension of the text, question generation will be included.

Benchmarked Reading Lesson Plans for reading will be utilized in order to ensure exposure to NGSSS benchmarks/ELA Common Core State Standards. Discovery Education Probes, mini assessments, FCAT Explorer, FCAT Achieves and other resources available including Differentiated Accountability Continuous Improvement Model materials, other resources available from the FCAT released Tests, and Curriculum Associates Longer Passages will be utilized. Professional development will be provided to all teachers concerning the Comprehension Instructional Sequence, essential questions, and working with complex text. This training will entail the use of shorter more complex, challenging text that will elicit close reading and re-reading. This instruction will place a high priority on close sustained reading of complex text. Scaffolds will include explicit vocabulary instruction specific for the text, close reading of the text, comprehension strategies, discussion and questioning of the text. TCMS will implement the Comprehension Instructional Sequence in content areas, reading and intensive reading courses.

Jamestown Critical Reading Series organizes instruction around high interest, non-fiction selections that are

followed by exercises in reading comprehension and critical thinking skills. Reading levels progress in each book by unit. Charts and graphs are included so that students can chart their own progress. Goodman Five Star Stories contains high interest, well known short stories from around the world. Exercises follow each story helping students improve their reading and comprehension, vocabulary, and critical thinking skills. Charts and graphs allow students to track their progress. Jamestown Wildside Series incorporate high interest, non-fiction selections with exercises that improve reading comprehension and critical thinking skills. Fluency and self-monitoring components are included as well.

Vocabulit, (levels F, G, H) is a vocabulary program that expands the depth and breadth of a learner's vocabulary. New words are related to prior knowledge and explicit instruction is provided in both definitional and contextual meaning for vocabulary terms. Students are provided with multiple exposures to new words. Vocabulit lessons provide a rich literary context for targeted words in lessons that are based on passages from classic and contemporary literature.

## MIDDLE

Timed Readings Plus in Science contain two part lessons with questions for building speed and comprehension. Instruction provides for systematic and structured reading practice with shorter, complex, scientific, informational articles. 6-Way Paragraphs and 6-Way Paragraphs in the Content Areas contain basic skills necessary for reading factual material along with explicit teaching of six types of questions; subject matter, main idea, supporting details, conclusion, clarifying devices and vocabulary in context. These passages also provide opportunities for weekly analysis of shorter, demanding text. These Cold Comp passages are read, reread, and designed for students to focus on deep meaning. Different levels of text, (including stretch text) are available for leveled classes. Progress charts are included and used for students to monitor their progress.

Novel Units/Literature Circle instruction includes scientifically based reading strategies. High interest materials include classics and contemporary fiction. A lexiled district reading list for grades 6-8 that is correlated with content at each grade level will also be used. Teachers may select novels from this list for literature circles, novel units and/or author studies.

Differentiation for specific learning needs will occur in reading classes. Reliable, valid and instructionally relevant assessments, including Discovery Education Progress Monitoring assessments and Probes, will be used and will include screening, on-going formative progress monitoring (to guide instruction and monitor student progress), as well as diagnostic assessments for students in need of specific instruction. The problem-solving method will be followed to match instructional sources to specific educational need. The problem is defined and analyzed using valid and reliable data. A performance goal and intervention plan will be developed and implemented. Progress monitoring data will be used to evaluate effectiveness of the intervention plan which will be adjusted as needed to support student growth and achievement.

The District will ensure that the amount of complex text provided for students will increase. Experiences with complex text and questions are being crafted with text selections that will be included within reading instruction. Middle School literacy instruction will incorporate the integration of reading, writing, listening, and discussing as students relate to various reading experiences that correlate with class novel reading/writing, Jamestown high interest materials, 6 Way Paragraphs or are NGSSS benchmark driven.

Students who are in need of Comprehensive Intervention Reading Program (CIRP) materials and Supplemental Reading Program (SIRP) materials will have access to complex text materials in reading class and content area classes. These shorter, challenging texts that elicit close reading and rereading will be provided regularly in all reading classrooms. Teachers will place a high priority on the close, sustained reading of complex text. This reading will be used to emphasize the particular over the general and strive to focus on the deep meaning of the text. This reading will also include the meanings of individual, or key words that or turn the meaning of the passage or question. Appropriate scaffolding of reading and thinking strategies will enable students to experience the text rather than avoid reading it; teachers will not preempt or replace text by translating the contents of the text, or by overexposure to pre-reading ideas. This scaffolding or pre-

reading will not become an alternate, simpler source of information that would diminish the need for reading and understanding the text.

Materials for Tier 2/3 intervention consist of supplemental instructional materials that are provided in addition to and in conjunction with high quality core instruction. At TCMS, based on student needs and identifiable assessment data of individuals, adjustments may be made to the curriculum to support student growth and achievement. Complex text will be utilized to support this growth.

Taylor County High School will be using a variety of supplemental intervention reading programs to provide comprehensive reading interventions for struggling readers.

Additional exposure to complex text when needed is provided by individual teachers within the classroom setting. The promotion of reading through AR and by class design will allow student interaction with text on multiple levels. The time to write in response to text as well as discuss various aspects of essential questions through the text will engage students so that they become more adept readers who are ready to tackle more complex text as the year progresses.

The MTSS Problem solving method will be used to match instructional resources to educational need. The problem will be defined and analyzed using valid and reliable data. Reliable, valid, and instructionally relevant assessments, including FAIR assessments will be used and will include screening, on-going formative progress monitoring (to guide instruction and monitor student progress), as well as diagnostic assessments for students in need of specific instruction. A performance goal and intervention plan will be developed and implemented when necessary. Progress monitoring data will be used to evaluate effectiveness of the intervention plan which will be adjusted as needed to support student growth and achievement for those students with plans.

Taylor County High School provides Tier 1 students with reading instruction throughout the curriculum concentrating its efforts through the Language Arts curriculum. The high school's literature series Prentice Hall Literature: Florida is used in its core English classes. The selection criterion will ensure that the skills and strategies taught are aligned with Sunshine State Standards for Reading. Much of the content is made up of complex text especially in the 11th and 12th grades. Scientifically researched based reading strategies are also integrated in content area classes with training in NGCAR-PD. As a result of ongoing professional development 37% of the faculty is highly qualified--either reading endorsed, reading certified, CAR-PD trained to deliver reading instruction. By the end of 2012 school year, an additional 37% will be either finished or in the process of earning reading endorsement, or fulfilling NGCAR-PD training and practicum. In order to promote additional exposure to complex text for high-level comprehension instruction and complex cognitive tasks, our plan contains the suggestion that each content area do a focus lesson on one complex piece of non-fiction text per month. This exposure will ensure that all students are being presented with the opportunity to read and work with a piece of text at grade level that is sufficiently complex. Intensive reading classes will double the exposure to twice a month and work on small group and differentiated instruction models to assist those students in accessing the complexity and becoming familiar with tools to approach the complex text and derive meaning from it.

Taylor County serves Tier 2 and 3 students with Edge, a core reading intervention program that provides systematic and focused instruction. Tier 2 students use Edge, levels B and C. Essential questions area explored through through the pairing of fiction and non-fiction literature that is relevant and highly motivating. All of the reading process working systems (graphophonics, lexical, schematic, syntactic, semantic, pragmatic) are addressed in this program. Independent reading based on student choice is built into the program as well. The skills and strategies taught align with the Next Generation Sunshine State Standards for Reading or the Common Core standards for Reading. There are no other Comprehensive Intervention Reading Programs in use at this time.

ACE (Alternative Choice Education) located at Taylor Technical Institute serves Tier 2 and 3 students in an alternative education program involving Ed Options as the core reading program with pull out programs using many of the SIRP resources to meet individual needs. Because ACE students are also taking Vocational classes at TTI they are also using Achieving TABE Success in Reading which continues to allow student practice in areas covered by the Reading and Language Arts benchmarks. TABE will be given three

times a year as progress monitoring for the vocational track students at ACE.

Supplemental Intervention Reading Programs provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). They may be used with almost all students in the class because the CIRP does not provide enough instruction and practice in a given area for the majority of the students in the class or provide targeted intensive interventions for smaller groups of struggling readers. These programs provide targeted instruction designed to fill gaps in student knowledge or skill. These programs can be used to provide additional instruction, additional practice or both.

Failure Free Reading a verbal mastery program created by Joseph Lockavitch, is based on 4 levels of differentiated instruction to meet the needs of individual students. This program combines paper and computer activities to build and reinforce student working vocabularies. When possible this will be used with ESE and double blocked classes for grades 9-12.

Vocabulary Through Morphemes features 100 lessons in structural analysis. The National Reading Panel Report supports the use of structural analysis in the teaching of vocabulary. This text will be used with 9th and 10th grade students who show a need for decoding and text reading efficiency skills in Tier 2 and 3. The purpose of increasing vocabulary exposure is to help students make more connections when reading the complex text so that they can use skills and strategies to access text.

Language!Roots is a morphologically based vocabulary supplement. The activities expand student vocabulary by employing roots, prefixes, and suffixes. Again, the National Reading Panel report supports the use of structural analysis in the teaching of vocabulary. This text will be used with students who show a need for decoding and text reading efficiency skills in 11th and 12th grade Tier 2 and 3 students. The purpose of increasing vocabulary exposure is to help students make more connections when reading the complex text so that they can use skills and strategies across the text.

Reading and Writing Sourcebook is a strategy-intensive approach to reading. It builds students' toolbox of reading strategies in three areas: prereading strategies to build motivation and background, interactive reading strategies to build active readers, specifically showing students six ways to mark up text, and comprehension strategies such as prediction, reciprocal teaching, retelling, and using graphic organizers. Strategies are taught within a five part lesson: before you read, active reading, and responding, prewriting, writing, and a wrap-up. All strategies are taught scientifically, researched based reading strategies supported by the National Reading Panel. (Reading Sourcebook 12) This text will be used with 9th and 10th grader tier 2 students demonstrating text efficiency skills when needed as extensions of the Pearson books. This resource and its structure models to some extent the CIS plan so that students get multiple exposures to the text while being required to work with it on many different levels.

Daybooks for Critical Reading and Writing Grades 9 and 10 help students to build critical reading, writing, and thinking skills with engaging reader-response lessons packed with quality fiction, non-fiction, and poetry selections. The text supports comprehension with numerous illustrations, graphic organizers, and photographs. Reading and writing are integrated throughout. The text is mostly complex for this age group. The text may be used with tier 2 9th and 10th grade students.

Be A Better Reader program consists of eight work-texts for content area reading. Direct instruction of skills prepares students in reading each selection. Four core reading selections per themed-based units cover literature, social studies, science, and mathematics, followed by brief skills lessons and ending with a real-life skill. Comprehension questions help students focus attention on the important facts and literal understanding of the texts. Reading-Writing Connections offer students the opportunity to apply information from the lesson to their own lives, communities, or interests as they write. Critical thinking questions guide students in their abilities to evaluate their ability to infer information not explicitly stated in the text. Scientifically based reading strategies supported by the National Reading Panel will be incorporated in the use of this series. Level 4 and above will be used with text efficient 11th and 12th grade tier 2 students. The beginning level through level 3 will be used with 11th and 12 grade tier 3 students demonstrating decoding and text deficient needs.

HIGH

The Jamestown Signature Series program uses leveled, high-interest, student centered selections to develop comprehension, literacy, and word study strategies that students need. The strategies taught are applied to a wide variety of genres. The instruction includes before, during, and after reading strategies. The National Reading Panel supports the use of before, during, and after reading strategies to increase reading achievement. This text may be used with tier 2 students who demonstrate text efficiency skills in the 9th and 10th grade. More advanced levels may be used with students demonstrating text efficiency skills in 11th and 12th grade tier 2.

Reading Drills is a part of the Jamestown Reading Improvement series. It consists of leveled readings in a series of 30 lessons that can be used for timed readings as well as responding to questions about comprehension, critical thinking, and vocabulary in context. As research suggests, achieving a proper balance between speed and comprehension is one of the most important aspects in becoming a skilled reader. This series enables the merging of these two skill building areas. This text will be used with tier 2 and 3 students in 9th and 10th grades. As the individual needs of the students become known, the teacher can increase the level of text complexity through increasing the level of the book used.

Timed Readings, Timed Readings in Social Studies, and Timed Readings in Science feature leveled selections for fluency practice. Students are paired according to their instructional reading level to practice fluency through repeated readings. Students monitor their growth by maintaining a graph showing correct words read per minute. The National Reading Panel as well as the research of Timothy Rasinsky supports the use of repeated readings to increase fluency. This text will be used with tier 2 and 3 students in all grades.

Six Minute Solution features leveled selections for fluency practice. Students are paired according to their instructional level to practice fluency through repeated readings. Students monitor their growth by maintaining a graph showing the correct words read per minute. The National Reading Panel as well as the research of Timothy Rasinsky supports the use of repeated readings to increase fluency. This text will be used especially with tier 3 students in all grades, but teachers of tier 2 may elect to use this text as well.

Townsend Press Reading (Groundwork for Building College Reading Skills; Ten Steps to Building College Reading; and Ten Steps to Improving College Reading) series addresses ten key skills to build effective readers. The high interest/low reading level engages students. The focus is on building both literal and critical reading comprehension. Thinking activities, including outlining, mapping, and summarizing are a feature of this series. Discussion and writing are integrated to encourage student reflection. This text will be used with 11th and 12 grade students in tier 2 demonstrating text efficient skills. Townsend Press Reading (Groundwork for Building College Reading Skills with Phonics) will be used with 11th and 12th grade students in tier 3 with decoding and text deficiency issues.

PWI Impact series incorporates scientifically based academic and social competence practices by integrating high-interest contemporary topics with student reading needs in vocabulary, fluency, and reading comprehension. Practice is given in reading and test taking strategies including the use of graphic organizers focusing on main idea, conclusions, inference, QAR strategies, and progress monitoring. This text will be used with 11th and 12th grade students in tier 2 demonstrating text efficiency skills. It may also be used with 9th and 10th grade tier 2 as needed.

Novel Units/Literature Circles instruction includes scientifically based reading strategies. High interest materials include classics and contemporary fiction. A district reading list for grades 9-12 that is correlated with content at each grade level will also be used. Teachers may select novels from this list for literature circles, novel units, and/or author studies. Novels will be used with tier 2 and 3 students at all grade levels. The novel choices will present opportunities for the students to engage in complex text for longer periods of time and with greater attention to themes and essential questions that will offer the student more opportunities to engage with the text rather than a cursory reading.

FCAT Explorer is a self-paced computer based tutorial program that has as its goal to increase student achievement on the FCAT. This program will be used with all students; tier 1, 2, and 3.

Accelerated Reader is used in grades 9-12 as a personal motivation tool for all readers, but does not limit

student access to other reading materials. The school has an AR Reader Store that allows students to purchase incentive items from points earned. Top AR point earners are recognized. This program will be used with all students, tier 1, 2, and 3.

Discovery Education probes are to be used to assess and progress monitor students in reading skills. These probes can be used to determine the next steps in individualizing a student's education.

Florida Achieves website is a computer based assessment program that can determine a student's standing on the tested benchmarks. Each benchmark has two probes that can be open and closed at the teacher's discretion, but can be used to play a role in the student self-assessing before or during a skill being taught to the class.

ACE at Taylor Technical Institute's high school completion program is currently being served by three staff members. Through online services of EdOptions, the students work to earn necessary credits for graduation. The schedules of tier 2 and 3 students contain an intensive reading class. As added instructional tools Jamestown Series, Impact, and Be A Better Reader are used along with Accelerated Reader.

Additional Information

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>If district elementary schools are required to provide an additional hour of intensive reading instruction beyond the normal school day, a 180 day program modeled on the current SES and Title I After School Tutoring Programs will be utilized for Grades K-5. Reading activities that occur beyond the school day will be linked to reading instruction provided during the school day. Eligibility for the extended school day will be determined using the most recent, reliable, and valid student assessment data including: FCAT, FAIR, and Discovery Education Assessments. Research based materials that may be used include Language!</p> <p>The District will ensure that the amount of complex text provided for students will increase. Complex text experiences and questions are being crafted to correlate with CCRP text selections and will be included within the uninterrupted reading block instruction.</p> <p>In addition, classroom libraries, Rigby Leveled Readers, Readers Theatre, Family Fun Nights, and Book Fairs promote a strong sense of intrinsic motivation to read, and provide exposure to a wide range of text. Accelerated Reader is used in grades K-5 in Taylor County Schools as a personal motivation tool for readers, but does not limit student access to other reading materials. Each school recognizes top AR readers. Perry Primary incorporates poetry and thematic units of study to integrate science and social studies into the reading, and writing curriculum for intrinsic motivation.</p> <p>At K-2 appropriate interventions will be provided for all students who have scores indicating at/below target deficient range. Within the 120 minute reading block students needing intensive intervention as determined by progress monitoring data will receive daily 30 minutes of intense and focused instruction in small groups of no more than 3-5 students. There will be an extension/additional +30 minutes of Tier 1 instruction for all students in grades K-2. Reading Comprehension is the focus through activities such as Read Aloud and Think Aloud as outlined in appropriate grade level focus calendars which are aligned to NGSSS and CCSS. These calendars include progressively more complex text.</p> <p>The teacher will provide 20-25 minutes of small group Tier 2 instruction for at-risk students 3-4 days per week. The student ratio for Tier 2 instruction will be 5-6 students. The Tier 2 instruction will provide explicit and systematic instruction in beginning word reading skills to ensure they acquire word reading skills at grade level by the third grade. Tier 2 students not making adequate progress based on teacher observations, informal assessments and Aimsweb progress monitoring will receive additional instruction. The teacher will increase time and intensity of reading instruction and progress monitoring. For the critically low first and</p>

second grade students, the Tier 3 instructional ratio will be 3-5 students for 30 minutes 4 days per week. The Comprehensive Intervention Reading Program, SRA Early Intervention in Reading will be provided outside of the 120 minute reading block for additional learning time. The expected student outcome of the curriculum and instruction is to accelerate student learning in reading.

Grades 3-5-When assessments indicate, appropriate interventions will be provided for all students who have a PRS score of 84% or below (red and yellow success zones). In addition to the core reading block, designated reading teachers will provide 45 minutes of small group Tier 2/3 instruction for at-risk students 5 days per week. This is mandatory for all students whose F.A.I.R. Assessment scores indicate the student is not making adequate progress and is in need of additional instruction. The student ratio for Tier 3 instruction will be 3-7 students, in Grades 3-5. Grades 3-5 will use Great Leaps, Corrective Reading, Compass Odyssey, SuccessMaker, Read Naturally, and/or LeapTrack, along with other materials as deemed appropriate. If the Tiered interventions are not adequate, the student is referred to the Intervention Assistance Team for RtI. All reading coaches are involved in the RtI process, especially where there are reading concerns.

**K-5 Response to Intervention:**

Response to Intervention (RtI) is embedded in SRA Imagine It! and focuses on screening students early to determine risk, providing a framework to define the intensity of remediation required to bring the students up to grade level and offering earlier, more relevant help for students at risk for learning problems and placement in Special Education.

**K-5- Tiered Instruction:**

Tier 1 Core Instruction and Differentiated Targeted Skill Groups - Students at or near grade level proficiency in reading.

Tier 2 Strategic/Supplemental Instruction - Students with distinct reading difficulty.

Tier 3\* Tertiary/Intensive Intervention - Students with severe reading difficulties, and may be 1 or more years behind.

Tier 4\* Special Education IEP Determination - Students not responding to Tier 3 instruction.

\*Tiers 3 and 4 may be combined in a 3-Tier model.

MIDDLE

The District will ensure that the amount of complex text provided for students will increase. Experiences with complex text and questions are being crafted with text selections that will be included within reading instruction. Middle School literacy instruction will incorporate the integration of reading, writing, listening, and discussing as students relate to various reading experiences that correlate with class novel reading/writing, Jamestown high interest materials, 6 Way Paragraphs or are NGSSS benchmark driven.

Students who are in need of Comprehensive Intervention Reading Program (CIRP) materials and Supplemental Reading Program (SIRP) materials will have access to complex text materials in reading class and content area classes. These shorter, challenging texts that elicit close reading and rereading will be provided regularly in all reading classrooms. Teachers will place a high priority on the close, sustained reading of complex text. This reading will be used to emphasize the particular over the general and strive to focus on the deep meaning of the text. This reading will also include the meanings of individual, or key words that or turn the meaning of the passage or question. Appropriate scaffolding of reading and thinking strategies will enable students to experience the text rather than avoid reading it; teachers will not preempt or replace text by translating the contents of the text, or by overexposure to pre-reading ideas. This scaffolding or pre-reading will not become an alternate, simpler source of information that would diminish the need for reading and understanding the text.

Materials for Tier 2/3 intervention consist of supplemental instructional materials that are provided in addition to and in conjunction with high quality core instruction. At TCMS, based on student needs and identifiable assessment data of individuals, adjustments may be made to the curriculum to support student growth and achievement. Complex text will be utilized to support this growth.

Taylor County High School will be using a variety of supplemental intervention reading programs to provide comprehensive reading interventions for struggling readers.

Additional exposure to complex text when needed is provided by individual teachers within the classroom setting. The promotion of reading through AR and by class design will allow student interaction with text on multiple levels. The time to write in response to text as well as discuss various aspects of essential questions



through the text will engage students so that they become more adept readers who are ready to tackle more complex text as the year progresses.

The MTSS Problem solving method will be used to match instructional resources to educational need. The problem will be defined and analyzed using valid and reliable data. Reliable, valid, and instructionally relevant assessments, including FAIR assessments will be used and will include screening, on-going formative progress monitoring (to guide instruction and monitor student progress), as well as diagnostic assessments for students in need of specific instruction. A performance goal and intervention plan will be developed and implemented when necessary. Progress monitoring data will be used to evaluate effectiveness of the intervention plan which will be adjusted as needed to support student growth and achievement for those students with plans.

Taylor County High School provides Tier 1 students with reading instruction throughout the curriculum concentrating its efforts through the Language Arts curriculum. The high school's literature series Prentice Hall Literature: Florida is used in its core English classes. The selection criterion will ensure that the skills and strategies taught are aligned with Sunshine State Standards for Reading. Much of the content is made up of complex text especially in the 11th and 12th grades. Scientifically researched based reading strategies are also integrated in content area classes with training in NGCAR-PD. As a result of ongoing professional development 37% of the faculty is highly qualified--either reading endorsed, reading certified, CAR-PD trained to deliver reading instruction. By the end of 2012 school year, an additional 37% will be either finished or in the process of earning reading endorsement, or fulfilling NGCAR-PD training and practicum. In order to promote additional exposure to complex text for high-level comprehension instruction and complex cognitive tasks, our plan contains the suggestion that each content area do a focus lesson on one complex piece of non-fiction text per month. This exposure will ensure that all students are being presented with the opportunity to read and work with a piece of text at grade level that is sufficiently complex. Intensive reading classes will double the exposure to twice a month and work on small group and differentiated instruction models to assist those students in accessing the complexity and becoming familiar with tools to approach the complex text and derive meaning from it.

Taylor County serves Tier 2 and 3 students with Edge, a core reading intervention program that provides systematic and focused instruction. Tier 2 students use Edge, levels B and C. Essential questions are explored through the pairing of fiction and non-fiction literature that is relevant and highly motivating. All of the reading process working systems (graphophonics, lexical, schematic, syntactic, semantic, pragmatic) are addressed in this program. Independent reading based on student choice is built into the program as well. The skills and strategies taught align with the Next Generation Sunshine State Standards for Reading or the Common Core standards for Reading. There are no other Comprehensive Intervention Reading Programs in use at this time.

ACE (Alternative Choice Education) located at Taylor Technical Institute serves Tier 2 and 3 students in an alternative education program involving Ed Options as the core reading program with pull out programs using many of the SIRP resources to meet individual needs. Because ACE students are also taking Vocational classes at TTI they are also using Achieving TABE Success in Reading which continues to allow student practice in areas covered by the Reading and Language Arts benchmarks. TABE will be given three times a year as progress monitoring for the vocational track students at ACE.

Supplemental Intervention Reading Programs provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). They may be used with almost all students in the class because the CIRP does not provide enough instruction and practice in a given area for the majority of the students in the class or provide targeted intensive interventions for smaller groups of struggling readers. These programs provide targeted instruction designed to fill gaps in student knowledge or skill. These programs can be used to provide additional instruction, additional practice or both.

Failure Free Reading a verbal mastery program created by Joseph Lockavitch, is based on 4 levels of differentiated instruction to meet the needs of individual students. This program combines paper and

computer activities to build and reinforce student working vocabularies. When possible this will be used with ESE and double blocked classes for grades 9-12.

Vocabulary Through Morphemes features 100 lessons in structural analysis. The National Reading Panel Report supports the use of structural analysis in the teaching of vocabulary. This text will be used with 9th and 10th grade students who show a need for decoding and text reading efficiency skills in Tier 2 and 3. The purpose of increasing vocabulary exposure is to help students make more connections when reading the complex text so that they can use skills and strategies to access text.

Language!Roots is a morphologically based vocabulary supplement. The activities expand student vocabulary by employing roots, prefixes, and suffixes. Again, the National Reading Panel report supports the use of structural analysis in the teaching of vocabulary. This text will be used with students who show a need for decoding and text reading efficiency skills in 11th and 12th grade Tier 2 and 3 students. The purpose of increasing vocabulary exposure is to help students make more connections when reading the complex text so that they can use skills and strategies across the text.

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HIGH

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series enables the merging of these two skill building areas. This text will be used with tier 2 and 3 students in 9th and 10th grades. As the individual needs of the students become known, the teacher can increase the level of text complexity through increasing the level of the book used.

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Townsend Press Reading (Groundwork for Building College Reading Skills; Ten Steps to Building College Reading; and Ten Steps to Improving College Reading) series addresses ten key skills to build effective readers. The high interest/low reading level engages students. The focus is on building both literal and critical reading comprehension. Thinking activities, including outlining, mapping, and summarizing are a feature of this series. Discussion and writing are integrated to encourage student reflection. This text will be used with 11th and 12 grade students in tier 2 demonstrating text efficient skills. Townsend Press Reading (Groundwork for Building College Reading Skills with Phonics) will be used with 11th and 12th grade students in tier 3 with decoding and text deficiency issues.

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Novel Units/Literature Circles instruction includes scientifically based reading strategies. High interest materials include classics and contemporary fiction. A district reading list for grades 9-12 that is correlated with content at each grade level will also be used. Teachers may select novels from this list for literature circles, novel units, and/or author studies. Novels will be used with tier 2 and 3 students at all grade levels. The novel choices will present opportunities for the students to engage in complex text for longer periods of time and with greater attention to themes and essential questions that will offer the student more opportunities to engage with the text rather than a cursory reading.

FCAT Explorer is a self-paced computer based tutorial program that has as its goal to increase student achievement on the FCAT. This program will be used with all students; tier 1, 2, and 3.

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Discovery Education probes are to be used to assess and progress monitor students in reading skills. These probes can be used to determine the next steps in individualizing a student's education.

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ACE at Taylor Technical Institute's high school completion program is currently being served by three staff members. Through online services of EdOptions, the students work to earn necessary credits for graduation. The schedules of tier 2 and 3 students contain an intensive reading class. As added instructional tools Jamestown Series, Impact, and Be A Better Reader are used along with Accelerated Reader.

Additional Information

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	<a href="#">Click here to Professional Development in Reading web page</a>
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
ELEMENTARY	<p>The K-5 schools will provide a variety of after school activities linked to the reading instruction. The Boys &amp; Girls Club, NCLB SES After School Program, and ESE-sponsored tutoring, will provide services for targeted students who will receive additional reading assistance in the five areas of reading. All tutoring programs are created in consultation with the classroom teacher and all tutors have been trained in the 5 components of reading and how to deliver effective reading instruction to students.</p> <p>Any reading activities that occur beyond the school day will be linked to the reading instruction provided during the school day. Materials will be on students' independent reading level and will either be read for personal enjoyment and edification or will be read to extend the knowledge being acquired in the reading and content area classrooms. Any teachers providing before, during or after school, and during the summer reading activities will continue to use the same instructional practices that students are using during the school day so that there is consistency. Because Taylor County Schools understand the importance of the reading and writing connection, students may be expected to keep reading response journals or write book reviews. To further enhance student comprehension and vocabulary, this instruction will include plenty of time for conversations about the text they are reading.</p> <p>Reading intervention teachers should be highly qualified and have experience in the teaching of reading. They are trained in Corrective Reading and to administer the placement tests.</p>		Director of Instruction, School Principals, and Reading Coaches

Summer camp teachers will have experience teaching the program(s) used in those six weeks, have proven success with those programs, and prior experience in our summer camp. SES teachers will be highly qualified and experienced reading teachers. They will be trained in the materials they use.

If the Taylor County School District has one of the 100 lowest performing elementary schools, it plans to implement a 180 day program using its current SES and Title I After School Tutoring Programs. Title I, VI, and SAI funds are being used to fund these endeavors. Currently the Taylor County School District provides after school tutoring using the following programs:

SES- Grades K-5

Title I Tutoring-Grades 3-5

Bulldog Tutoring-Grades K-5

TCMS Tutoring-Grades 6-8

TCHS Tutoring-Grades 9-12

Summer 2nd Grade Step-Up Program, this program runs in tandem with 3rd Grade Summer Reading Camp

Summer Credit Recovery Program for TCHS and TTI

The Taylor County School District supports extended intervention time provided for students in need of decoding and text reading efficiency at Taylor County Middle School and Steinhatchee School. A guideline has been developed for Reading Intervention and placement. At the end of FAIR progress monitoring (AP3), historical FCAT data is utilized; all students scoring at Level 1 or 2 of the previous year's reading FCAT go through the reading intervention placement process. Teachers review assessment data collected during the school year, if the latest maze score was at the 20th%ile or below, then teachers present the student with a Grade Level Passage, (GLP). Students pre-read the passage, read the passage orally, and answer comprehension questions that accompany the passage. If a student reads the passage with less than 80% accuracy, scores at the 1 or 2 range on the NAEP Fluency Rubric, then diagnose for decoding. If the student scores below 80%, he or she will be placed in an extended reading intervention class that is blocked with a content area class. If the student scores above the 80% in accuracy, they will be placed in a single period intensive reading class where the focus is vocabulary and comprehension. End of year 5th grade students participate in this process to aid student placement to middle school. End of year 8th grade students participate in this process and this data aid student placement at the next level.

Reading Intervention must be responsive to student data and student progress. This intervention classes should provide the opportunity for direct or explicit and systematic instruction and be coordinated with cumulative reviews to ensure mastery. Skillful instruction, good error correction techniques are important keys to success. Motivating, engaging and a positive supportive atmosphere is essential for student success. Wide reading and writing opportunities are included. After a review of student data, including prior year's FCAT scores, students scoring within the FCAT Reading range of Level 1 or 2, if scoring at or below on the FAIR MAZE task, AP3, the student will be given a GLP-Grade Level Passage for fluency and comprehension. If the students

MIDDLE

scores at the level 1 or 2 range on the NAEP oral reading fluency rubric and is reading below 80% accuracy on a GLP (Timed Readings Plus levels 1, 2, 3, 4, 5), will be placed in an intensive reading class blocked with a content area class taught by the same teacher, (110 minutes). If the student scores at or above the 80%, they will be enrolled in a single period of intensive reading. The instructional plan will include 30 minutes of whole group instruction, 20 minutes of small group instruction, differentiated instruction/guided reading, and 10 minutes of independent reading. Determinations for the intensity of the reading remediation effort will be based on the most reliable, valid assessment information including FAIR, DEA, Discovery Probes, screening, progress monitoring, diagnostic, and Program Placement tests. In the intensive reading class blocked with a content area class the instructional plan includes: 45 minutes whole group instruction, 20 minutes of small group differentiated instruction, 10 minutes of independent reading, 35 minutes of content area instruction that makes non-fiction accessible along with opportunities for research. Teachers will emphasize strategic actions for processing written texts and will encourage thinking about, within, and beyond the text. Complex text will be incorporated. Following RtI guidelines, a student performance goal will be established and interventions planned to address student need. Progress monitoring will be used to evaluate the effectiveness of the intensified plan based on student response. Reading mentors may be assigned to Intensive Reading Classes for 45 minutes daily as staffing patterns permit.

Extracurricular activities for students will continue to be provided. TCMS Tutoring may be provided for 90 minutes one or more days per week after school as district funds permit. Highly qualified teachers who are reading-endorsed, or pursuing reading endorsement staff this facility. Students are provided with after school and summer tutoring services at the Perry Boys and Girls Club. TCMS supports struggling students during the summer when funds are available. Reading activities that occur beyond the school day will be linked to reading instruction provided during the school day and will utilize the same instructional practices that students use throughout the school day. Eligibility for reading programs beyond the school day will be determined using the most recent, reliable and valid student assessment data including: FCAT, FAIR: RC/MAZE/WA, Discovery Education Progress Monitoring assessments, student need and district funding. Materials available before school, after school, and during summer school reading will be scientifically researched and will be utilized based on student need as data indicates.

Wanda Kemp  
School Principals  
Reading Coaches

Text deficient, Tier 3 students (FCAT level 1, 15th%ile and below on FAIR or paper given MAZE) in grades 9, 10, 11, and 12 will be served by highly qualified staff in a double block of intensive reading, (97 minutes) that integrates the English and possibly Social Studies or Science curriculum. Placement criteria may also include program placement tests, as well as assessed reading level of four or more grades below grade level. The core curriculum of the courses will be Hampton Brown's Edge, series or the appropriate content area text. The supplemental curriculum will be used to address the assessed needs of students: Six Minute Solution, Timed Readings, and Six Way Paragraphs, Text Sets, Be a Better Reader, Townsend Press Materials, Jamestown Signature Series, Rewards, Impact, and Vocabulary

Through Morphemes for 9th and 10th graders, and Roots! for 11th and 12th graders. The curriculum for Tier 3 students with decoding issues, reading below 80 cwpm, including alternative assessment students, will either include all of the supplementary materials previously listed, in addition to My Reading Coach-a supplemental technology program, the core reading program Edge, Level A. Upfront and/or Scholastic Scope will be incorporated provided funds are available. The instructional plan will include 40 minutes of whole group instruction, 20 minutes of small group instruction, 20 minutes of independent reading and 14 minutes of research. Instructors will emphasize the strategic actions processing written texts and will encourage thinking within the text, beyond the text, and about the text. (Fountas and Pinnell). Cambourne's Conditions for Learning will shape the structure of these classes. Instructors will immerse the class in language both written and oral, provide models as well as require students models for learning, encourage engagement through choice, expect students to learn, and create an environment where students believe they can achieve, offer multiple opportunities to practice before evaluation occurs, accept approximations and build upon them, and provide feedback that guides students toward mastery of standards. Following MTSS guidelines, intensification of instruction will occur when assessment data indicates students are failing to make gains as a result of the regular instruction. The materials for this differentiated instruction based on assessed need may include: Rewards, Be a Better Reader, My Reading Coach, and/or Jamestown Signature Series. Continuous progress monitoring including monthly fluency checks, teacher observation of literature discussions, teacher assessment of student use of strategic actions through running records, comprehension checks, and monitoring of student use of vocabulary in oral and written language will inform instruction. The FAIR assessment will be administered 3 times per year. Teachers will also monitor on grade level fluency and comprehension at least six times per year.

Text Efficient, Tier 2 students (FCAT Level 1 >15th%ile on MAZE task, FCAT level 2, 15th%ile and below on MAZE task) in grades 9 and 10, will be served by highly qualified staff in a single block of intensive reading (52 minutes). Placement criteria may also include program placement tests as well as an assessed reading level of two or more grades below grade level. The core curriculum of these courses will be the Hampton Brown Edge Series. Students' assessed needs will be addressed in this class through a variety of supplemental instructional materials; Sourcebook, Daybooks, Jamestown Signature Series, Timed Readings, Reading Drills, and Vocabulary through Morphemes. Upfront Magazine will also be incorporated providing funds are available. Instructors for these courses will also concentrate on teaching the strategic actions outlined in Fountas and Pinnell's Teaching for Comprehension and Fluency as well as ensure that Cambourne's Conditions for Learning exist within their classrooms. The instructional plan will include 30 minutes of whole group instruction and 17 minutes of independent reading. Small group instruction will be delivered during independent reading time. Continuous progress monitoring including fluency checks, teacher observation of literature discussions, teachers assessment of student use of strategic actions through running records, comprehension checks, and monitoring of student's use of vocabulary in oral and written language will inform instruction. The FAIR assessment will be administered three times per year.

HIGH

Taylor County High School (TCHS) will focus on developing the social capital of the students in the lowest quartile by implementing three strategies described by Dr. Ruby Payne in *Under-Resourced Learners*. One that TCHS will implement is email mentors and or teacher mentors. Teachers and/or community members will be asked to be email mentors to one of the students in the school's lowest quartile. Adults who agree to serve in this capacity will be invited to a Get Acquainted meeting so that mentors can be matched with students with similar interests. Once matches are complete, mentors will agree to email their mentee once a week, inquiring about the student's academic and/or behavior goals. All emails will be carbon copied to a school staff member to ensure content is appropriate. The reading coach will provide the mentors training in what it means to be an under-resourced learner and in the strategies that Dr. Ruby Payne outlines to boost student achievement. The email mentors will have the capacity to help their mentees build all nine resources described by Dr. Payne: Financial, Language, Emotional, Mental, Spiritual, Physical, Support Systems, Relationships/Role Models, and Knowledge of Hidden Rules. Teachers will be encouraged to mentor at least one student in the lowest quartile.

TCHS will also implement a Buddy Program to help the under-resourced learners in the lowest quartile. Teachers and/or administration, reading coach, or guidance will assign a buddy to new students. The buddy will agree to spend a specified amount of time—up to a week—with the new student. The buddy will have a very similar schedule so that the buddy can escort the new student to class, have lunch with him or her, help him or her learn the expectations of the teachers, and introduce him or her to differing groups of students. The buddy will also attempt to help the new student find a suitable club or organization to join.

Tutoring options exist at Taylor County High School. Students can receive tutoring at The Learning Center, our Computer Lab, open every Monday for two hours after school. Students have access to computer programs, such as FCAT Explorer. A highly qualified reading teacher and a computer lab coordinator are available to provide further assistance. In addition, advanced students volunteer time in the lab to tutor students in a variety of subjects. Taylor County High School also has an agreement with the Boys and Girls Club to provide tutoring to our struggling students. Students may also receive after school tutoring from teachers simply by requesting help.

Taylor County High School also supports struggling readers during the summer when district funds are available. The school provides one week of intensive remediation for eleventh and twelfth grade students who have failed the FCAT prior to the summer administration of the assessment. Also dependent on available funds, summer school classes in English are provided for students who have failed English. Reading comprehension and vocabulary are emphasized in these classes. When possible, the lab will be opened for students to make up classes through EdOptions. Funding deficiencies have made it impossible to offer summer reading camps for other students.

Any reading activities that occur beyond the school day will be linked to the reading instruction provided during the school day. Materials will be on students' independent reading level and will either be read for

Wanda Kemp  
School Principals  
Reading Coaches



	<p>personal enjoyment and edification or will be read to extend the knowledge being acquired in the reading and content area classrooms. Any teachers providing before and after school and during the summer activities will be reading endorsed or CAR-PD trained and will continue to use the same instructional practices that students are using during the school day so that there is consistency. Because Taylor County High School understands the importance of the reading and writing connection, students may be expected to keep reading response journals, write book reviews, create RAFT papers, etc. To further enhance students' comprehension and vocabulary, this instruction will include plenty of time for conversations about the text they are reading.</p> <p>Eligibility for reading programs beyond the school day will be determined using the most recent and valid student assessment data including FCAT, and other progress monitoring data such as Reading Comprehension and MAZE from the FAIR Assessment, student remediation needs and district funding.</p>		
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	All nonAMO subgroups will be targeted for reading, math, and writing supplemental/iii services. Intervention will be based on diagnostic data, progress monitoring data, provided by FAIR and Discovery Assessment.	Year long	Director of Instruction; School Principals; and Reading Coaches
MIDDLE	All nonAMO subgroups will be targeted for reading, math, and writing supplemental/iii services. Intervention will be based on diagnostic data, progress monitoring data, provided by FAIR, Performance Matters, and Discovery Assessment.	Year long	Director of Instruction; School Principals; and Reading Coaches
HIGH	All nonAMO subgroups will be targeted for reading, math, and writing supplemental/iii services. Intervention will be based on diagnostic data, progress monitoring data, provided by FAIR, Performance Matters, and Discovery Assessment.	Year long	Director of Instruction; School Principals; and Reading Coaches

**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	Pearson's ENVISION math series	Mountain Math, Math Facts, AR Math	Professional development from Pearson; Sherry Calarusso/VennLogic; RtI inservice; trainings, Discovery Assessment and instructional technology trainings.
MIDDLE	Holt, McDougal	AR Math, Study Island	Professional development from Holt, McDougal; RtI interventions; Discovery Assessment and Digital Educator training
HIGH	Prentice Hall - Geometry, AlgI & AlgII; Trigonometry - Trigonometry Larson/Hostetler; Analytic Geometry - Addison/Wesley Calculus - Hostetler Edwards Heath	Forward with FCAT 10, American Book Company; FCIM, Instructional Focus Calendars w/mini assessments	DA/CIM training, RtI trainings, professional development from Prentiss Hall; Digital Educator trainings

**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
Elem - SES afterschool tutoring; Bulldog Tutoring; Boys & Girls Club tutoring	SES eligible students; L1 and L2 in Bulldog Tutoring;	SES - 2 one-hour sessions/week/October 09, 2012 - March 20, 2013; Bulldog Tutoring - 2 one-hour sessions/week/Jan - April, 2013; B&G Club tutoring is year round	SES - 2 one-hour sessions/week/October 09,2012 - March 20, 2013; Bulldog Tutoring - 2 one-hour sessions/week/Jan - April, 2013; B&G Club tutoring is year round
Middle - Study Island afterschool tutoring; Tutoring with Boys & Girls Club	Study Island - T2, T3 students; B&G Club open to all students below grade level.	Study Island: Two 1 hour sessions/week/24 weeks, beginning Oct 2012 through March 2013 ; SES available at Steinhathree School	Study Island: Two 1 hour sessions/week/24 weeks, beginning Oct 2012 through March 2013; SES available at Steinhathree School
High - Afterschool tutoring in Computer Resource Room; Credit Recovery; Mentor tutoring	L2,L3 students main population; but any student in need of tutoring to help with GPA and FCAT.	Afterschool tutoring, October, 2012 - April, 2013; Mentoring, September - May, 2012-13; Credit Recovery, year round.	Afterschool tutoring, october, 2012 - May, 2013; Mentoring, September, 2012 - April, 2013; Credit Recovery, year round.

**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).**

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
	Reading in Content with SRA	1)K-2 - "Ready, Set, Explore Science! Bringing the Outdoors In,"	K-5 teachers will participate in Reading in Content Area, Science

ELEMENTARY	Imagine It!, Houghton Mifflin Harcourt Science Fusion Textbook	and Scholastic Science Weekly 2) Grades 3-5 ExploreLearning interactive site license and Scholastic Science Weekly	professional development incorporating Comp 2, Reading Endorsement, and prof.dev.training from consultant, Kathy Oropallo
MIDDLE	Houghton Mifflin Harcourt Science Textbook Series	FCAT Explorer, SmartBoard interactive experiments in all Science classrooms	RtI, Digital Educator instructional technology trainings
HIGH	Earth Space - Glencoe Florida Earth Space; Chemistry - Glencoe Florida Chemistry, Clencoe Chemistry Workbook; Biology - Glen Florida Biology; The Dynamics of Life, Glencoe Science workbook; Physical Science - Glencoe Florida Physical Science with Earth Science, Glencoe Science Notebook AP Chemistry - McGraw Hill Chemistry	Chem AP training; Chemistry Problem-Solving Companion, People's Education Fast Track to a Preparation for the AP Chem Exam, Brooks & Cole. All 11th grade Science - Glen Science in Review,MAstering the FCAT, Preparing for the FCAT Science, Masco; FCIM - Instructional Focus Lessons & MiniAssessments	AP training for teachers & administrators; RtI; Digital Educator Instructional Technology Training

**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
Credit Recovery	Non-proficient 9-12 graders	Year round	Principals

**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	Writers-In-Control, K-5	SRA Imagine It Writing Component, 2-5; Write Score	Writers in Control, Reading Coach
MIDDLE	Writers-In-Control, 6-8	Write Score 3X/year; Journal writing in LA classes	Writers In Control; Reading Coach
HIGH	Writers- In- Control; AP Language & Composition	Write Score 3X/year to 9th, 10th grade students;	AP L/C training; Writers in Control; Reading Coach

**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
Credit Recovery	9-12th students who need credit hours, improve GPA for graduation	Year Round	Principal

**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.**

Title I funds are budgeted by the Director of Instruction's Office in consultation with the Finance Director. All TI funds are monitored through the LEA's Finance Office, with quarterly reviews by Director of Instruction and Finance Director to ensure no human errors and clean data in budgets. The Director of Finance reports monthly to the Superintendent, District Directors, & School Board on all financial budgets within the LEA. The 10% set-aside helps provide TI Reading Coaches, with remainder of 10% divided among the TI schools for their individual needs as outlined in their SIPs and approved by the Director of Instruction.

**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
1) Strengthen relationships between families and teachers; 2) Strengthen Home/School Connection	Survey data from parents, teachers, staff, SAC, & Title I Committee	1) Partner with all FLDOE Parent Involvement initiatives to provide year-long PI training for SAC, faculty & staff, and families 2) Building Better Families training, K-12 3) Parent Liaison at each TI school to communicate with parents to keep them informed of school-sponsored events & TI PI opportunities 4) Quarterly Parents Night Out at TI schools for parent training on variety of topics determined through survey data and/or needs of school 5) Parent Conference Nights K-12 to provide one-on-one consult time between teachers & parents to discuss academic, social, behavioral status of child; 6) District web-site keeps parents abreast of educational & PI opportunities & activities, K-12 7) FOCUS (on-line communication w/parents) allows parents to check their child's attendance, school grades, teacher assignments, access to calendars that list district & school information, and communicate with school or school staff via email; 8) Utilization of Connect Ed telephone communication system allowing schools to	End of year survey data from parents, teachers & stff, Title I Committee, and student performance data	Director of Instruction; School Administration; ESE Office

	<p>keep parents informed on important activities, events, and critical information;</p> <p>9) Continue to invite parents &amp; community members to visit schools, eat with students, volunteer, &amp; mentor;</p> <p>10) Grade level parent orientations; parent organization which encourage parents to join during orientation and throughout school year, newsletters sent home to parents, meetings in which parents are involved in developing SIP, TI planning, conferencing with teachers, ESE family support groups, weekly work folders sent home to all K-5 students.</p> <p>11) District provided Parent Guide Magazine</p>	
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### 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)

This section is an N/A in Taylor County as we do not have this population of students in LEA.

<b>2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
<b>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
<b>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
<b>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
<b>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.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>

**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.**

[Show Attached district's Differentiated Accountability Checklist of Compliance.](#)