FLORIDA DEPARTMENT OF EDUCATION
Differentiated Accountability
2012-2013 District Improvement and Assistance Plan
District: St. Lucie

Contact Person: Kathy Dailey
Title: **Director of Assessment and Accountability**
E-mail   **Kathleen.Dailey@stlucieschools.org**
Phone Number: 772-429-5539
Fax: **772-429-5545**
Contact Person: John Lynch
Title: **Assistant Superintendent for Title I, Federal Programs and School Renewal**
E-mail   **John.Lynch@stlucieschools.org**
Phone Number: 772-429-3906
Fax: **772-429-7545**
Contact Person: Clarissa Duskin
Title: **Title III Program Specialist**
E-mail   **Clarissa.Duskin@stlucieschools.org**
Phone Number: 772-429-5537
Fax: **772-429-7545**

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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.

This plan was written utilizing data from the comprehensive needs assessments completed by St/ Lucie Public Schools within the School Improvement Planning process and developemnt, with input from school advisory councils and school staff, as well as district professional development personnel and curriculum specialists.
The plan is based on identified needs in Reading, Writing, Math, and Science and provides strategies and professional development that will be used to improve the academic achievement of our students.

Title I District Improvement Plan - (Part1_2)

STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

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 Ttaching 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
			THIS IS A DRAFT VERSION OF OUR DIAP, REVISIONS TO BE MADE ......In 2010-2011, we capped a five year trend of improving student	Strategies include:		

| Total | Reading | Needs include:

• differentiating for specific student needs;
• using individual student and school data to drive instruction and
•the implementation of the approved Literacy Routines. | achievement to nearly doubling the "A" rated schools in our district. We continued to increase AYP scores yearly. We also completed year two implementation of research-based and School Board approved Literacy Routines and will continued year three implementation in the 2012-2013 school year. In 2011-2012 school grades dropped overall primarilly due to changes in the FCAT 2.0 cut scores. According to Mark T. Rolewski, one of SLC's district-wide educational consultants, we are entering into a "Second Order Change" which is, according to Rolewski (2008), "Changes that alter the fundamental ways in which organizations are put together, including new cultures, goals, structures, and roles" (slide 17). During this process, our district must have time to implement fundamental changes. Rolewski (2008) further explains that there are eight levels of change that are detrimental in the change process. Levels cannot be skipped or missed and must be experienced in full in order to achieve greatness (slides 24 and 26). We are presently in the "Refinement" stage of the change process, which is step three of eight.

Reference
Rolewski, M. (2008). Leading change [PowerPoint slides]. Retrieved from http://www.stlucie.k12.fl.us/includes/PDWeb/WOW_Monthly_Meetings.htm | A. District emphasis on quality teaching infused with differentiated instruction and Marzano's Art and Science of teaching framework.
B.Easycbm or AIMSweb Assessment and Progress Monitoring;
C. Using data to drive instruction;
D. The continuation of training with consultant Dr. Mark Rolewski E. District emphasis on text complexity, rigor and student engagement.
F. Year 3 implementation of SLC's research-based and School Board approved Literacy Routines. | District-wide Professional Development on Marzano's Art and Science of teaching framework ;
Next Generation CAR-PD for content area secondary teachers;
Continued work with Consultant Dr. Mark Rolewski. | The Curriculum, Instruction, and Assessment Division, principals and assistant principals. |
| | | Needs include:
1. Focus on the math standards within each grade level through performance scales to support foundational concepts and skills for learning goals within courses.
2. Ongoing needs of students are identified through District Benchmark assessments as well as | With the new cut scores implemented for the FCAT 2.0, EOCs in Algebra I and Geometry, there is a focus on unpacking the NGSSS Benchmark standards for each grade level and within each course in order for both students and teachers to understand the intent of the standard and ways that | With the implementation of Common Core State Standards, all grades are focusing on the 8 Standards of Mathematical Practices. Professional development was provided at the beginning of the 2012-13 school year on how to embed the practices into all grade level instruction along with support of the SLC Math Routine. Teachers are to use their guided instruction to encourage students to interact with the mathematics in a more engaging manner. Differentiation (part of the SLC Math Routine) is where there math needs can be targeted and provided on students instructional level. Teachers have access to programs that allow them to pre-assess, prescribe, and post-assess their progress on computer based applications that correspond to their curriculum. Six 21st century Schools have been identified at which before and/or after-school tutoring as well as summer programming will take place. The center sites will provide hands on project based enrichment opportunities for approximately 105 students at the K-8 schools and upwards to 105 Elementary School students at each of the identified schools (Chester A. Moore Elementary, Garden City Early Learning Academy, Northport K-8, Parkway Elementary, Samuel S. Gaines Academy K-8, and Weatherbee Elementary). Project based learning activities were selected for this targeted group as research shows that students engaged in project-based learning instruction outperform students that participate in a traditional program (Boaler, 2002). Center sites may utilize but are not limited to choosing the following research based programs for Math, Science, and STEM enrichment activities: Moving with Math, Destination Success Math, PCS Edventures- Brick Labs, Academy of Engineering, Academy of Robotics, Digital Media Labs, Odyssey of the Mind, Structured class or individual science fair projects, structured science lab experiments, and E2020 course | Math coaches at Title I schools; Teacher Leaders throughout district to represent each grade; follow-up support for GoMath! K-5 program implementation, Glencoe Math Connects 6-8, and Pearson Algebra and Geometry program implementation; professional development based on Differentiated Instruction with a focus on the activities and experiences being designed for centers/stations as well as side-by-side instruction with teacher and/or small group | |

Total	Mathematics					
Total	Mathematics	common assessments. 3. Differentiated Instruction and Multi-Tiered System of Support for determining the quality of Core Instruction (Tier 1) for all students. 4. Implement the SLC Math Routine with purpose and connection to the SLC Framework. 5. Implementation of the Common Core Standards for Mathematical Practice to engage our students into problem solving.	it will be assessed. In recognizing the change process we are within, the programs being utilized (GoMath! Florida from Houghton Mifflin Harcourt for K-5 and instruction supported by the Glencoe Math Series for Grades 6, 7 and 8 and Prentice Hall/Pearson for Algebra and geometry courses, as well as Larson/Hostetler, and Blitzer texts as resources for additional High School math courses) and the infusion of NGSSS and CCSS into our St. Lucie County Scope and Sequence places many of our teachers at a level of preparation or mechanical use with this year's goal to move them from routine to refinement if not integration and renewal so the use of programs and resources can be most valuable for teaching and learning. [Levels of Use from Dr. Mark T. Rolewski, consultant to SLCSB, formerly with the Center for Data-Driven Reform in Education].	recovery. The Project Based Learning activities have embedded learning in the core areas of reading, language arts, mathematics and science. Through academic integration students will experience the interconnectedness, and relevance of the identified subjects and therefore, finding meaningful application for their learning. Additionally, St. Lucie County Schools will: 1. Continue to address algebraic thinking through instructional strategies for grades K-8. 2. Supplement math instruction with manipulatives and computer-based practice and reinforcement moving students from the concrete through the iconic representation to the abstract based on readiness. 3. Increase direct instruction opportunities for students within small group setting. 4. Monitor the progress of all students closely on Data Walls and Data Chats within classrooms. 5. Administer common Math assessments on a quarterly basis as Benchmarks Tests are given per county guidelines. 6. Analyze Benchmark and FCAT math scores (to be done by administration and teachers). 7. Meet regularly as teams/grade groups to update instructional strategies based on assessment analysis. 6. Use FCAT Explorer in grades 3-10. 8. Host FCAT math nights for teachers/students/administrators to share with parents various math strategies for student success on the FCAT. 9. Be supporting and training teachers as they continue to "unpack" the new math standards and design a multitude of learning experiences to give varied opportunities for uncovering the depth-not-breadth of standards. 10. Encourage collaboration so that ESE teachers and other colleagues share instructional strategies with the regular education classroom teacher. 11. Design and implementation of professional learning segments with ESL strategies to be accessed and implemented by all teachers as they teach mathematics to language learners as well as all students. 12. Utilize Marzano Strategies within the Math Routine and math classroom to focus on best practices for growth in mathematics.	instruction; documents and videos to clarify Benchmarks and standards within Scope and Sequences for NGSSS and CCSS; access to various on-line professional development (PAEC, Annenberg/Learner.org, TeachFirst, text resources, PD 360, TeachScape Math modules) for deepening content knowledge and enhancing instructional strategies; and Destination Math as a tool for teachers to delve deeper into math content needed 2 to 3 years beyond the level they teach. Additionally, CRISS strategies tied to math will be made available to math teachers grades 6 through 12. Training for Math Routine across the grade levels that aligns with SLC FRAMEWORK.	The Curriculum, Instruction, and Assessment Division, principals and assistant principals
				Strategies include:		

		Needs				
White	Reading	Needs include: • differentiating for specific student needs; • using individual student and school data to drive instruction and • the implementation of the approved Literacy Routines.	This past year, we capped a five year trend of improving student achievement to nearly doubling the "A" rated schools in our district. We continue to increase AYP scores yearly. We continued year two implementation of research-based and School Board approved Literacy Routines and will begin year three implementation in the 2012-2013 school year. According to Mark T. Rolewski, one of SLC's district-wide educational consultants, we are entering into a "Second Order Change" which is, according to Rolewski (2008), "Changes that alter the fundamental ways in which organizations are put together, including new cultures, goals, structures, and roles" (slide 17). During this process, our district must have time to implement fundamental changes. Rolewski (2008) further explains that there are eight levels of change that are detrimental in the change process. Levels cannot be skipped or missed and must be experienced in full in order to achieve greatness (slides 24 and 26). We are presently in the "Refinement" stage of the change process, which is step three of eight. Reference Rolewski, M. (2008). Leading change [PowerPoint slides]. Retrieved from http://www.stlucie.k12.fl.us/includes/PDWeb/WOW_Monthly_Meetings.htm	A. District emphasis on quality teaching infused with differentiated instruction and Marzano's Art and Science of teaching framework. B. Easycbm or AIMSweb Assessment and Progress Monitoring; C. Using data to drive instruction; D. The continuation of training with consultant Dr. Mark Rolewski E. District emphasis on text complexity, rigor and student engagement. F. Year 3 implementation of SLC's research-based and School Board approved Literacy Routines.	District-wide Professional Development on Marzano's Art and Science of teaching framework ; Next Generation CAR-PD for content area secondary teachers; Continued work with Consultant Dr. Mark Rolewski and Consultant Grace Sammon and Associates.	The Curriculum, Instruction, and Assessment Division, principals and assistant principals
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5. Implementation of the Common Core Standards for Mathematical Practice to engage our students into problem solving. | programs being utilized (GoMath! Florida from Houghton Mifflin Harcourt for K-5 and instruction supported by the Glencoe Math Series for Grades 6, 7 and 8 and Prentice Hall/Pearson for Algebra and geometry courses, as well as Larson/Hostetler, and Blitzer texts as resources for additional High School math courses) and the infusion of NGSSS and CCSS into our St. Lucie County Scope and Sequence places many of our teachers at a level of preparation or mechanical use with this year's goal to move them from routine to refinement if not integration and renewal so the use of programs and resources can be most valuable for teaching and learning. [Levels of Use from Dr. Mark T. Rolewski, consultant to SLCSB, formerly with the Center for Data-Driven Reform in Education]. | Learning activities have embedded learning in the core areas of reading, language arts, mathematics and science. Through academic integration students will experience the interconnectedness, and relevance of the identified subjects and therefore, finding meaningful application for their learning.
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| | | • Needs include: | | | | |

| Black | Reading | differentiating for specific student needs; • using individual student and school data to drive instruction; and • the implementation of the Literacy Routines. • motivating black males and females through gender classes (pilot program) and • Tier II and Tier III intervention. | This past year, we capped a five year trend of improving student achievement to nearly doubling the "A" rated schools in our district. We continue to increase AYP scores yearly. We continued year two implementation of research-based and School Board approved Literacy Routines and will begin year three implementation in the 2012-2013 school year. According to Mark T. Rolewski, one of SLC's district-wide educational consultants, we are entering into a "Second Order Change" which is, according to Rolewski (2008), "Changes that alter the fundamental ways in which organizations are put together, including new cultures, goals, structures, and roles" (slide 17). During this process, our district must have time to implement fundamental changes. Rolewski (2008) further explains that there are eight levels of change that are detrimental in the change process. Levels cannot be skipped or missed and must be experienced in full in order to achieve greatness (slides 24 and 26). We are presently in the "Refinement" stage of the change process, which is step three of eight. Reference Rolewski, M. (2008). Leading change [PowerPoint slides]. Retrieved from http://www.stlucie.k12.fl.us/includes/PDWeb/WOW_Monthly_Meetings.htm | Strategies include: A. District emphasis on quality teaching infused with differentiated instruction and Marzano's Art and Science of teaching framework. B.Easycbm or AIMSweb Assessment and Progress Monitoring; C. Using data to drive instruction; D. The continuation of training with consultant Dr. Mark Rolewski E. District emphasis on text complexity, rigor and student engagement. F. Year 3 implementation of SLC's research-based and School Board approved Literacy Routines. | District-wide Professional Development on Marzano's Art and Science of teaching framework ; Next Generation CAR-PD for content area secondary teachers; Continued work with Consultant Dr. Mark Rolewski and Consultant Grace Sammon and Associates | The Curriculum, Instruction, and Assessment Division, principals and assistant principals. |
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Hispanic	Mathematics	well as common assessments. 3. Differentiated Instruction and Multi-Tiered System of Support for determining the quality of Core Instruction (Tier 1) for all students. 4. Implement the SLC Math Routine with purpose and connection to the SLC Framework. 5. Implementation of the Common Core Standards for Mathematical Practice to engage our students into problem solving.	students and teachers to understand the intent of the standard and ways that it will be assessed. In recognizing the change process we are within, the programs being utilized (GoMath! Florida from Houghton Mifflin Harcourt for K-5 and instruction supported by the Glencoe Math Series for Grades 6, 7 and 8 and Prentice Hall/Pearson for Algebra and geometry courses, as well as Larson/Hostetler, and Blitzer texts as resources for additional High School math courses) and the infusion of NGSSS and CCSS into our St. Lucie County Scope and Sequence places many of our teachers at a level of preparation or mechanical use with this year's goal to move them from routine to refinement if not integration and renewal so the use of programs and resources can be most valuable for teaching and learning. [Levels of Use from Dr. Mark T. Rolewski, consultant to SLCSB, formerly with the Center for Data-Driven Reform in Education].	experiments, and E2020 course recovery. The Project Based Learning activities have embedded learning in the core areas of reading, language arts, mathematics and science. Through academic integration students will experience the interconnectedness, and relevance of the identified subjects and therefore, finding meaningful application for their learning. Additionally, St. Lucie County Schools will: 1. Continue to address algebraic thinking through instructional strategies for grades K-8. 2. Supplement math instruction with manipulatives and computer-based practice and reinforcement moving students from the concrete through the iconic representation to the abstract based on readiness. 3. Increase direct instruction opportunities for students within small group setting. 4. Monitor the progress of all students closely on Data Walls and Data Chats within classrooms. 5. Administer common Math assessments on a quarterly basis as Benchmarks Tests are given per county guidelines. 6. Analyze Benchmark and FCAT math scores (to be done by administration and teachers). 7. Meet regularly as teams/grade groups to update instructional strategies based on assessment analysis. 6. Use FCAT Explorer in grades 3-10. 8. Host FCAT math nights for teachers/students/administrators to share with parents various math strategies for student success on the FCAT. 9. Be supporting and training teachers as they continue to "unpack" the new math standards and design a multitude of learning experiences to give varied opportunities for uncovering the depth-not-breadth of standards. 10. Encourage collaboration so that ESE teachers and other colleagues share instructional strategies with the regular education classroom teacher. 11. Design and implementation of professional learning segments with ESL strategies to be accessed and implemented by all teachers as they teach mathematics to language learners as well as all students. 12. Utilize Marzano Strategies within the Math Routine and math classroom to focus on best practices for growth in mathematics.	and/or small group instruction; documents and videos to clarify Benchmarks and standards within Scope and Sequences for NGSSS and CCSS; access to various on-line professional development (PAEC, Annenberg/Learner.org, TeachFirst, text resources, PD 360, TeachScape Math modules) for deepening content knowledge and enhancing instructional strategies; and Destination Math as a tool for teachers to delve deeper into math content needed 2 to 3 years beyond the level they teach. Additionally, CRISS strategies tied to math will be made available to math teachers grades 6 through 12. Training for Math Routines across the grade levels that aligns with SLC FRAMEWORK.	The Curriculum, Instruction, and Assessment Division, principals and assistant principals
Asian	Reading	N/A	N/A	N/A	N/A	N/A
Asian	Mathematics	N/A	N/A	N/A	N/A	N/A
American Indian	Reading	N/A	N/A	N/A	N/A	N/A
American Indian	Mathematics	N/A	N/A	N/A	N/A	N/A

| Economically Disadvantaged | Reading | Needs include:

• differentiating for specific student needs;
• using individual student and school data to drive instruction and
• the implement-tation of the newly approved Literacy Routines. | This past year, we capped a five year trend of improving student achievement to nearly doubling the "A" rated schools in our district. We continue to increase AYP scores yearly. We continued year two implementation of research-based and School Board approved Literacy Routines and will begin year three implementation in the 2012-2013 school year. According to Mark T. Rolewski, one of SLC's district-wide educational consultants, we are entering into a "Second Order Change" which is, according to Rolewski (2008), "Changes that alter the fundamental ways in which organizations are put together, including new cultures, goals, structures, and roles" (slide 17). During this process, our district must have time to implement fundamental changes. Rolewski (2008) further explains that there are eight levels of change that are detrimental in the change process. Levels cannot be skipped or missed and must be experienced in full in order to achieve greatness (slides 24 and 26). We are presently in the "Refinement" stage of the change process, which is step three of eight.

Reference
Rolewski, M. (2008). Leading change [PowerPoint slides]. Retrieved from http://www.stlucie.k12.fl.us/includes/PDWeb/WOW_Monthly_Meetings.htm | Strategies include:

A. District emphasis on quality teaching infused with differentiated instruction and Marzano's Art and Science of teaching framework.
B.Easycbm or AIMSweb Assessment and Progress Monitoring;
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| | | Needs include:
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Economically Disadvantaged	Mathematics	well as common assessments. 3. Differentiated Instruction and Multi-Tiered System of Support for determining the quality of Core Instruction (Tier 1) for all students. 4. Implement the SLC Math Routine with purpose and connection to the SLC Framework. 5. Implementation of the Common Core Standards for Mathematical Practice to engage our students into problem solving.	students and teachers to understand the intent of the standard and ways that it will be assessed. In recognizing the change process we are within, the programs being utilized (GoMath! Florida from Houghton Mifflin Harcourt for K-5 and instruction supported by the Glencoe Math Series for Grades 6, 7 and 8 and Prentice Hall/Pearson for Algebra and geometry courses, as well as Larson/Hostetler, and Blitzer texts as resources for additional High School math courses) and the infusion of NGSSS and CCSS into our St. Lucie County Scope and Sequence places many of our teachers at a level of preparation or mechanical use with this year's goal to move them from routine to refinement if not integration and renewal so the use of programs and resources can be most valuable for teaching and learning. [Levels of Use from Dr. Mark T. Rolewski, consultant to SLCSB, formerly with the Center for Data-Driven Reform in Education].	experiments, and E2020 course recovery. The Project Based Learning activities have embedded learning in the core areas of reading, language arts, mathematics and science. Through academic integration students will experience the interconnectedness, and relevance of the identified subjects and therefore, finding meaningful application for their learning. Additionally, St. Lucie County Schools will: 1. Continue to address algebraic thinking through instructional strategies for grades K-8. 2. Supplement math instruction with manipulatives and computer-based practice and reinforcement moving students from the concrete through the iconic representation to the abstract based on readiness. 3. Increase direct instruction opportunities for students within small group setting. 4. Monitor the progress of all students closely on Data Walls and Data Chats within classrooms. 5. Administer common Math assessments on a quarterly basis as Benchmarks Tests are given per county guidelines. 6. Analyze Benchmark and FCAT math scores (to be done by administration and teachers). 7. Meet regularly as teams/grade groups to update instructional strategies based on assessment analysis. 6. Use FCAT Explorer in grades 3-10. 8. Host FCAT math nights for teachers/students/administrators to share with parents various math strategies for student success on the FCAT. 9. Be supporting and training teachers as they continue to "unpack" the new math standards and design a multitude of learning experiences to give varied opportunities for uncovering the depth-not-breadth of standards. 10. Encourage collaboration so that ESE teachers and other colleagues share instructional strategies with the regular education classroom teacher. 11. Design and implementation of professional learning segments with ESL strategies to be accessed and implemented by all teachers as they teach mathematics to language learners as well as all students. 12. Utilize Marzano Strategies within the Math Routine and math classroom to focus on best practices for growth in mathematics.	and/or small group instruction; documents and videos to clarify Benchmarks and standards within Scope and Sequences for NGSSS and CCSS; access to various on-line professional development (PAEC, Annenberg/Learner.org, TeachFirst, text resources, PD 360, TeachScape Math modules) for deepening content knowledge and enhancing instructional strategies; and Destination Math as a tool for teachers to delve deeper into math content needed 2 to 3 years beyond the level they teach. Additionally, CRISS strategies tied to math will be made available to math teachers grades 6 through 12. Training for Math Routines across the grade levels that aligns with SLC FRAMEWORK.	The Curriculum, Instruction, and Assessment Division, principals and assistant principals

English Language Learners	Reading	Needs include: • differentiating for specific student needs; • using individual student and school data to drive instruction and • the implement-tation of the newly approved Literacy Routines.	This past year, we capped a five year trend of improving student achievement to nearly doubling the "A" rated schools in our district. We continue to increase AYP scores yearly. We continued year two implementation of research-based and School Board approved Literacy Routines and will begin year three implementation in the 2012-2013 school year. According to Mark T. Rolewski, one of SLC's district-wide educational consultants, we are entering into a "Second Order Change" which is, according to Rolewski (2008), "Changes that alter the fundamental ways in which organizations are put together, including new cultures, goals, structures, and roles" (slide 17). During this process, our district must have time to implement fundamental changes. Rolewski (2008) further explains that there are eight levels of change that are detrimental in the change process. Levels cannot be skipped or missed and must be experienced in full in order to achieve greatness (slides 24 and 26). We are presently in the "Refinement" stage of the change process, which is step three of eight. Reference Rolewski, M. (2008). Leading change [PowerPoint slides]. Retrieved from http://www.stlucie.k12.fl.us/includes/PDWeb/WOW_Monthly_Meetings.htm	Strategies include: A. District emphasis on quality teaching infused with differentiated instruction and Marzano's Art and Science of teaching framework. B.Easycbm or AIMSweb Assessment and Progress Monitoring; C. Using data to drive instruction; D. The continuation of training with consultant Dr. Mark Rolewski E. District emphasis on text complexity, rigor and student engagement. F. Year 3 implementation of SLC's research-based and School Board approved Literacy Routines.	District-wide Professional Development on Marzano's Art and Science of teaching framework ; Next Generation CAR-PD for content area secondary teachers; Continued work with Consultant Dr. Mark Rolewski and Consultant Grace Sammon and Associates.	The Curriculum, Instruction, and Assessment Division, principals and assistant principals
		Needs include: 1. Focus on the math standards within each grade level through performance scales to support foundational concepts and skills for learning goals within courses. 2. Ongoing needs of students are identified through District Benchmark assessments as	With the new cut scores implemented for the FCAT 2.0, EOCs in Algebra I and Geometry, there is a focus on unpacking the NGSSS Benchmark standards for each grade level and within each course in order for both	With the implementation of Common Core State Standards, all grades are focusing on the 8 Standards of Mathematical Practices. Professional development was provided at the beginning of the 2012-13 school year on how to embed the practices into all grade level instruction along with support of the SLC Math Routine. Teachers are to use their guided instruction to encourage students to interact with the mathematics in a more engaging manner. Differentiation (part of the SLC Math Routine) is where there math needs can be targeted and provided on students instructional level. Teachers have access to programs that allow them to pre-assess, prescribe, and post-assess their progress on computer based applications that correspond to their curriculum. Six 21st century Schools have been identified at which before and/or after-school tutoring as well as summer programming will take place. The center sites will provide hands on project based enrichment opportunities for approximately 105 students at the K-8 schools and upwards to 105 Elementary School students at each of the identified schools (Chester A. Moore Elementary, Garden City Early Learning Academy, Northport K-8, Parkway Elementary, Samuel S. Gaines Academy K-8, and Weatherbee Elementary). Project based learning activities were selected for this targeted group as research shows that students engaged in project-based learning instruction outperform students that participate in a traditional program (Boaler, 2002). Center sites may utilize but are not limited to choosing the following research based programs for Math, Science, and STEM enrichment activities: Moving with Math, Destination Success Math, PCS Edventures- Brick Labs, Academy of Engineering, Academy of Robotics, Digital Media Labs, Odyssey of the Mind, Structured class or individual science fair projects, structured science lab	Math coaches at Title I schools; Teacher Leaders throughout district to represent each grade; follow-up support for GoMath! K-5 program implementation, Glencoe Math Connects 6-8, and Pearson Algebra and Geometry program implementation; professional development based on Differentiated Instruction with a focus on the activities and experiences being designed for centers/stations as well as side-by-side instruction with teacher	

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		Needs include: • differentiating for specific student needs;	We continue year three implementation of research-based and School Board approved Literacy Routines in the 2012-2013 school year. According to Mark T. Rolewski, one of SLC's district-wide educational consultants, we are entering into a "Second Order Change" which is, according to Rolewski (2008), "Changes that alter the fundamental ways in which organizations are	Strategies include: A. District emphasis on quality teaching infused with differentiated instruction and Marzano's Art and Science of teaching framework.	District-wide Professional Development on Marzano's Art and	

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			This past year, we capped a five year trend of improving student	Strategies include:		

Other (e.g. Migrant) [as needed]	Reading	Needs include: • differentiating for specific student needs; • using individual student and school data to drive instruction and • the implement-tation of the approved Literacy Routines.	achievement to nearly doubling the "A" rated schools in our district. We continue to increase AYP scores yearly. We continued year two implementation of research-based and School Board approved Literacy Routines and will begin year three implementation in the 2012-2013 school year. According to Mark T. Rolewski, one of SLC's district-wide educational consultants, we are entering into a "Second Order Change" which is, according to Rolewski (2008), "Changes that alter the fundamental ways in which organizations are put together, including new cultures, goals, structures, and roles" (slide 17). During this process, our district must have time to implement fundamental changes. Rolewski (2008) further explains that there are eight levels of change that are detrimental in the change process. Levels cannot be skipped or missed and must be experienced in full in order to achieve greatness (slides 24 and 26). We are presently in the "Refinement" stage of the change process, which is step three of eight. Reference Rolewski, M. (2008). Leading change [PowerPoint slides]. Retrieved from http://www.stlucie.k12.fl.us/includes/PDWeb/WOW_Monthly_Meetings.htm	A. District emphasis on quality teaching infused with differentiated instruction and Marzano's Art and Science of teaching framework. B.Easycbm or AIMSweb Assessment and Progress Monitoring; C. Using data to drive instruction; D. The continuation of training with consultant Dr. Mark Rolewski E. District emphasis on text complexity, rigor and student engagement. F. Year 3 implementation of SLC's research-based and School Board approved Literacy Routines.	District-wide Professional Development on Marzano's Art and Science of teaching framework ; Next Generation CAR-PD for content area secondary teachers; Continued work with Consultant Dr. Mark Rolewski and Consultant Grace Sammon and Associates.	The Curriculum, Instruction, and Assessment Division, principals and assistant principals
		Needs include: 1. Focus on the math standards within each grade level through performance scales to support foundational concepts and skills for learning goals within courses. 2. Ongoing needs of students are identified through District Benchmark assessments as	With the new cut scores implemented for the FCAT 2.0, EOCs in Algebra I and Geometry, there is a focus on unpacking the NGSSS Benchmark standards for each grade level and within each course in order for both	With the implementation of Common Core State Standards, all grades are focusing on the 8 Standards of Mathematical Practices. Professional development was provided at the beginning of the 2012-13 school year on how to embed the practices into all grade level instruction along with support of the SLC Math Routine. Teachers are to use their guided instruction to encourage students to interact with the mathematics in a more engaging manner. Differentiation (part of the SLC Math Routine) is where there math needs can be targeted and provided on students instructional level. Teachers have access to programs that allow them to pre-assess, prescribe, and post-assess their progress on computer based applications that correspond to their curriculum. Six 21st century Schools have been identified at which before and/or after-school tutoring as well as summer programming will take place. The center sites will provide hands on project based enrichment opportunities for approximately 105 students at the K-8 schools and upwards to 105 Elementary School students at each of the identified schools (Chester A. Moore Elementary, Garden City Early Learning Academy, Northport K-8, Parkway Elementary, Samuel S. Gaines Academy K-8, and Weatherbee Elementary). Project based learning activities were selected for this targeted group as research shows that students engaged in project-based learning instruction outperform students that participate in a traditional program (Boaler, 2002). Center sites may utilize but are not limited to choosing the following research based programs for Math, Science, and STEM enrichment activities: Moving with Math, Destination Success Math, PCS Edventures- Brick Labs, Academy of Engineering, Academy of Robotics, Digital Media Labs, Odyssey of the Mind, Structured class or individual science fair projects, structured science lab		

Other (e.g. Migrant) [as needed]	Mathematics	well as common assessments. 3. Differentiated Instruction and Multi-Tiered System of Support for determining the quality of Core Instruction (Tier 1) for all students. 4. Implement the SLC Math Routine with purpose and connection to the SLC Framework. 5. Implementation of the Common Core Standards for Mathematical Practice to engage our students into problem solving.	students and teachers to understand the intent of the standard and ways that it will be assessed. In recognizing the change process we are within, the programs being utilized (GoMath! Florida from Houghton Mifflin Harcourt for K-5 and instruction supported by the Glencoe Math Series for Grades 6, 7 and 8 and Prentice Hall/Pearson for Algebra and geometry courses, as well as Larson/Hostetler, and Blitzer texts as resources for additional High School math courses) and the infusion of NGSSS and CCSS into our St. Lucie County Scope and Sequence places many of our teachers at a level of preparation or mechanical use with this year's goal to move them from routine to refinement if not integration and renewal so the use of programs and resources can be most valuable for teaching and learning. [Levels of Use from Dr. Mark T. Rolewski, consultant to SLCSB, formerly with the Center for Data-Driven Reform in Education].	experiments, and E2020 course recovery. The Project Based Learning activities have embedded learning in the core areas of reading, language arts, mathematics and science. Through academic integration students will experience the interconnectedness, and relevance of the identified subjects and therefore, finding meaningful application for their learning. Additionally, St. Lucie County Schools will: 1. Continue to address algebraic thinking through instructional strategies for grades K-8. 2. Supplement math instruction with manipulatives and computer-based practice and reinforcement moving students from the concrete through the iconic representation to the abstract based on readiness. 3. Increase direct instruction opportunities for students within small group setting. 4. Monitor the progress of all students closely on Data Walls and Data Chats within classrooms. 5. Administer common Math assessments on a quarterly basis as Benchmarks Tests are given per county guidelines. 6. Analyze Benchmark and FCAT math scores (to be done by administration and teachers). 7. Meet regularly as teams/grade groups to update instructional strategies based on assessment analysis. 6. Use FCAT Explorer in grades 3-10. 8. Host FCAT math nights for teachers/students/administrators to share with parents various math strategies for student success on the FCAT. 9. Be supporting and training teachers as they continue to "unpack" the new math standards and design a multitude of learning experiences to give varied opportunities for uncovering the depth-not-breadth of standards. 10. Encourage collaboration so that ESE teachers and other colleagues share instructional strategies with the regular education classroom teacher. 11. Design and implementation of professional learning segments with ESL strategies to be accessed and implemented by all teachers as they teach mathematics to language learners as well as all students. 12. Utilize Marzano Strategies within the Math Routine and math classroom to focus on best practices for growth in mathematics.	District-wide Differentiated Instruction Professional Development; Consultant Dr. Bondi; Consultant Dr. Rolewski. Consultant Grace Sammon	The Curriculum, Instruction, and Assessment Division, principals and assistant principals

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)
	Houghton-Mifflin Harcourt Journeys series is the adopted district-wide core reading program. The series is in review by FCRR and is anticipated to meet the requirements for a core reading program that supports the Common Core State Standards for ELA.

ELEMENTARY	During the 90 minute uninterrupted block, the teacher provides direct, explicit instruction. Thirty minutes of comprehension and vocabulary instruction are focused on a strategy or skill using grade level text. The remaining sixty minutes are used in small group differentiated instruction for all grades K-5. During small group instruction, the students use leveled readers aligned to meet student needs and are also supported in reading on-grade level text. Materials are aligned to support instruction in the Common Core State Standards. The leveled readers are provided from the Harcourt Journeys series as well as other leveled resources. Every classroom (1-5) has a guided reading collection of below-level, on-level, and advanced-level books that are used in small group instruction to develop oral reading and to build fluency. Pre-decodable (K) and decodable (gr. 1-2) books provide opportunities for students to apply knowledge of specific letter-sound relationships. This instruction occurs during a dedicated 30 min. word work block which is outside of the 90 min. block. River's Edge Elementary is the only exception to the above. This site uses the Success For All (SFA) model within an integrated curriculum. Common Core Support Teams at each school site provide information about the Common Core Standards. They also help to provide professional development on quality instruction using the Standards and instructional methods outlined in the SLC Instructional Framework (Marzano).
MIDDLE	St. Lucie County has adopted research-based Literacy Routines that were created by a task force during the 2009-2010 school year. The results of this task force included new Literacy Routines for middle school reading, middle school advanced reading and Language Arts' courses. The middle school reading routine provides daily, whole group instruction in comprehension, vocabulary and word work lessons based on a focus calendar. In addition, the routine provides small group/independent reading with conferencing time that includes the following: • Genre Studies • Choice • Assessment • Self –monitoring • Goal-setting • Literature Circles The middle school advanced reading routine includes a focus on four major components. They are: • Independent Reading • Student-led discussion • Whole-group mini lessons • Project-based learning The district has reviewed and recommended the following instructional reading materials for proficient readers for grades 6-8 Developmental Reading: Houghton Mifflin Daybook: The Houghton Mifflin Daybook of Critical Reading and Writing builds comprehension and active reading skills through the reader response format and explicit instruction. It targets 5 essential acts of reading: interacting with text, making connections, exploring multiple perspectives, focusing on language and craft, and studying an author. Plugged-in to Reading™: Plugged-in to Reading includes an authentic collection of fiction and nonfiction books and literacy resources that teach effective strategies that students can use to comprehend textbooks across all core content areas. Plugged-in's three-step instructional model provides for the gradual release of learning responsibility from teacher to student through an easy-to-follow set of lesson plans for guided reading as well as engaging small- group and individual student activities. The Language Arts' routine includes 225 minutes per week of writing, word work, and Comprehension Strategies w/ Independent Reading. The district has reviewed and recommended the following instructional reading materials for proficient readers for grades 6-8 Developmental Language Arts (Reading and Writing): Holt, Rinehart and Winston's Elements of Literature: Holt, Rinehart and Winston's Elements of Literature program offers contemporary and traditional literature and includes reading skills and strategies and lessons by top educational leaders and researchers. Glencoe's Writer's Choice: Glencoe's Writer's Choice combines composition segments, grammar lessons, literature models, and hands-on practice exercises needed to develop proficient readers and writers. Used in conjunction with the Language Arts' Literacy Routine, this resource provides word work, writing, comprehension activities and lessons Great Source® Write Traits Classroom Kits: Great Source® Write Traits Classroom Kits provides a clear process and a common language for using the six traits to discuss and evaluate writing including trait-specific lessons, guidelines and writing models. Daily reading and Language Arts' lesson plans are focused around learning goals and corresponding scales that are driven by our Scope and Sequence. These tools provide teachers guidance in facilitating strategy and skill instruction across multiple text selections, both literary and informational. Age appropriate, contemporary literature and text-complex nonfiction selections engage adolescent learners and provide opportunities for students to have access to more challenging texts. A variety of assessments, both summative and formative are reviewed regularly to monitor students' progress and "drive" classroom instruction. Common Core training that will be taking place at every school site by our district led Common Core teams, Teachers will be provided professional development on using Appendix B of the Common Core State Standards, close reading, cognitively complex questioning, and tasks to deepen understanding. Resources to assist teachers will be located on our Saint Lucie County database that will allow teachers to have on-demand access. We aim to develop middle school readers who comprehend text-complex passages and are able to discuss and understand text with a higher depth of knowledge. Scaffolding and follow-up support will be provided to assist students with text complex passages and other texts. Additionally, NGCAR-PD and CIS will continue to be offered to all secondary teachers throughout the district on a monthly basis. Our district will assure that the offerings in our SIRP(s) and CIRP(s) address increasing ranges of complex text through multiple avenues. First, through district-wide Common Core training all teachers will understand and be able to rate text complexity, as well as choose text that is appropriate. Multiple offerings of CIS will continually be brought to the district, focusing on participation of all secondary teachers, coaches and administrators. Additionally, instructional leaders and administrators will continue to receive professional development on CCSS and the Saint Lucie County Framework (Marzano) in order to provide feedback that is consistent with addressing the rigor and complexity of text. Finally, our Curriculum Review Board will review any new program that is requested for use in our classrooms for Literacy instruction. This Board determines if there is a need for programs and materials based on root-cause analysis and school-based data. The Board also looks for alignment to best practices, appropriate text complexity and ensures that complex text is driving the use of current resources available at the site.
HIGH	In grades 9-12, close reading will occur using challenging text from core instructional resources in English, Social Studies, Science and technical subjects and SIRP and CIRP resources in the intensive reading classes. Throughout the year, professional development opportunities for teachers to learn how to apply close reading strategies will be taught. Our district has well-established School Board approved Literacy Routines that clearly define best practices for English and Intensive Reading classes t the high school level. These Literacy Routines include expectations for wide independent reading. It also supports dedicated time for reading both within and aside from the school day. Expectations include that principals and teachers: • affirm that all students are readers • allow students to choose books to read that are on their level • implement the Literacy Routines (which supplies time during the day to independently read) • model authentic reading behaviors • develop classroom libraries filled with high-interest books and reading materials of various genres and levels • provide additional time during the day to read for leisure • do not put a limit on the number of books a student can borrow from the media center or classroom library
Additional	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	We do not expect to have any schools in the bottom 100 for the 2012-13 school year. Additional high-quality and text complex instructional resources are available through leveled bookrooms and leveled classroom library sets. We also plan to examine and use the complex text exemplars being developed by the state as well as use the K-5 text exemplars provided through Appendix B of the Common Core State Standards. Additionally, our core resource for Science (HMH FUSION) also includes a plethora of text complex, informational text which is incorporated daily. In-class grouping strategies are also used and student placement in groups is flexible. There is active engagement in a variety of reading-based activities with an increased emphasis on independent reading with accountability. Our goal is to prevent reading difficulties; therefore, schools will provide strategic and intensive interventions for students not making adequate progress. Diagnostic assessments from within our core program and supplemental assessments inform instructional need. Utilizing the results of systematic assessment, identified students will receive more intensive instruction in the essential areas. Students with similar needs will be grouped for direct instruction. Students are reassessed for mastery and will be placed in flexible groups depending on the goal of the learning task at hand. Students may also work in partner groups for paired reading to develop fluency and meaningful oral reading practice. Preventive strategies will include one or more of the following: small group skill-based instruction by the classroom teacher, small group tutoring by a certified teacher, one-to-one tutoring by a paraprofessional or volunteer, and peer tutoring. Title I and IDEA also fund instructional personnel. Schools schedule their Title I and ESE teachers into classrooms to provide small group instruction within the 90-minute block and/or provide small group or 1:1 additional intensive interventions on an ongoing basis. Many schools have additional support for reading through AmeriCorps, Jump Into Reading Volunteers (Big Brothers/Big Sisters), and/or a strong school-based volunteer program. There is a clear emphasis in developing ways to provide extra support for learning to read within the context of the classroom, thereby correlating the intervention to the initial instruction. This results in a focused approach which provides students the tools to unlock the meaning of printed words. For students with disabilities, an IEP team must address the supports and services necessary to provide FAPE in the 90-minute reading block in the general education curriculum and setting. In addition to the 90-minutes of reading instruction in the general education setting, a student with disabilities may receive instructional time in the ESE setting. The IEP team may determine that a student should receive the entire 90-minute reading block in an ESE setting, provided there is evidence that the ESE setting provides greater benefit to student progress than the general education setting. The IEF team meets to determine the instructional path for students with disabilities who have significant cognitive impairments, are exempted from the FCAT and are alternately assessed. This team may determine other instruction, such as language acquisition or other pre-reading skills, to be more appropriate for the student during the 90-minute reading requirement. Additionally, the IEP team may decide to break the 90 minute reading requirement into two or three smaller increments throughout the day for these alternately assessed students with disabilities.
MIDDLE	Our district will assure that the offerings in our SIRP(s) and CIRP(s) address increasing ranges of complex text through multiple avenues. First, through district-wide Common Core training all teachers will understand and be able to rate text complexity, as well as choose text that is appropriate. Multiple offerings of CIS will continually be brought to the district, focusing on participation of all secondary teachers, coaches and administrators. Additionally, instructional leaders and administrators will continue to receive professional development on CCSS and the Saint Lucie County Framework (Marzano) in order to provide feedback that is consistent with addressing the rigor and complexity of text. Finally, our Curriculum Review Board will review any new program that is requested for use in our classrooms for Literacy instruction. This Board determines if there is a need for programs and materials based on root-cause analysis and school-based data. The Board also looks for alignment to best practices, appropriate text complexity and ensures that complex text is driving the use of current resources available at the site.
HIGH	In grades 9-12, close reading will occur using challenging text from core instructional resources in English, Social Studies, Science and technical subjects and SIRP and CIRP resources in the intensive reading classes. Throughout the year, professional development opportunities for teachers to learn how to apply close reading strategies will be taught. Our district has well-established School Board approved Literacy Routines that clearly define best practices for English and Intensive Reading classes t the high school level. These Literacy Routines include expectations for wide independent reading. It also supports dedicated time for reading both within and aside from the school day. Expectations include that principals and teachers: • affirm that all students are readers • allow students to choose books to read that are on their level • implement the Literacy Routines (which supplies time during the day to independently read) • model authentic reading behaviors • develop classroom libraries filled with high-interest books and reading materials of various genres and levels • provide additional time during the day to read for leisure • do not put a limit on the number of books a student can borrow from the media center or classroom library
Additional Information	

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

Title I District Improvement Plan - (Part 3_2)

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

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
	Elementary schools offer quality before school or after school programs to extend learning opportunities. Students who are not proficient in reading, as determined by a Level 1 score on the FCAT, are identified to receive additional time for reading instruction. Student assessment profiles identify the areas of strengths and weaknesses in the six reading elements. Students have additional time to work with a teacher in a small group setting. Instruction is provided utilizing research-based programs that meet the needs of students identified to receive intervention. It is an opportunity for students to continue to learn new skills and discover new abilities after the school day has ended. We are also offering summer opportunities for students in Title 1 schools who demonstrate a need for additional support. In the Extended		

	School Year program for Title I we select certified teachers with early childhood experience since they are working with students in grades 1 & 2.

St. Lucie County is committed to providing an array of reading activities and programs for elementary school students to participate in before and after school. Mentoring programs provide extra support for learning to read within the context of the classroom. Schools have additional support for reading through AmeriCorps, Jump into Reading Volunteers (Big Brothers/Big Sisters), and/or a strong school-based volunteer program.

Our district has also been awarded a 21st Century Community Learning Center (CCLC) Grant. The 21st CCLC program enables schools to stay open longer, providing a place for intensive mentoring in basic skills, additional reading instruction, and time to practice reading. Quality before-school, after-school and summer programs can have far-reaching benefits for students, schools, and the community. These programs can play a large role in improving student achievement through targeted academic activities, or through indirect activities that positively motivate them. In 21st CCLC, we hire teachers certified in their area of responsibility and who have demonstrated success during the year long program.

Our summer school teachers have certification in the area of assignment and have had experience in the assigned area within the past 5 years.

In the Extended School Year program for Title I we select certified teachers with early childhood experience since they are working with students in grades 1 & 2. In 21st CCLC, we hire teachers certified in their area of responsibility and who have demonstrated success during the year long program.

Our district does not anticipate having any of our schools in the lowest-performing 100. St. Lucie County has 24 identified school-wide Title I sites. Of those schools, several provide after school literacy intervention.

1. Savannah Ridge Elementary – After school tutorials
2. Southport Middle School – After school tutorials/ course recovery
3. Fort Pierce Westwood high school – After school tutorials/ credit retrieval – With transportation
4. Fort Pierce Central high school – After school tutorials/ credit retrieval – With transportation
5. Fort Pierce Magnet School – After school tutorial
6. Delaware Ave – After school program offered using funding from an outside grant
7. Lawnwood Elementary – After school tutorial
8. Floresta Elementary – After school tutorial
9. Bayshore Elementary – After school tutorial
10. Mariposa Elementary – Is going to host a 2nd grade camp in the summer from their school-based Title I funds
11. Forest Grove Middle – After school tutorials
12. Samuel Gaines Academy – Hosted an after-school writing program for grade 4
13. Northport K-8 – Hosting additional tutorials alongside the 21st Century program

In additional, we have six schools which are recipients of the 21st Century grant. All six schools receive literacy intervention daily. The grant outlines strategies for intervention and support at each 21st Century site. Small group intervention is offered before and/or after school. Project-based services include materials such as American Reading's Learning Labs are utilized at our 21st CCLC sites. Garden City, Northport, and Parkway offer a before school program to 70 students. All six schools are offering after school support to 586 students this school year. The anticipated enrollment is approximately 645 students in a 21st CCLC summer camp. The programs will be housed at our Summer School locations. |

ELEMENTARY (label in left column for the above row)

MIDDLE	Students with decoding and text reading efficiency weaknesses are placed into 90 minute Intensive Reading blocks with programs that directly and explicitly address these issues.

The activities young people pursue after school can make a crucial difference in their lives. A quality before-school, after-school, or summer program can provide a safe place for kids and additional learning opportunities. It is an opportunity for students and their families to continue to learn new skills and discover new abilities after the school day has ended. St. Lucie County is committed to providing an array of reading activities and programs for middle school students to participate in before school, after school and during the summer. The focus of these programs is to provide students with expanded learning opportunities in a safe, drug-free, and supervised environment.

In 2009, the district was awarded a 21st Century Community Learning Center (CCLC) Grant. The 21st CCLC program enables schools to stay open longer, providing a safe place for homework centers, intensive mentoring in basic skills, drug and violence prevention counseling, and helping middle school students prepare for college preparatory courses in high school. Five middle schools in St. Lucie County serve as sites for 21st CCLC. Middle school students across the county are eligible to attend, however the program targets lower performing students who need additional instruction. The 21st CCLC program includes before and after school instruction to students throughout the school year and in the summer months. Students in the 21st CCLC program receive additional reading instruction and time to practice reading. Instruction is provided by certified teachers.

Additionally, middle schools that do not serve as a 21st CCLC offer before and/or after school tutoring throughout the school year for students in need of additional intervention. Instruction is provided by certified teachers utilizing research-based programs that meet the needs of the students identified to receive intervention.

Also, different schools participate in a variety of summer reading activities. The goal is for students to continue to improve reading habits and stamina while also promoting the joy of reading. |
| HIGH | It is recommended that all decoding Level 1 and 2 students be placed into an additional 90 minute block of reading intervention. It is also recommended that all text reading efficiency Level 2 11th and 12th grade students be place in a single block of reading intervention and receive additional support through a content area course with a teacher that has either completed the Content Area Professional Development (CAR-PD) district certification or has begun the Next Generation Content Area Reading Professional Development (NG-CAR PD) district certification process.

St. Lucie County is committed to providing an array of literacy activities before and after school. Each high school offers before and/or after school tutoring when funding is available for students in need of additional intervention throughout the school year. Instruction is provided by certified teachers utilizing research-based programs that meet the needs of the students identified to receive intervention. Tutoring focuses on literacy and learning strategies that truly support secondary students in improving literacy achievement.

The importance of summer reading is well documented. Based on the findings of a recent three-year study by Dominican University's Graduate School of Library and Information Studies, summer reading programs significantly improved reading skills. Students who participated were 52 Lexile points ahead of their peers who did not. The district is committed to fostering reading practice over the summer. It is recommended by the district that all high school students participate in summer reading and writing activities. The goal is for students to continue to improve stamina, be exposed to more complex text while encouraging a love of reading. |

	For Elementary and Middle:

| Additional Information | Before- and/or after-school as well as summer programming opportunities are offered through the district's two 21st Century Community Learning Center (CCLC) grants. Six 21st century Schools have been identified at which before and/or after-school tutoring as well as summer programming will take place. The center sites will provide hands on project based enrichment opportunities for approximately 105 students at the K-8 schools and upwards to 105 Elementary School students at each of the identified schools (Chester A. Moore Elementary, Garden City Early Learning Academy, Northport K-8, Parkway Elementary, Samuel S. Gaines Academy K-8, and Weatherbee Elementary). Project based learning activities were selected for this targeted group as research shows that students engaged in project-based learning instruction outperform students that participate in a traditional program (Boaler, 2002). Furthermore, studies have shown that students who engage in learning activities with real world application score higher on standardized tests in solving word problems and planning when compared to students who did not. Additionally, this study found students had a reduced level of math anxiety compared to students that did not participate in these types of learning experiences (Thomas, 2000). Further support for applying this project model stems from expanding the smaller learning community concept from the regular school day into the after school program.
Structured Reading class integrating writing and promoting the Big Ideas of reading through project based learning activities utilizing researched based programs such as 100 Book Challenge Research Labs and Books, Scholastic – after school elementary and middle school program, Scott Foresman – My Sidewalks Series, Fast For-Word, and Destination Success Reading. The 21st Century Community Learning Centers schools will also provide structured reading and hands on learning using the Nystrom Exploring Where and Why: Map and Globe Skills series to develop stronger reading skills as well as citizenship, critical thinking, and participation skills. Activities taught in the after school program will further extend the academic concepts and skills students learn in the regular school day. All project-based activities are tied to a curricular component connected to the district's scope and sequence which are aligned to the Next Generation of Sunshine State Standards. Activities for academic enrichment for reading and language arts will be rich in technology, imagination, innovation and creativity that are designed to make learning easier and more engaging and will be aligned to the common core standards. Vocabulary, extended reading and comprehension activities will be implemented within the theme of each project. Instruction is provided by certified teachers. | 21st CCLC: Daily throughout the school year and a 20 day summer program | District Program Specialists and School Site Coordinators at specified schools |

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	Third Grade (Summer School) Level 1, Level 2, ELL, SWD, Free and Reduced Lunch (21st Century)	Six weeks (Summer School) Year Round (21st Century Program)	Deputy Superintendent Genelle Yost, Curriculum Supervisor for K-12 Literacy Lauren Gieseler, Summer School principals, and Title Departments
MIDDLE	Level 1, Level 2 (tutoring) ELL, SWD, Free and Reduced Lunch (21st Century)	Year Round	The Curriculum Department, The Assessment Department, The Professional Development Department, Title Departments, and principals.
HIGH	Level 1, Level 2 (tutoring) ELL, SWD, Free and Reduced Lunch (21st Century)	Year Round	The Curriculum Department, The Assessment Department, The Professional Development Department, Title Departments, and principals.

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	CORE: For Grades KDG through 5, all 28 elementary schools use GoMath! Florida Edition	SUPPLEMENTAL: For Grades KDG through 5, teachers use Every Day Counts Calendar Math for spiraling and reinforcement of content and skills. Half of our elementary schools also use Every Day Mathematics and Communicator Math to supplement instruction. EDM (grades K-2) and CM (grades 3-5) were the core programs used prior to this adoption year. Students and teachers have access to Destination Mathematics for student-focused practice. Students are able to take a pretest and are assigned prescriptive materials to teach, reassess, and continue through the standards.	GoMath! trainings provided by program consultants (Houghton Mifflin Harcourt trainers)both District-wide and school-based trainings based on teacher and admin requests
MIDDLE	CORE: For Grades 6 through 8 in Middle School, continued use of Glencoe as the Core Curriculum.	SUPPLEMENTAL: For Grades 6 through 8 in Middle School, some schools use strategies from Communicator Math / Meeting and Uniting Mathematics Standards program (LL Teach), which were the core programs used prior to this adoption year. Schools also use the Triumphs series that was a supplemental resource from Glencoe for those students who are in intensive math classes to help remediate the needs of the students. Additionally, cooperative learning strategies are embedded in order to bring more student-focused Math talk into the classroom. Students and teachers have access to Destination Mathematics for student-focused practice. Students are able to take a pretest and are assigned prescriptive materials to teach, reassess, and continue through the standards.	Glencoe trainer-led trainings as needed
HIGH	CORE: For Grades 9 through 12 in High School, we have adopted the Pearson Algebra and Geometry material for the Core Curriculum. Other Blitzer and Pearson products are used for the higher level courses in high school.	SUPPLEMENTAL: For 9 through 12 in High School, cooperative learning strategies are embedded in order to bring more student-focused Math talk into the classroom. Grade 9 through 12 students at 6 of our 7 high schools have 90-miniute block scheduling with our Freshman being part of the 9th Grade Academy setting as Small Learning Communities take hold in our high schools. High schools also have access to Destination Mathematics for student-focused practice. Students are able to take a pretests and are assigned prescriptive materials to teach, reassess, and continue through the standards. Inside Algebra is also being used by a few high schools as an intervention for the End of Course Exams.	Pearson trainer-led trainings online and face-to-face as needed

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
Before- and/or after-school as well as summer program opportunities: Six 21st century Schools have been identified at which before and/or after-school tutoring as well as summer programming will			

take place. The center sites will provide hands on project based enrichment opportunities for approximately 105 students at the K-8 schools and upwards to 105 Elementary School students at each of the identified schools (Chester A. Moore Elementary, Garden City Early Learning Academy, Northport K-8, Parkway Elementary, Samuel S. Gaines Academy K-8, and Weatherbee Elementary).

Project based learning activities were selected for this targeted group as research shows that students engaged in project-based learning instruction outperform students that participate in a traditional program (Boaler, 2002).

Center sites may utilize but are not limited to choosing the following research based programs for Math, Science, and STEM enrichment activities: Moving with Math, Destination Success Math, PCS Edventures- Brick Labs, Academy of Engineering, Academy of Robotics, Digital Media Labs, Odyssey of the Mind, Structured class or individual science fair projects, structured science lab experiments, and E2020 course recovery. The Project Based Learning activities have embedded learning in the core areas of reading, language arts, mathematics and science. Through academic integration students will experience the interconnectedness, and relevance of the identified subjects and therefore, finding meaningful application for their learning.

| | Level 1 and 2 students in grades PK-8 | Daily throughout the school year and a 20 day summer program | District Program Specialists, Math Coaches, and School Site Coordinators at specified schools |

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
ELEMENTARY	HMH K-5 Science Fusion Series (interactive consumable student worktexts, inquiry labs, and digital curriculum)	Science Saurus, SRA Snapshots Kits, Thinking Maps, Discovery Education, St. Lucie County Lab Safety Guide, CSI Night Guide, FCAT Explorer, AIMS	Fusion Implementation, Inquiry Labs, 5E Instructional Model, Curriculum, Science Probes (NSTA), Differentiated Instruction (DI Model), Assessment using FCAT 2.0 Test Specs, Astronomy PD at Planetarium, Florida Association of Science Teachers (FAST) Conference, EDU2000, Science Showcase, STEM on the GO trips
MIDDLE	HMH 6-8 Science Fusion Series (interactive consumable student worktexts, inquiry labs, and digital curriculum)	Science Saurus, Thinking Maps, Discovery Education, St. Lucie County Lab Safety Guide, SCI Night Guide, FCAT Explorer, AIMS	Fusion Implementation, Science Fair, Inquiry Labs, 5E Instructional, Science Probes (NSTA), Differentiated Instruction (DI Model), Assessment using the FCAT 2.0 Test Specs, Florida Association of Science Teachers (FAST) Conference, EDU200O, Saturdays with Scientists, STEM on the GO trips
HIGH	Biology texts *Prentice Hall Biology, *Biology: Exploring Life, *Biology: Concepts and Connections, *Biology by Mader, *Biology by Campbell, Anatomy and Physiology text *Introduction to the Human Body, *Of Anatomy and Physiology, Chemistry texts *Florida Holt Chemistry, *Chemistry: Matter and Change, *General Chemistry Physics *Conceptual Physics, *Physics: Principles and Problems, *Physics by Cutnell and Johnson, *Physics for Scientist and Engineers, Physical Science *Pearson Physical Science Earth Science texts *Earth Science: Geology, the Environment and the Universe, *Florida Holt Earth Science, Marine Science texts *Life on an Ocean Planet, *Marine Biology by Castro and Huber, Environmental Science texts *Environmental Science: Earth as a Living Planet, *Environmental/4E	Thinking Maps, Discovery Education, St. Lucie County Lab Safety Guide, FCAT Explorer	Pearson Physical Science Training, Science Fair, Inquiry Labs, 5E Instructional Model, Curriculum, Science Probes (NSTA), Differentiated Instruction (DI Model), Florida Association of Science Teachers (FAST) Conference

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
CSI Science Family night (after-school)	All students	Varies depending on school site	School- based administrator and school-based science contact
St. Lucie County Regional Science and Engineering Fair	Grades 6-12	Varies depending on school site; event: February 7th, 2012.	Varies depending on school site; even is February 7th, 2012.
Earth Day Program	All students	Varies depending on school site	School- based administrator and school-based science contact
State Science and Engineering Fair	Grades 6-12	Varies depending on school site	School- based administrator and school-based science contact
NEED (National Energy Education Development) Energy Club	Kindergarten- 5th grade	Varies depending on school site	School- based administrator and school-based science contact
Ocean Bowl	High School	Varies depending on school site	School- based administrator and school-based science contact

Earth Club	High School	Varies depending on school site	School- based administrator and school-based science contact
After-school Tutoring	Grades 5-12	Varies depending on school site	School- based administrator and school-based science contact
After-school Science Club	Grades K-12	Varies depending on school site	School- based administrator and school-based science contact
Science Beta Club	9-12	Varies depending on school site	School- based administrator and school-based science contact
21st Century Afterschool Program STEM Opportunities	PreK-8th	Varies depending on school site	Onsite coordinator and District level coordinator for the grant
School Level Science Fair	K-12	annually	School- based administrator and school-based science contact/coordinator
St. Lucie County Science Showcase	Grades K-5	Varies depending on school site; event: May 19, 2012.	Varies depending on school site; event is May 19, 2012.
VGTI Saturday with a Scientist	5th Grade	Six Dates, Nov - March	Science Curriculum specialists and school based science contacts.
VGTI Shadowing Experience	11th Grade	2 students from each of the six high schools	Science Curriculum specialists and school based science contacts.
VGTI Challenge	7th Grade	1 Challenge problem, students have 30 days to come up with the solution.	Science Curriculum specialists and school based science contacts.
PGA Physics of Golf	6-8th grade	Varies depending on school site	Science Curriculum specialists and school based science contacts

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	Journeys Write from the Beginning SMILE Writing (grades 3-5)	Journeys	Write from the Beginning training Response to Literature training
MIDDLE	Write Traits Write from the Beginning and Beyond	Write Traits Strategic Instructional Model (SIM) Learning Strategies	Write from the Beginning and Beyond training Response to Literature training
HIGH	Write Traits Write from the Beginning	Write Traits Strategic Instructional Model (SIM) Learning Strategies	Write for the Future training

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
Before School	K-12	Year Round	The Curriculum, Instruction, and Assessment Division, principals and assistant principals.
After School	K-12	Year Round	The Curriculum, Instruction, and Assessment Division, principals and assistant principals.
Extended Year (Summer School)	K-12	Year Round	The Curriculum, Instruction, and Assessment Division, principals and assistant principals.

Title I District Improvement Plan - (Part 7)

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

The district sets aside the 10% and gives to schools. Schools have to set the same amount in their Title I Budget. They also have to write a professional development plan stating what they will use the PD dollars for. Title I office monitors the use of these funds and makes sure the funds are spent according to the PD plan. Any change to the plan has to be approved before hand in the Title I department.

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
Parents need to know about St. Lucie County Schools.	Parent Climate Survey	Opportunities for parents and community members to learn about St. Lucie County schools will be expanded in 2011 – 2012. Creation of an Ambassador's Group for SLCSB/ Continuation of the "Learn About Our Schools" event	Parent Survey	Sponsor: Mike Lannon, Superintendent Project Managers: Janice Karst, Communications Specialist and Kathy McGinn, Assistant Superintendent
Better communication with parents.	Parent Climate Survey	Expanded use of technology (e.g. District television channel and website) to inform parents and community members of school news and events	Attendance Rosters Survey	Sponsor: Mike Lannon Project Manager: Janice Karst,Communications Specialist
Parents need to know about their student(s) education and progress in school.	Parent Climate Survey Parent Request	Expansion of access and use of the Family Portal through Skyward	The number of hits the Parent Portal receives each month.	Project Managers: Kathy McGinn/Terence O'Leary, Assistant Superintendents

| Parents need to learn basic life management skills and how to parent. | Community and Parent Request. | Work with community leaders & partners in the development and implementation of St. Lucie County's Parent Academy | Workshop attendance rosters

Parent participation | Project Liaison: Mike Lannon, Superintendent. |
|---|---|---|---|---|
| Parent need and have right to know about their students progress in school. | Parent Need

Parent Request | Development of strategic partnerships in support of Family access and support of their children's education both within and outside of school. (e.g. HMH) | The number of hits the Parent Portal receives each month. | Project Manager: Owen Roberts, Associate Superintendent. |
Parents want to know how to help at-home learning.	Title 1 Parent Involvement Survey	District Parent Resource Center will be re-established. It will contain updated lending materials, house workshops, provide computers and internet access and be located in an annex with other community based resources	Parent Involvement survey	Federal Programs/ Kim Johnson Parent Involvement Program Specialist
Parents want their child's school to be a welcoming, collaborative environment for them and their children	Title 1 Parent Involvement Survey and District Parent Advisory Council recommendations.	Professional Development for Principals, School staff and New teacher orientation on Family Friendly Schools and effective Parent Teacher conferences	Parent Involvment survey, environment section.	Federal Programs/ Kim Johnson Parent Involvement Program Specialist
School Based Parent Leaders	Title 1 Parent Involvement Survey	District Parent Advisory Council has been established and provides leadership training to parent representatives, provides opportunity for input in parent involvement activities and best practices, and development of the SLCSB Parent Involvement Plan.	Parent Involvement survey for DPAC members	Federal Programs/ Kim Johnson Parent Involvement Program Specialist

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)

St Lucie school district continues to implement research-based strategies to provide students with high quality instruction that is equal and comparable in amount, scope, sequence and quality to that provided to English native speakers. Standards-driven learning has been a common practice in our district. Our district has worked diligently to provide teachers with the tools to understand the importance of standards-based learning and how to make the necessary accommodations to meet the diverse needs of ELL students. Nonetheless, our ESOL population continues to rise and with this the many challenges regarding educating our ever-changing population.
Among the factors that prevented St Lucie Schools from achieving the Annual Measurable Achievement Objectives (AMAO) is the increase on ELL students with low literacy rate in their primary language, interruption of education because of the transient nature of our ELL population and the increase challenge of providing differentiated instruction while meeting grade level expectations.
The high number of ELL students with low literacy rate in their primary language continues to increase in our district. ELL students low literacy rate in their primary language presents a challenge for our teachers. Studies in inter-language pragmatics have shown that second language learners' proficiency has an influence on the occurrences of the first language pragmatic transfer (Bu, 2012).
ELL students' transient nature is another challenge that our schools are facing. Students move from school to school around our district and other districts. This mobility fosters gaps in students' education that impacts students' language acquisition process as well as the exposure to academic content in a systematic way.
More than ever, educators across the United States are held accountable for their students' learning (Ross-Fisher, 2008). High academic standards are expected to be met by all learners. English language learners' immediate needs are to acclimate to a foreign culture as well as to learn basic communication skills. Scaffolding and differentiating learning to meet the immediate needs of ELLs at the same time that students are presented with grade level material is a process that takes time.

References:

Bu, J. (2012). A study of relationships between L1 pragmatic transfer and L2 proficiency. English
Language Teaching, 5(1), 32-43.

Ross-Fisher, R. (2008). Action research to improve teaching and learning. Kappa Delta P
Record, 44(4), 160-164.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
St. Lucie School District Title III/ESOL Program Specialists will provide ongoing supplemental professional development, for teachers, administrators, and paraprofessionals to better meet the needs of our ELL population, followed up with coaching and mentoring sessions as needs arise. Specialists will also facilitate Professional Learning Communities (PLC) aligned with the district's curriculum initiatives and scientifically/evidence based practices that will provide school personnel with strategies to help students acculturate and learn the English language.	The Title III/ESOL Program Specialist is responsible for coordinating professional development	2012-2013 School year	Title III
Students will continue to have access to evening language labs to improve English acquisition and proficiency. The labs have been expanded to ten schools in the district with high populations of ESOL students; nonetheless parents and students from schools from around the district are encouraged to participate. The two hours of services will be divided into 45 minutes of educational software use, small group instruction and workshops for parents that target the specific skills their children need inprovement on.	District Title III/ESOL Program Specialists Evening Language Lab Teacher	2012-2013 School year	Title III
Rosetta Stone software is an interactive computer program also utilized in the Evening Language labs which provides additional language proficiency practice and academic support for the 6-12 ESOL students.	Classroom Teachers, ESOL Para professionals, District Title III/ESOL Program Specialists	2012-2013 School year	Title III
Imagine Learning software is an interactive computer program also utilized in the Literacy Language labs which provides additional language proficiency and academic support for the K-5 ESOL students.	Classroom Teachers, ESOL Para professionals, District Title III/ESOL Program Specialists	2012-2013 School year	Title III

3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)		Personnel Responsible	Timeline	Funding Source
Grade Level	**Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)**			
K-2
3-5
6-8	Grade K-2 Chart
Grade 3-5 Chart
Grade 6-8 Chart	Classroom Teachers, ESOL Para professionals, District Title/ESOL Program Specialists	2012-2013 School year	Title III

9-12	Grade 9-12 Chart			
Teachers will conduct Action Reaserch using Thinking Maps: Path to Proficiency strategies to help students improve language skills.	District Title III/ESOL Program Specialists Classroom teachers	2012-2013 School Year	Title III	

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
Our elementary schools use GoMath along with Every Day Counts Calendar Math for spiraling and reinforcement of content and skills. SAXON Math is used for MS and HS math instruction at one of our alternative schools [Delaware Avenue] and by Renaissance Charter School. For Grades 6 through 8 in Middle School, continued use of Glencoe as the Core Curriculum. For Grades 9 through12 in High School, continued use of Glencoe as the Core Curriculum for Algebra and Geometry as we transition to the newly-adopted Pearson series and products for the new adoption period. References: What Works Clearinghouse / Best Evidence Encyclopedia" Some of the strategies and activities that the district has sponsored and supported to enhance math instruction are: Thinking Maps, Kagan Cooperative Learning, Marzano's High Yield Strategies, and Differentiated Instruction.	Department of Curriculum, Assessment, and Accountability including Quality Instruction Dept., Math Coaches and Math Teacher Leaders	On-going throughout 2012-2013 school year	Title I, Title II and Title III

5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.	Personnel Responsible	Timeline	Funding Source
Teaching children is a complex endeavor that is predicated on educators skillfully negotiating the knowledge and management demands that "balanced" instruction requires (Menzies, Mahdavi & Lewis, 2008). Teachers must be capable to work cooperatively and draw from each other's strengths as well as to learn from each other. Professional Development is the main source to learn strategies that will help teachers become adept in literacy instruction, nonetheless the collaboration among teachers allows for deeper understanding and better implementation. When teachers discuss literacy instructional strategies and support each other as they implement these strategies, the level of success and proper implementation is higher because teachers are committed to an accountability that will serve as motivation and support. The most powerful forms of staff development occurs in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving. These teams, often called learning communities, operate with a commitment to the norms of continuous improvement and experimentation and engage their members in improving their daily work to advance the achievement of school district and school goals for student learning." In St. Lucie County, district strives to provide job embedded professional development that is authentic and timely to support the improvement of teacher performance and student achievement. Some of the professional development strategies and activities that the district has sponsored and schools have embraced are: Thinking Maps : Path to Proficiensy for ELLs, Kagan Cooperative Learning, Marzano's High Yield Strategies, Differentiated Instruction, A Framework for Understanding Poverty. This year we will continue to streighten the learned skills by increasing the professional development offerings as well as conducting webinars as a vehicke to further deepen teachers' knowledge. We will continue to encourage teachers to participate in professional learning communities that will discuss and seek to find answers for issues that affect Ell students. Professional Learning Communities are characterized by conversations that are focused, reflective, inquiry-based, action-oriented and directly related to teachers' work and students learning (Nelso, LeBard & Waters, 2010). By conducting professional learning communities a support system for teachers is created within the school building and district. Furthermore, teachers will be invited to participate from Action research where strategies will be implemented and data will be analyze on an ongoing basis to make the necessary adjustments to identify effective strategies to support teaching and learning process of ELL students. We believe that professional development activities must include coaching and mentoring as a follow-up to good professional development. Therefore the Title III/ESOL program specialist will to ensure that teachers and administrators have the support needed to continue improvement in teaching and learning for our ELL students. References: Menzies, H., Mahdavi, J., & Lewis, J.. (2008). Early Intervention in Reading: From Research to Practice. Remedial and Special Education, 29(2), 67-77. Nelson, T., LeBard, L., & Waters, C.. (2010). How to Create a Professional Learning Community. Science and Children, 47(9), 36-40.	Title I and Professional Development Department and ESOL Program Specialist	2012-2013 School year	Title I, Title II and Title III

6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.	Personnel Responsible	Timeline	Funding Source
Parents of English Language Learner (ELL) students are encouraged to participate in all parent activities related to the school in which their child is enrolled, and will receive school communications in their language when clearly feasible. A Parent Leadership Council will continue to meet this year. The Parent Leadership Council consists of parents interested in assisting the district to provide services for their children. Monthly meetings will continue to be offered to parents as a vehicle to paritcpate in the process of identifying supplemental activities to improve students' eductaion. Parents will continue to be encourage to participate from the Evening language labs. This will allow parents to learn the English language as well as understand the education environment their child is part of. All parental involvement activities scheduled for this year will be conducted to have a positive impact on student achievement. In addition to the effort of the ESOL department to increase parent participation. Title I monthly parent meetings will be held at each Title I school, and will include the parents of students attending Title I schools, migrant parents at all schools, ELL parents at all schools, and the parents of participating eligible private school students. Topics for these meetings vary from school to school according to the needs that have been identified at each individual participating school. Parent meetings and trainings are held to help parents learn how to help their child with homework, how to help select good literature for their children, how to help with math, and how to discipline effectively. New activities will be developed at each school site as the need is documented through annual evaluation results and each school's needs assessments. Parents are given age appropriate literature selections and supplies to help their child with math and reading homework that can be taken home for implementation once they have attended a meeting to learn how to use the materials appropriately with their child. Notices for parent meetings are posted on school marquees, included in school newsletter articles, submitted to the local newspaper, and flyers are distributed to the school sites in English, Spanish, and Creole. Additionally, ConnectEd phone calls are made in English, Spanish, and Creole. Migrant parents will be invited to parent meetings that will address specific concerns about their children's education that result from their migratory lifestyle. The services that are available through the Migrant Education Program (MEP) will be described. Additionally, collaborative partners such as the East Coast Migrant Head Start Program will participate in these meetings to provide information about their services to families. The Migrant Parent Advisory Council (MPAC) is an organization comprised primarily of parents of migratory children and youth, and other members of the school community. The MPAC organization will: collaborate with school personnel, Migrant Program staff, and representatives from community agencies to plan, deliver, and evaluate Migrant Program services; acquaint parents of migrant students with school personnel and services available at individual school sites and the district; provide parents of migrant students with an opportunity to take an active role in the decisions that affect the education of their children; and provide parents of migrant students with an opportunity to consult with school personnel and give input on goals related to the program.	Title I, Title III, and Migrant Department Programs Specialist	2012-2013 School year	Title I and Title III

7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
For the 2011-2012 year no immigrant money is available to this district.	Not Applicable	Not Applicable	Not Applicable

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.