

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Lake



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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.

To support the writing of this plan, the district based leadership team met to address the requirements of the Differentiated Accountability Plan, to develop and refine interventions for underperforming schools, and to align district resources and support. A district monitoring and support system is in place and instructional reviews will be conducted for all targeted Differentiated Accountability schools to determine strengths and weakness and collaboratively develop action plans that address the needs of each school. Ongoing data chats and progress monitoring meetings will be conducted to review the needs of each school, determine the level of district assistance, and to determine how support services will be delivered.

The process used to write this plan involved three parts:

1. Reviewed requirements with district and school staff

- In anticipation of this annual plan, the Title I Department met with school principals and their assigned Title I Program Specialists to discuss the development of each school's Title I Plan which was to be aligned with state Performance Indicators, matched to actual data supporting needs and scientifically research-based programs or strategies, and developed with input from both parents and teachers.
- Next, when the DIAP template was received, the Director of Teaching and Learning, met with the Director of Title I, and Directors of Curriculum (among others) to present this plan and discuss the guidelines for developing it. The Directors, in turn, met with various Title I and Curriculum staff who provided information and/or composed the narrative itself.

2. Analyzed information (including both input and hard data) from test results, parent meetings, CAT meetings, and individual school Title I plans

- Hard data from assessment results and AMO reports were used to identify low-performing school groups and schools in need of improvement (corrective action, etc.). Minutes from the District Parent Involvement Council and an extensive review of parent surveys were analyzed and incorporated into the development of this plan. Each school's Title I Plan was reviewed to ensure that

all necessary components were included, that these could be matched to actual budget expenditures, and that the necessary stakeholders had been involved in the development of these plans.

3. Wrote and edited the plan itself and verified that it represented a true picture of identified needs and cooperatively developed strategies to meet these needs.

The DIAP was then written to reflect the requirements from #1 above and the needs and input from #2 above. This narrative was proofed by various staff members for accuracy and authenticity of purpose. Adjustments were made as needed. The DIAP was then submitted in its entirety to the Superintendent for her approval.

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 Teaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
		<p>Instruction focusing on the six essential components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension) are embedded in instruction.</p> <p>Daily reading instruction that includes: ~ whole group explicit initial instruction, and</p>		<p>Consistent implementation of FCIM.</p> <p>High quality data driven instruction.</p>		

Total	Reading	<p>~ small group differentiated initial instruction, and ~ independent and peer collaborative application of skills/strategies during reading block, and ~ small group differentiated immediate intensive intervention instruction for all struggling readers.</p> <p>Increased teacher use of formative assessment to improve student learning by using results to guide instruction.</p> <p>Increased opportunities to make learning relevant.</p> <p>Development of detailed knowledge of text structures, organizational patterns, and literary genres.</p> <p>Development of skills to decode multisyllabic words.</p> <p>Development of a “sight” vocabulary of unfamiliar words with increasingly challenging text.</p>	<p>Insufficient integration of differentiated instructional strategies.</p> <p>Insufficient data for progress monitoring, FAIR gave only surface data.</p> <p>Insufficient emphasis on active learning and student engagement.</p> <p>Teacher centered rather than student centered classrooms.</p> <p>Insufficient emphasis of big ideas and important concepts.</p> <p>Lack of student engagement, lack of data disaggregation, insufficient exposure to extended text to increase student cognitive endurance.</p>	<p>Data driven interventions through RtI.</p> <p>Strategies for active teaching and student engagement.</p> <p>Comprehension monitoring strategies.</p> <p>Cooperative learning Strategies.</p> <p>Utilization of graphic organizers and/or Thinking Maps.</p> <p>Utilization of Essential Questions and Learning Objectives.</p> <p>Strategies that lead to better conceptual understanding and higher order thinking.</p> <p>Appropriate utilization of Reading Coaches. A variety of supplemental Scientifically Research Based reading curriculum programs such as Orchard software, Compass Odyssey Learning, and Literacy First are being utilized.</p> <p>Immediate Intensive Intervention (I.I.I.) is also used. Literacy Coaches are provided at school sites to assist with this and</p>	<p>NG-CARPD Courses, Reading endorsement courses, ongoing professional learning for site based reading coaches, ongoing support with adopted curriculum materials, ongoing professional development for school-wide implementation of RtI and FCIM. Monthly Professional Development support via Academic Services Collaborative Cohort. Also see the Professional Development to Support Strategies section below.</p>	<p>Teaching and Learning, Curriculum Department, Title I Department, Professional Development Department. District program specialists will monitor the fidelity of the scientifically research-based implementation, best practices, and staff development activities as given in each school’s Title I Plan and SIP. A District Monitoring and Support Plan is in place to provide ongoing support for targeted schools. The Literacy First program specialist will monitor the Literacy First implementation and training. Principals will monitor the performance of the Literacy Coaches and additional school-based staff hired by Title I. The principals will consult with the Director of Title I if there are any problems in these areas.</p>

		<p>Enhanced thinking and reasoning skills.</p> <p>Self-monitoring strategies.</p> <p>Vocabulary and comprehension strategies that become increasingly more complex.</p> <p>Ability to make connections, generalizations, and inferences from and across texts.</p> <p>Increased stamina in reading longer texts of increasingly more complex content.</p>		<p>to work with teachers to use the new more in-depth assessment tool FAIR.</p> <p>Extra teachers and/or teacher assistants are employed in some schools (as per those schools' Title I Plans) to assist with the above strategies.</p>		
Total	Mathematics	AMO met for this subgroup.			See Section for	

White	Reading	See Section for Total	See Section for Total. Additionally, the needs of this subgroup were largely addressed as part of the needs of the whole, rather than looking for specific causes which might be relevant to this specific subgroup.	See Section for Total. Additionally, providing high quality instruction, provide consistent, data driven interventions as needed, utilizing site based coaches appropriately, develop learning experiences to increase students' background knowledge, involve parents as partners in the learning process, continue PBS (Positive Behavior Support) to deal with behavior issues which impact academic achievement.	Total. Additionally, culturally responsive instruction, brain-based strategies and cooperative structures , NGSSS, CCS, FCIM, and RtI, continue to collaborate as a district on all aspects of student academic support provided by multiple departments can work together to optimize the learning opportunities available for each student. Also, see the Professional Development to Support Strategies section below.	See Section for Total.
White	Mathematics	AMO met for this subgroup.				
Black	Reading	See Section for Total	See Section for Total. Additionally, the needs of this subgroup were largely addressed as part of the needs of the whole, rather than looking for specific causes which might be relevant to this specific subgroup.	See Section for Total. Additionally, providing high quality instruction, utilize culturally relevant material, provide consistent, data driven interventions as needed, utilizing site based coaches appropriately, develop learning experiences to increase students' background knowledge, involve parents as partners in the learning process, continue PBS (Positive Behavior Support) to deal with behavior issues which impact academic achievement.	See Section for Total. Additionally, culturally responsive instruction, brain-based strategies and cooperative structures , NGSSS, CCS, FCIM, and RtI, continue to collaborate as a district on all aspects of student academic support provided by multiple departments can work together to optimize the learning opportunities available for each student. Also, see the Professional Development to Support Strategies section below.	See Section for Total.

				Consistent implementation of FCIM. High quality data driven instruction. Data driven interventions through RtI. Strategies for active teaching and student engagement. Comprehension Monitoring strategies. Cooperative learning Strategies. Utilization of graphic organizers and/or Thinking Maps. Utilization of Essential Questions and Learning Objectives. Strategies that lead to better conceptual understanding and higher order thinking.		
	Instruction focusing on coherent progression of mathematics learning with an emphasis on proficiency coupled with real world applications.					
	Increased teacher use formative assessment to improve student learning by using results to guide instruction.	Insufficient integration of differentiated instructional strategies.			Ongoing professional learning for site based coaches, ongoing support with adopted curriculum materials, ongoing professional development for school-wide implementation of RtI and FCIM. Monthly Professional Development via Academic Services	Teaching and Learning, Curriculum Department, Title I Department, Professional Development Department. District program specialists will monitor the fidelity of the scientifically
	Increased opportunities to make learning relevant.	Insufficient progress monitoring. Not enough emphasis on				
	Increased Math	active learning and				

Black	Mathematics	<p>fluency in utilizing basic skills and application of basic mathematical concepts.</p> <p>Increased conceptual understanding, computational fluency, and problemsolving skills.</p> <p>Increased proficiency in computational fluency, automatic recall of addition and related subtraction facts, and of multiplication and related division facts.</p> <p>Increased proficient in operating with rational numbers through mastering fractions, decimals, and percents to ensure further progress in mathematics, including algebra.</p>	<p>student engagement. Teacher centered rather than student centered classrooms. Insufficient emphasis of big ideas and important concepts. Lack of student engagement, lack of data disaggregation, lack of using manipulatives. Additionally, the needs of this subgroup were largely addressed as part of the needs of the whole, rather than looking for specific causes which might be relevant to this specific subgroup.</p>	<p>Appropriate utilization of Math Coaches. A variety of supplemental Scientifically Research Based math curriculum programs such as Orchard software and Compass Odyssey Learning are being utilized. Extra teachers and/or teacher assistants are employed in some schools (as per those schools' Title I Plans) to assist with the above strategies. Additionally, providing high quality instruction, utilize culturally relevant material, provide consistent, data driven interventions as needed, utilizing site based coaches appropriately, develop learning experiences to increase students' background knowledge, involve parents as partners in the learning process, continue PBS (Positive Behavior Support) to deal with behavior issues which impact academic achievement.</p>	<p>Collaborative Cohort. Also see the Professional Development to Support Strategies section below. Additionally, culturally responsive instruction, brain-based strategies and cooperative structures , NGSSS, CCS, FCIM, and RtI, continue to collaborate as a district on all aspects of student academic support provided by multiple departments can work together to optimize the learning opportunities available for each student. Also, see the Professional Development to Support Strategies section below.</p>	<p>research-based implementation, best practices, and staff development activities as given in each school's Title I Plan and SIP. A District Monitoring and Support Plan is in place to provide ongoing support for targeted schools. Principals will monitor the performance of coaches and additional school based staff hired by Title I. The principals will consult with the Director of Title I if there are any problems in these areas.</p>
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Hispanic	Reading	See Section for Total	See Section for Total. Additionally, the needs of this subgroup were largely addressed as part of the needs of the whole, rather than looking for specific causes which might be relevant to this specific subgroup.	See Section for Total. Additionally, providing high quality instruction, utilize culturally relevant material, provide consistent, data driven interventions as needed, utilizing site based coaches appropriately, develop learning experiences to increase students' background knowledge, involve parents as partners in the learning process, continue PBS (Positive Behavior Support) to deal with behavior issues which impact academic achievement.	See Section for Total. Additionally, culturally responsive instruction, brain-based strategies and cooperative structures , NGSSS, CCS, FCIM, and RtI, continue to collaborate as a district on all aspects of student academic support provided by multiple departments can work together to optimize the learning opportunities available for each student. Also, see the Professional Development to Support Strategies section below.	See Section for Total
Hispanic	Mathematics	AMO met for this subgroup.				
Asian	Reading	AMO met for this subgroup.	See Section for Total. Additionally, the needs of this subgroup were largely addressed as part of the needs of the whole, rather than looking for specific causes which might be relevant to this specific subgroup.	See Section for Total. Additionally, providing high quality instruction, utilize culturally relevant material, provide consistent, data driven interventions as needed, utilizing site based coaches appropriately, develop learning experiences to increase students' background knowledge, involve parents as partners in the learning process, continue PBS (Positive Behavior Support) to deal with behavior issues which impact academic achievement.	See Section for Total. Additionally, culturally responsive instruction, brain-based strategies and cooperative structures , NGSSS, CCS, FCIM, and RtI, continue to collaborate as a district on all aspects of student academic support provided by multiple departments can work together to optimize the learning opportunities available for each student. Also, see the Professional Development to Support Strategies section below.	See Section for Total

Asian	Mathematics	AMO met for this subgroup.				
American Indian	Reading	See Section for Total	See Section for Total. Additionally, the needs of this subgroup were largely addressed as part of the needs of the whole, rather than looking for specific causes which might be relevant to this specific subgroup.	See Section for Total. Additionally, providing high quality instruction, utilize culturally relevant material, provide consistent, data driven interventions as needed, utilizing site based coaches appropriately, develop learning experiences to increase students' background knowledge, involve parents as partners in the learning process, continue PBS (Positive Behavior Support) to deal with behavior issues which impact academic achievement.	See Section for Total. Additionally, culturally responsive instruction, brain-based strategies and cooperative structures , NGSSS, CCS, FCIM, and RtI, continue to collaborate as a district on all aspects of student academic support provided by multiple departments can work together to optimize the learning opportunities available for each student. Also, see the Professional Development to Support Strategies section below.	See Section for Total
				See section for Black subgroup.	See section for Black subgroup.	

American Indian	Mathematics	See section for Black subgroup.	<p>See section for Black subgroup.</p> <p>Additionally, the needs of this subgroup were largely addressed as part of the needs of the whole, rather than looking for specific causes which might be relevant to this specific subgroup.</p>	<p>Additionally, providing high quality instruction, utilize culturally relevant material, provide consistent, data driven interventions as needed, utilizing site based coaches appropriately, develop learning experiences to increase students' background knowledge, involve parents as partners in the learning process, continue PBS (Positive Behavior Support) to deal with behavior issues which impact academic achievement.</p>	<p>Additionally, culturally responsive instruction, brain-based strategies and cooperative structures , NGSSS, CCS, FCIM, and RtI, continue to collaborate as a district on all aspects of student academic support provided by multiple departments can work together to optimize the learning opportunities available for each student. Also, see the Professional Development to Support Strategies section below.</p>	See section for Black subgroup.
Economically Disadvantaged	Reading	See Section for Total	<p>See Section for Total. Additionally, the needs of this subgroup were largely addressed as part of the needs of the whole, rather than looking for specific causes which might be relevant to this specific subgroup.</p>	<p>See Section for Total. Additionally, providing high quality instruction, utilize culturally relevant material, provide consistent, data driven interventions as needed, utilizing site based coaches appropriately, develop learning experiences to increase students' background knowledge, involve parents as partners in the learning process, continue PBS (Positive Behavior Support) to deal with behavior issues which impact academic achievement.</p>	<p>See Section for Total. Additionally, culturally responsive instruction, brain-based strategies and cooperative structures , NGSSS, CCS, FCIM, and RtI, continue to collaborate as a district on all aspects of student academic support provided by multiple departments can work together to optimize the learning opportunities available for each student. Also, see the Professional Development to Support Strategies section below.</p>	See Section for Total

Economically Disadvantaged	Mathematics	See Section for Black subgroup.	See Section for Black subgroup. Additionally, the needs of this subgroup were largely addressed as part of the needs of the whole, rather than looking for specific causes which might be relevant to this specific subgroup.	See Section for Black subgroup. Additionally, providing high quality instruction, utilize culturally relevant material, provide consistent, data driven interventions as needed, utilizing site based coaches appropriately, develop learning experiences to increase students' background knowledge, involve parents as partners in the learning process, continue PBS (Positive Behavior Support) to deal with behavior issues which impact academic achievement.	See Section for Black subgroup. Additionally, culturally responsive instruction, brain-based strategies and cooperative structures , NGSSS, CCS, FCIM, and RtI, continue to collaborate as a district on all aspects of student academic support provided by multiple departments can work together to optimize the learning opportunities available for each student. Also, see the Professional Development to Support Strategies section below.	See Section for Black subgroup.
English Language Learners	Reading	See Section for Total. Additionally, the questions in this row are being addressed by Title III.	See Section for Total. Additionally, the needs of this subgroup were largely addressed as part of the needs of the whole, rather than looking for specific causes which might be relevant to this specific subgroup. Additionally, the questions in this row are being addressed by Title III.	See Section for Total. Additionally, providing high quality instruction, utilize culturally relevant material, provide consistent, data driven interventions as needed, utilizing site based coaches appropriately, develop learning experiences to increase students' background knowledge, involve parents as partners in the learning process, continue PBS (Positive Behavior Support) to deal with behavior issues which impact	See Section for Total. Additionally, learning strategies, strategies to support students acquiring a second language, brain-based strategies and cooperative structures , NGSSS, CCS, FCIM, and RtI, continue to collaborate as a district on all aspects of student academic support provided by multiple departments can work together to optimize the learning opportunities available for each student. Also, see the Professional Development to Support Strategies	See Section for Total. Additionally, the questions in this row are being addressed by Title III.

				academic achievement.	section below. Additionally, the questions in this row are being addressed by Title III.	
English Language Learners	Mathematics	<p>See Section for Black subgroup.</p> <p>Additionally, the questions in this row are being addressed by Title III.</p>	<p>See Section for Black subgroup. Additionally, the needs of this subgroup were largely addressed as part of the needs of the whole, rather than looking for specific causes which might be relevant to this specific subgroup. Additionally, the questions in this row are being addressed by Title III.</p>	<p>See Section for Black subgroup. Additionally, providing high quality instruction, utilize culturally relevant material, provide consistent, data driven interventions as needed, utilizing site based coaches appropriately, develop learning experiences to increase students' background knowledge, involve parents as partners in the learning process, continue PBS (Positive Behavior Support) to deal with behavior issues which impact academic achievement.</p>	<p>See Section for Black subgroup. Additionally, learning strategies, strategies to support students acquiring a second language, brain-based strategies and cooperative structures , NGSSS, CCS, FCIM, and RtI, continue to collaborate as a district on all aspects of student academic support provided by multiple departments can work together to optimize the learning opportunities available for each student. Also, see the Professional Development to Support Strategies section below. Additionally, the questions in this row are being addressed by Title III.</p>	<p>See Section for Black subgroup.</p> <p>Additionally, the questions in this row are being addressed by Title III.</p>
					See Section for	

Students with Disabilities	Reading	See Section for Total	See Section for Total. Additionally, the needs of this subgroup were largely addressed as part of the needs of the whole, rather than looking for specific causes which might be relevant to this specific subgroup.	See Section for Total. Additionally, providing high quality instruction, utilize culturally relevant material, provide consistent, data driven interventions as needed, utilizing site based coaches appropriately, develop learning experiences to increase students' background knowledge, involve parents as partners in the learning process, continue PBS (Positive Behavior Support) to deal with behavior issues which impact academic achievement.	Total. Additionally, learning strategies, strategies to support students with disabilities, brain-based strategies and cooperative structures , NGSSS, CCS, FCIM, and RtI, continue to collaborate as a district on all aspects of student academic support provided by multiple departments can work together to optimize the learning opportunities available for each student. Also, see the Professional Development to Support Strategies section below.	See Section for Total.
					See Section for	

Students with Disabilities	Mathematics	See Section for Black subgroup.	See Section for Black subgroup. Additionally, the needs of this subgroup were largely addressed as part of the needs of the whole, rather than looking for specific causes which might be relevant to this specific subgroup.	See Section for Black subgroup. Additionally, providing high quality instruction, utilize culturally relevant material, provide consistent, data driven interventions as needed, utilizing site based coaches appropriately, develop learning experiences to increase students' background knowledge, involve parents as partners in the learning process, continue PBS (Positive Behavior Support) to deal with behavior issues which impact academic achievement.	Black subgroup. Additionally, learning strategies, strategies to support students with disabilities, brain-based strategies and cooperative structures , NGSSS, CCS, FCIM, and RtI, continue to collaborate as a district on all aspects of student academic support provided by multiple departments can work together to optimize the learning opportunities available for each student. Also, see the Professional Development to Support Strategies section below.	See Section for Black subgroup.
Other (e.g. Migrant) [as needed]	Reading	N/A				
Other (e.g. Migrant) [as needed]	Mathematics	N/A				

Title I District Improvement Plan - (Part3_1)

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

Grade Level	Core Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>All schools in the district have adopted CCRPs that meet the criteria for systematic and explicit grade-level instruction in the six components of reading [Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Oral Language]. Initial and differentiated instruction is provided during a minimum 90-minute uninterrupted reading block. The CCRP materials, including small group instruction, and literacy centers to meet students' differentiated needs. An integrated and interdisciplinary approach will be embedded in the 90-minute reading block through the use of content area instructional materials.</p> <p>Lake County Public Schools use the Harcourt StoryTown basal series in grades K-5 for our Comprehensive Core Reading Program. The district will provide guidance on aligning the CCRP with Common Core State Standards (CCSS) for English/Language Arts. Teachers will be provided professional development on utilizing current curriculum resources from Science and Social Studies to meet CCSS expectations for complex text. The</p>

	district will provide integrated, interdisciplinary curriculum maps to facilitate implementation of CCSS.
MIDDLE	<p>We offer a Middle Grades Reading program in select middle schools for students in sixth grade. This Middle Grades Reading course is in addition to the Reading Intervention course offered to students scoring below proficiency on FCAT. Great Source's Daybook is a developmental reading program with a diverse collection of traditional and contemporary literature, includes text by multicultural authors, and includes both fiction and nonfiction. Each selection is presented in an engaging reader-response format that integrates reading and writing lessons and strategies to build students' literacy skills.</p> <p>In addition to the resources available for Middle Grades Reading, Impact! materials are used to supplement reading passages. Impact offers high interest, informational and literary text with passages at a variety of Lexile levels to meet the reading needs of all students.</p> <p>Additional resources for complex text will be incorporated into the curriculum maps at all grade levels. In addition, instructional literacy coaches and school personnel will monitor the implementation of complex text within the SIRP(s) and CIRP(s) and will provide support in the form of additional training and individual coaching as needed. Resources will be identified and links will be provided to school personnel.</p>
HIGH	Additional resources for complex text will be incorporated into the curriculum maps at all grade levels. In addition, instructional literacy coaches and school personnel will monitor the implementation of complex text within the SIRP(s) and CIRP(s) and will provide support in the form of additional training and individual coaching as needed.
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>The research based materials used for reading intervention instruction during extended day will be selected from the JRF approved curriculum list. Extended day instruction will be targeted to specific needs of students as identified by data and an extension of the intervention being provided during the school day.</p> <p>Schools will have access to EBSCO resources providing additional complex text. An increase in the amount of complex text will be facilitated by the interdisciplinary approach within the reading block. Instructional literacy coaches and lead teachers will create a collection of complex text resources and lesson plans. Teachers will be trained on how to utilize resources in the collection and gain access through a district share point. If additional exposure to complex text is needed, teachers will be provided additional training by instructional literacy coaches and/or district or school personnel.</p> <p>For students with an identified reading deficiency, intervention will be modified or increased as needed and diagnostic assessments may be given to more specifically determine the learning needs. Students needing immediate intensive intervention based on identified needs through progress monitoring and other formative and program assessments receive an additional 30 minutes or more of instruction daily beyond the 90-minute reading block. Students with an identified reading deficiency will receive iii daily in small groups of no more than five students. The research-based materials/programs will be selected from those listed in the SIRP and CIRP (Chart C) with emphasis on scaffolding supports for students to gain access to complex text. Intervention will be targeted so that specific needs are matched with the appropriate materials or strategy.</p>
MIDDLE	Additional resources for complex text will be incorporated into the curriculum maps at all grade levels. In addition, instructional literacy coaches and school personnel will monitor the implementation of complex text within the SIRP(s) and CIRP(s) and will provide support in the form of additional training and individual coaching as needed. Resources will be identified and links will be provided to school personnel.
HIGH	Additional resources for complex text will be incorporated into the curriculum maps at all grade levels. In addition, instructional literacy coaches and school personnel will monitor the implementation of complex text within the SIRP(s) and CIRP(s) and will provide support in the form of additional training and individual coaching as needed.
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	<p>Schools use supplemental funding such as Title I dollars or SAI funds to provide before/after school tutoring for struggling readers. Criteria for enrollment are based on data from FCAT scores, FAIR data, district benchmark assessments, reading diagnostics and program data as well as teacher observation and recommendation. Research-based curriculum and computer based activities are the foundation of these targeted student initiatives.</p> <p>Each school provides activities which support struggling readers. Samples of these activities are: Families Building Better Readers, Readers of the Caribbean, Book Clubs, Homework Hotline, Open Media Center Nights, Celebrate Literacy Events, Curriculum Nights, Parent/Children Curriculum Nights, FCAT Camps, and our district Mentoring For Success Program.</p> <p>The district and the Lake County public library system will work together to make students and parents aware of reading opportunities available during the summer at their local library.</p> <p>Additional reading activities are determined by individual school sites and needs which may include mentoring/tutoring sessions before school, after school, or during the school day. The district and the Lake County public library system will work together to make students aware of reading opportunities available during the summer at their local library.</p> <p>Summer Reading Enrichment will be implemented for first grade students who have been identified with a reading deficiency using FAIR data. The students with the greatest need will be given priority to participate. The summer reading enrichment will provide reading intervention instruction addressing the six components of reading. Curriculum resources will be researched based, systematic and explicit. Guidance will be provided in hiring highly qualified teachers who are Reading Certified or Endorsed and show evidence of prior success teaching reading to struggling readers as indicated by various assessment data and student work samples over time.</p> <p>Reading intervention teachers should have the following qualifications; Reading Certified or Endorsed, ESOL Certified or Endorsed, show evidence of prior success teaching reading to struggling readers as indicated by various assessment data and student work samples over</p>		<ul style="list-style-type: none"> • The Title I Pre -K Resource teacher (monitors the Title I extended day pre-K program) • District Reading Program Specialists • The principal of each site or his/her designee • The Title I program specialist assigned to monitor that site (provides Title I oversight) • Literacy Coaches and Teachers

	<p>time, and expertise in tailoring instruction to meet student needs as well as accelerate their learning.</p> <p>The district will meet with the administrative team of the school in order to develop an action plan to meet state requirements for the additional reading instruction. Lake County also offers multiple extended learning opportunities. Most schools offer some type of reading intervention program either before school or after school. ELC (Extended Learning Centers) also support academic remediation efforts as part of their daily routine. Lake County now offers many Lake County Virtual School part-time courses as part of the franchise with FLVS. In addition, many district virtual courses are under construction. Virtual courses or preparatory modules can be taken at home or on weekends by the students. Title 1 provides area or school family liaisons which include area parent centers which support academic parent involvement at home. Reading challenges and activities are provided annually. A summer reading program with read alouds are presently under construction for use this summer. Multiple funding sources are used including Title 1, SAI and district or school funds.</p>		
MIDDLE	<p>The district will monitor student placement in reading courses through AS400. District level staff will provide guidelines and procedures to schools as needed.</p> <p>Additional reading activities are determined by individual school sites and individual needs which may include mentoring/tutoring sessions before school, after school, or during the school day. The district and the Lake County public library system will work together to make students aware of reading opportunities available during the summer at their local library.</p> <p>Title I serves two middle schools – Oak Park Middle School and Carver Middle School. After school tutoring is offered for students scoring (or at risk of scoring) Level 1 or Level 2 On the FCAT in Reading, Math, or Science.</p>		<ul style="list-style-type: none"> • District Reading Program Specialists • The principal or her designee • The Title I program specialist assigned to monitor that site (provides Title I oversight) • Literacy Coaches and Teachers
HIGH	<p>Students in need of additional decoding and text reading support will receive targeted reading instruction in their intensive reading course and extended support through before and after school tutoring as necessary. In addition to the reading intervention course, every effort will be made to provide these students with content area teacher(s) who are CAR-PD or NGCAR-PD trained and/or Reading Endorsed.</p> <p>Additional reading activities are determined by individual school sites and needs which may include mentoring/tutoring sessions before school, after school, or during the school day. The district and the Lake County public library system will work together to make students aware of reading opportunities available during the summer at their local library.</p> <p>Title I monitors SIG 1003(g) activities at Leesburg High School which offers the following extended learning activities for reading: Virtual School online learning opportunities STEM/CROP Summer Camp (CROP stands for - College Reach Out Program with Lake Sumter Community College and University of Central Florida) Freshman Transition Institute for students transitioning from 8th to 9th</p>		<ul style="list-style-type: none"> • District Reading Program Specialists • The principal or his designee • The Title I program specialist assigned to monitor that site (provides Title I oversight) • Literacy Coaches and Teachers

	grade	
Additional Information		

Title I District Improvement Plan - (Part 3_3)

3_3) Describe the reading opportunities that will be provided for targeted groups and grade level as it relates to sections 3_1 and 3_2. Provide the frequency, duration, and person responsible for monitoring.

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	<p>1. Extended Day: Students who attend a VPK program at a Title I school are eligible to attend an extended day program that supplements the VPK program</p> <p>2. Before/After-School and extended day activities are offered on a site-by-site basis depending on each site's choice of how to spend its allocation. The target groups are Level 1 and 2 and potential Level 1 and 2 students</p>	<p>1. This lasts for the duration of the VPK session.</p> <p>2. This is also an individual school decision. Since each school may decide how best to target students for academic assistance, some schools may run tutoring for most of the year, others for a 6 to 8 week period, and still others may only offer academic assistance during the school day. This depends on the express needs of each site and is based on such factors as whether or not the students who most need the help will be willing to attend during hours other than those of the school day or the relative cost of running such a program as opposed to hiring additional personnel to perform similar instruction during the school day.</p>	<ul style="list-style-type: none"> • The Title I Pre -K Resource teacher (monitors the Title I extended day pre-K program) • District Reading Program Specialists • The principal of each site or his/her designee • The Title I program specialist assigned to monitor that site (provides Title I oversight) • Literacy Coaches and Teachers <p>The principal of each site or his/her designee is directly responsible for monitoring this.</p> <p>The Title I program specialist assigned to monitor that site provides oversight monitoring for the Title I Department.</p>
MIDDLE	Level I & II Students	After school tutoring is offered twice a week from September through May.	<ul style="list-style-type: none"> • District Reading Program Specialists • The principal or designee • The Title I program specialist assigned to monitor that site (provides Title I oversight) • Literacy Coaches and Teachers
		<p>1. Virtual School Frequency – paced by the student. Duration – ongoing</p> <p>2. STEM/CROP Summer Camp Frequency – once a</p>	<ul style="list-style-type: none"> • District Reading Program Specialists • The principal or his designee • The Title I program specialist assigned to monitor that site (provides Title I oversight)

HIGH	All LHS students are eligible since this is a SIG school.	<p>year Duration 3 weeks in the summer.</p> <p>3. Freshman Transition Institute Frequency – once a year Duration –3 days</p> <p>The Summer Camp is a 5 day per week, 3 week program.</p>	<p>• Literacy Coaches and Teachers</p> <p>The SIG 1003 (g) turn-around manager will be responsible for seeing that each activity happens with fidelity.</p> <p>The Title I director will be responsible for oversight.</p>
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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
			<p>Monthly Academic Services Collaborative Cohorts provide coaching and mentoring for implementation of math strategies employed by the schools on a day-to- day basis.</p> <p>FCAT 2.0 Specification Training is offered at each school site to unpack the benchmarks and</p>

ELEMENTARY	<p>Go Math! By Harcourt Houghton Mifflin is used as the core mathematics text. It is Scientifically Research-Based as evidenced by its placement on the state adoption list. It has Diagnostic testing, differentiated center suggestions, Tier 2 and 3 resources, and a multitude of resources on their internet site “Think Central”.</p> <p>Use of District’s Curriculum Blueprints and Benchmark Taskcards to drive standards-based instruction.</p>	<p>NCTM Navigations Series (NCTM) • Navigating through Geometry • Navigating through Measurement • Navigating through Algebra</p> <p>• Navigating through Numbers & Operations</p> <p>Lesson Study (Lois Brown Easton)</p> <p>Differentiated Instruction (FDLRS, Tomlinson)</p> <p>Using Manipulatives (Hale; Stiff & Harvey)</p> <p>CRA (Concrete-Representational-Abstract Instructional Approach) (Bley & Thornton)</p> <p>Kagan Cooperative Strategies (Kagan)</p> <p>Sunshine Math/Smiley Face Math to infuse problem solving (Quasar Project, TIMMS Study, & NCTM)</p> <p>Thinking Maps training and support provided by Academic Services at Fruitland Park, Eustis Heights, and Leesburg Elementary.</p> <p>Achievement Level Descriptions and CCSS: 8 Standards of Mathematical Practice.</p> <p>CCSS Shifts in Instructional and Assessment</p>	<p>clarify expectations for FCAT 2.0 Stakeholders.</p> <p>Professional Development Podcasts: Offered via “Think Central” (Go Math! Harcourt Houghton Mifflin)</p> <p>Lesson Study~ School- based implementation training.</p> <p>Differentiated Instruction (FDLRS)~ School- based implementation training. On-going coaching by RtI and Math Coaches</p> <p>Ongoing technology support is provided so coaches and resource teachers can pull timely data and analyze for instructional use, along with use of mini-benchmark assessments, bellringers, and BOY, MOY, and EOY testing (all online).</p> <p>Math Curriculum blueprint and Benchmark Taskcard training support provided to Math coaches, department heads, and administrators via Summer Institute sessions and monthly collaborative cohort sessions.</p> <p>Thinking Maps training and support provided by Academic Services at Fruitland Park, Eustis Heights, and Leesburg Elementary.</p> <p>Achievement Level Descriptions and CCSS: 8 Standards of Mathematical Practice.</p> <p>CCSS Shifts in Instructional and Assessment</p>
		<p>Supplemental mathematics and scientifically research-based programs include:</p> <ol style="list-style-type: none"> 1. Computer assisted instruction delivered through: Penda, Dimension U, Orchard, Accelerated Math, FCAT Explorer, and FOCUS Achieves mini-assessments delivered through Edusoft 2. Carol Ann Tomlinson’s differentiated instruction 	<p>Professional Development Activities to Support Programs and Strategies:</p> <ol style="list-style-type: none"> 1. Math lesson study on 6th grade area of complex figures. 2. Differentiated instruction training by the math coach specializing on centers, computer assisted instruction, and tiered assignments. 3. AVID and NGCAR-PD

MIDDLE	<p>The core math content is research-based mathematics programs developed by Holt-McDougal and Pearson. M/J 1, 2, and 3 Math all use Holt Florida Mathematics Course 1, 2, and 3. M/J 1 and 2 Advanced both use McDougal Littell Mathematics 1 and 2. Algebra I Honors was developed by the same publisher and it is Larsons Algebra I. Pearson-Prentice Hall developed the core Algebra I materials. Use of District's Curriculum Blueprints and Benchmark Taskcards to drive standards-based instruction.</p>	<p>4. Concrete- Representational- Abstract instructional approach known as CRA (Bley and Thornton) for teaching manipulatives and hands-on activities</p> <p>5. The National Council of Teachers of Mathematics process standards through implementation of math lessons developed as part of the PROMiSE research-based program. These strategies are used to teach math content in depth and to incorporate the inquiry method as a part of hands-on lab activities.</p> <p>6. WICR strategies that are part of the research-based AVID program.</p> <p>7. NGCAR-PD reading strategies.</p> <p>8. Thinking Maps training and support provided by Academic Services at Carver Middle and Oak Park Middle.</p> <p>9. Achievement Level Descriptions and CCSS: 8 Standards of Mathematical Practice.</p> <p>10. CCSS Shifts in Instructional and Assessment</p>	<p>training on Cornell notes, interactive notebooks, interactive word walls, literacy logs, and philosophical chairs.</p> <p>4. PROMISE module and manipulative training using the CRA model.</p> <p>5. Thinking Maps training and support provided by Academic Services at Carver Middle and Oak Park Middle.</p> <p>6. Achievement Level Descriptions and CCSS: 8 Standards of Mathematical Practice.</p> <p>7. CCSS Shifts in Instructional and Assessment</p> <p>8. Math Curriculum blueprint and Benchmark Taskcard training support provided to Math coaches, department heads, and administrators via Academic Services Summer Institute sessions and monthly Academic Services collaborative cohort sessions.</p>
HIGH	<p>The core math content is research-based mathematics programs developed by three different publishers. Algebra IA/IB and Informal Geometry all use Glencoe's Algebra I and Geometry programs. The other 19 math courses use a mixture of research-based programs developed by Pearson Prentice Hall and Holt McDougal.</p>	<p>Supplemental mathematics and scientifically research-based programs include:</p> <p>1. Computer assisted instruction delivered through: Penda, Sylvan, FCAT Explorer, FOCUS Achieves mini-assessments delivered through Edusoft</p> <p>2. Kagan's cooperative learning strategies</p> <p>3. Carol Ann Tomlinson's differentiated instruction</p> <p>4. The National Council of Teachers of Mathematics process standards through implementation of math lessons developed as part of the PROMiSE research-based program. These strategies are used to teach math content in depth and to incorporate the inquiry method as a</p>	<p>Professional Development Activities to Support Programs and Strategies:</p> <ol style="list-style-type: none"> 1. AVID WICR 2. Higher Order Thinking 3. Differentiated Instruction 4. Test Item Specifications 5. Edusoft 6. Kagan cooperative learning strategies. <p>The district math program specialists and other Academic Services specialists will provide training to school site staff monthly via Academic Services Collaborative Cohorts.</p> <p>High schools with math coaches will continue to provide modeling, training, and mentoring on the following supplementary programs that were started during 2009-2010:</p> <ul style="list-style-type: none"> • cooperative learning • differentiated instruction • reading in math • writing in math • vocabulary sketching • higher order thinking • data chats and data portfolios

	Use of District's Curriculum Blueprints and Benchmark Taskcards to drive standards-based instruction.	<p>part of hands-on lab activities.</p> <p>5. Writing in math strategies that are part of the research-based AVID program.</p> <p>6. Continue Higher order thinking strategies from Dr. Rose Taylor's research-based program that includes using Webb's Depth of Knowledge at Leesburg High.</p> <p>7. Achievement Level Descriptions and CCSS: 8 Standards of Mathematical Practice.</p> <p>8. CCSS Shifts in Instructional and Assessment</p>	<p>The math department will participate in lesson study professional development. They will use this training as an avenue to further incorporate the above strategies into more of their lessons.</p> <p>Lesson Study professional development</p> <p>Achievement Level Descriptions and CCSS: 8 Standards of Mathematical Practice.</p> <p>CCSS Shifts in Instructional and Assessment</p> <p>Math Curriculum Blueprint and Benchmark Taskcard training support provided to Math coaches, department heads, and administrators via Summer Institute sessions and monthly collaborative cohort sessions.</p>
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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/after-school and extended day activities are offered on a site-by-site basis depending on each site's choice of how to spend its allocation.	The target groups are Level 1 and 2 and potential Level 1 and 2 students.	This is also an individual school decision. Since each school may decide how best to target students for academic assistance, some schools may run tutoring for most of the year, others for a 6 to 8 week period, and still others may only offer academic assistance during the school day. This depends on the express needs of each site and is based on such factors as whether or not the students who most need the help will be willing to attend during hours other than those of the school day or the relative cost of running such a program as opposed to hiring additional personnel to perform similar instruction during the school day.	The principal of each site or his/her designee is directly responsible for monitoring this. The Title I program specialist assigned to monitor that site provides oversight monitoring for the Title I Department.
Extended Day	Students who attend a VPK program at a Title I school are eligible to attend and extended day program that supplements the	This lasts for the duration of the VPK session.	The Title I Pre-K Resource teacher monitors the extended day program.

	VPK program		
Extended Day, Saturday, Summer	All students at Leesburg High are eligible since this site is a school in the bottom 5% of schools in Florida	(See list of opportunities under reading. These programs integrate all subject areas and so offer extra mathematics assistance, as well.) With the exception of the Summer Camp, these programs last all year and are either one or two days in frequency.	Teachers, tutors, and other personnel specific to the activity will implement each activity (#1 - #9), but the SIG 1003 (g) turn-around manager will be responsible for seeing that each activity happens with fidelity. The Title I director will be responsible for oversight.

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	<p>Pearson Interactive Science is in its second year as the adopted science curriculum used as the core science text. It is Scientifically Research-Based as evidenced by its placement on the state adoption list.</p> <p>Additionally, Activities Integrated Math and Science (AIMS) materials are available as a resource. AIMS is a research based non profit organization. Curriculum Blueprints and Benchmark Taskcards are used to provide a framework for standards-based instruction.</p>	<p>FCAT Explorer is utilized as a computer assisted program aligned to the standards that is web based for Science remediation and enrichment.</p> <p>Edusoft Mini Assessments is used to progress monitor fifth grade students.</p> <p>Thinking Maps provided to Fruitland Park Elementary, Eustis Heights Elementary, and Leesburg Elementary</p>	<p>Science coaches provide on-site coaching and mentoring for implementation of science strategies employed by the schools on a day-to-day basis.</p> <p>Monthly training by Academic Services staff is provided via the district's Collaborative Cohort to provide ongoing support to coaches and administrators.</p> <p>Curriculum Blueprint and Benchmark Taskcard training and support provided by Academic Services staff to school instructional leaders and administrators via Summer Institute and monthly Collaborative Cohorts as needed.</p> <p>District's Academic Services Thinking Maps team will provide ongoing support and training to Eustis Heights Elementary, Fruitland Park Elementary, and Leesburg Elementary.</p>
MIDDLE	<p>Glencoe/McGraw-Hill is used as the core science text. It is Scientifically Research-Based as evidenced by its placement on the state adoption list.</p> <p>Curriculum Blueprints and Benchmark Taskcards are used to provide a framework for standards-based instruction.</p>	<p>PENDA is a computer assisted program aligned to the standards that is web based for Science and Math remediation and enrichment.</p> <p>Edusoft Mini Assessments is used to progress monitor eighth grade students.</p> <p>Thinking Maps provided to</p>	<p>Training will be provided on the DA Instructional Review "Look For" checklist, how to implement, and the use of the data. Academic Services staff will conduct training as needed via monthly Collaborative Cohorts with school instructional leaders and administrators.</p> <p>Curriculum Blueprint and Benchmark Taskcard training and support provided by Academic Services staff to school instructional leaders and administrators via Summer Institute and monthly Collaborative Cohorts as needed.</p>

		Carver Middle and Oak Park Middle.	District's Academic Services Thinking Maps team will provide ongoing support and training to Carver Middle and Oak Park Middle
HIGH	<p>Glencoe/McGraw-Hill is used as the core science text for Zoology.</p> <p>McDougal Littell Holt is used as the core science text for Earth Science, AP Chemistry, Earth Space Science Regular and Honors, AP Environmental, AP Physics B, Biology I and Honors, Chemistry I Honors, Physical Science, and Physics I.</p> <p>Pearson Prentice Hall is used as the core science text for AP Biology, Anatomy & Physiology, Chemistry I, Environmental, Marine, Physics I. All are Scientifically Research- Based as evidenced by its placement on the state adoption list.</p> <p>Curriculum Blueprints and Benchmark Taskcards are used to provide a framework for standards-based instruction.</p>	<p>PENDA is a computer assisted program aligned to the standards that is web based for Science and Math remediation and enrichment.</p> <p>Edusoft Mini Assessments is used to progress monitor Biology students.</p>	<p>Training will be provided on the DA Instructional Review "Look For" checklist, how to implement, and the use of the data. Academic Services staff will conduct training as needed via monthly Collaborative Cohorts with school instructional leaders and administrators. Curriculum Blueprint and Benchmark Taskcard training and support provided by Academic Services staff to school instructional leaders and administrators via Summer Institute and monthly Collaborative Cohorts as needed.</p>

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
Before/after-school and extended day activities are offered on a site-by-site basis depending on each site's choice of how to spend its allocation.	The target groups are Level 1 and 2 and potential Level 1 and 2 students.	This is also an individual school decision. Since each school may decide how best to target students for academic assistance, some schools may run tutoring for most of the year, others for a 6 to 8 week period, and still others may only offer academic assistance during the school day. This depends on the express needs of each site and is based on such factors as whether or not the students who most need the help will be willing to attend at hours rather than those of the school day or the relative cost of running such a program as opposed to hiring additional personnel to perform similar instruction during the school day.	The principal of each site or his/her designee is directly responsible for monitoring this. The Title I program specialist assigned to monitor that site provides oversight monitoring for the Title I Department.
Extended Day	Students who attend a VPK program at a Title I school are eligible to attend and extended day program that supplements the VPK program.	This lasts for the duration of the VPK session.	The Title I Pre-K Resource teacher monitors the extended day program.
	All students at Leesburg High are	1. Virtual School Frequency – paced by the student.	• The principal of or his designee

Extended Day, Saturday, Summer	eligible since this site is a school in the bottom 5% of schools in Florida	Duration – ongoing 2. STEM/CROP Summer Camp Frequency – once a year Duration 3 weeks in the summer.	• The Title I program specialist assigned to monitor that site (provides Title I oversight)
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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	<p>Schools will use FLDOE 2012 FCAT Writing Calibration Scoring Guide and FLDOE 2012 Anchor Sets along with FLDOE Writing Rubric FDOE School CD provided to every school.</p> <p>There is a district expectation that Writing Folders are maintained on each student in tandem with data chats.</p> <p>Curriculum Blueprints and Writing Taskcards provide teachers framework for standards-based instruction.</p> <p>The FCIM process will be employed as a means of identifying weaknesses and strengths in students' writing through the use of Edusoft Baseline, Midyear, and monthly assessments.</p>	<p>Use Being a Writer program to provide students opportunities to practice and expand writing skills.</p> <p>WRITES Score as a means of progress monitoring progression of students' writing.</p> <p>Document Based Questions lessons implemented for students to developed evidenced based essays.</p> <p>Just Read Florida website and resources utilized to provide opportunity to provide writing support and connecting literacy strategies.</p>	<p>The district will provide each school with FDOE CD to examine students' writing with anchor sets in ELA common planning and PLCs.</p> <p>Writing Calibration Explanations PPT provided (on Teaching & Learning Webpage)for district-wide support.</p> <p>The district Academic Services staff will provide ongoing writing support to schools via monthly Collaborative Cohorts.</p> <p>The district Academic Services staff will provide Curriculum Blueprint and Writing taskcard training via monthly Academic Services Collaborative Cohort sessions as needed.</p>
MIDDLE	<p>Schools will use FLDOE 2012 FCAT Writing Calibration Scoring Guide and FLDOE 2012 Anchor Sets along with FLDOE Writing Rubric FDOE School CD provided to every school.</p> <p>There is a district expectation that Writing Folders are maintained on each student in tandem with data chats.</p> <p>Curriculum Blueprints and Writing Taskcards provide teachers framework for standards-based instruction.</p> <p>The FCIM process will be employed as a means of identifying weaknesses and strengths in students' writing through the use of Edusoft Baseline, Midyear, and monthly assessments.</p>	<p>Use Being a Writer program to provide students opportunities to practice and expand writing skills.</p> <p>WRITES Score as a means of progress monitoring progression of students' writing.</p> <p>Document Based Questions lessons implemented for students to developed evidenced based essays.</p> <p>Just Read Florida website and resources utilized to provide opportunity to provide writing support and connecting literacy strategies.</p>	<p>The district will provide each school with FDOE CD to examine students' writing with anchor sets in ELA common planning and PLCs.</p> <p>Writing Calibration Explanations PPT provided (on Teaching & Learning Webpage)for district-wide support.</p> <p>The district Academic Services staff will provide ongoing writing support to schools via monthly Collaborative Cohorts.</p> <p>The district Academic Services staff will provide Curriculum Blueprint and Writing taskcard training via monthly Collaborative Cohort sessions as needed.</p>

HIGH	Schools will use FLDOE 2012 FCAT Writing Calibration Scoring Guide and FLDOE 2012 Anchor Sets along with FLDOE Writing Rubric FDOE School CD provided to every school.	WRITES Score as a means of progress monitoring progression of students' writing.	The district will provide each school with FDOE CD to examine students' writing with anchor sets in ELA common planning and PLCs.
	There is a district expectation that Writing Folders are maintained on each student in tandem with data chats.	Document Based Questions lessons implemented for students to developed evidenced based essays.	Writing Calibration Explanations PPT provided (on Teaching & Learning Webpage)for district-wide support.
	Curriculum Blueprints and Writing Taskcards provide teachers framework for standards-based instruction.	Just Read Florida website and resources utilized to provide opportunity to provide writing support and connecting literacy strategies	The district Academic Services staff will provide ongoing writing support to schools via monthly Collaborative Cohorts.
	The FCIM process will be employed as a means of identifying weaknesses and strengths in students' writing through the use of Edusoft Baseline, Midyear, and monthly assessments.		The district Academic Services staff will provide Curriculum Blueprint and Writing taskcard training via monthly Academic Services Collaborative Cohort sessions as needed.

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 and/or after school Offered as part of comprehensive language arts tutoring	Levels 1 and 2	as needed throughout the school year	School principals/designees

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.

At least 10% of the Title 1 budget has been set aside to provide professional development by:

1. Employing Instructional Coaches to provide ongoing one-to-one professional development through help to teachers who are working to become highly qualified or who are seeking to upgrade instructional strategies;
2. Employing Math/Science coaches to coach teachers on math science strategies;
3. Employing Literacy Coaches to coach teachers on reading/language arts strategies;
4. Paying for trainers for reading, language arts, Literacy First, and math professional development sessions;
5. Purchasing manuals, supplies, and printing services for training sessions;
6. Paying stipends to teachers who attend professional development sessions at hours beyond the regular school day/week/year;
7. Paying dues to appropriate professional organizations so that the Title I staff can stay abreast of current educational trends; and
8. Funding travel associated with the above activities.

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
Based on data from the 2010- 2011 Family School Liaison logs (parental involvement records kept by the Family School Liaisons at each Title I site) parents needed the services provided by having a designated person at each school to tailor-make their involvement opportunities.	Over 55,000 parent contacts were made at Title I sites in 2011 - 2012.	<ul style="list-style-type: none"> Family/School Liaisons will continue to be placed at the Title I school sites and Leesburg High School ?SIG 1003 (g) recipient? to encourage parental participation through follow ups to parent notices, more convenient meeting times for input and workshops, and better access to parenting materials and take-home resources. Extensive training for these Family/School Liaisons is being provided. This training includes but is not limited to how to encourage participation by parents of students in low-performing subgroups, communication skills, especially with non-English speaking parents, and how to involve parents in workshops that deal with activities or issues appropriate to the needs of students at their school site. At Leesburg High School 3 new parent opportunities will be offered: <ol style="list-style-type: none"> Transition Showcase in May for parents of rising 9th graders Video blogs/ pod casts from the principal Career/ Scholarship Center open 2 days per week from 5:15- 8:00 p.m. 	<p>There is a two-part evaluation:</p> <ol style="list-style-type: none"> Principals will evaluate the Family Liaisons on professional performance Title I will analyze the 2012-2013 Parent Survey for each site to measure actual parent participation. 	<ul style="list-style-type: none"> Site Principals Title I Parent Involvement 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)

AMAO 1:

%Making Listening/Speaking Gains:70

%Making Writing Gains:63

%Making Reading Gains: 63

AMAO 2:

%of Students Proficient KG-02: 44

%of Students Proficient 03-05: 15

%of Students Proficient 06- 08: 15

%of Students Proficient 09-12: 15

AMAO 3:

Reading English Language Learners Tested: 100%

Math English Language Learners Tested: 100%

District Reading Proficiency (AMO): 24% (2011) and 26% (2012). District Math Proficiency (AMO): 31% (2011) and 34% (2012). For 2012-2013, emphasis will be provided in strengthening the supplemental support for ELLs, as well as, professional development for teachers in providing instruction to ELLs.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
Students will take the DOE FAIR (Florida Assessment for Instruction in Reading) for baseline data. A comprehensive plan for improvement in reading fluency and comprehension will be developed for each child. Additional data measures include Literacy First, District Benchmark Assessments in the Fall and Spring in Math, Science and Writing.	Title III Program Specialist ELL School Specialist Classroom Teacher	Ongoing: September-June	Title III
Teachers will work with students in the areas of deficiency providing individual student time in intervention groups based on data for reading instruction, comprehension, and vocabulary. ELL TAs will be assigned to students for additional time and practice. Leveled readers, phonemic awareness and fluency assessments will be used daily with students.	Title III Program Specialist ELL School Specialist Classroom Teacher	Ongoing: September-June	Title III
Quarterly progress monitoring will take place for K-12 students to adjust learning progress and strategies for instruction.	Title III Program Specialist ELL School Specialist Classroom Teacher	Quarterly	Title III
K-12 ELL students in the RTI process will receive additional daily instruction outside of the 90 minute reading block.	Classroom teacher, RTI school liaison	Daily	Title III
The Program Specialist for Title III will provide intervention as best practice strategy training and support for classroom instruction.	Title III Program Specialist	Ongoing	Title III
Literacy Coaches, ELL Contacts, teachers, and TAs will continue support utilizing research-based strategies and best practices to support the needs of ELL students and increase student achievement.	Title III Program Specialist Literacy Coach Classroom Teacher	Fall	Title III
School administrators, Literacy Coaches, ELL Contacts, Guidance Counselors, and ELL TAs will be trained in Rosetta Stone for Student Placement and Progress Monitoring.	Administrators, ELL Contacts, Guidance Counselors, and ELL TAs	Fall	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	Grade K-2 Chart	ELL School Specialist Literacy Coach	Ongoing	Title I Title III
3-5	Grade 3-5 Chart	Classroom teacher Title III Program Specialist		
6-8	Grade 6-8 Chart	Reading Program Specialist		
9-12	Grade 9-12 Chart			

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
Provide staff development to teachers and paraprofessionals in scientifically based research strategies to improve academic achievement of ELLs in mathematics, enhance second language acquisition and effectively utilize available ESOL/ELL textbooks, software (including but not limited to Rosetta Stone and Rosetta Stone web-based) and other materials to develop the proficiency of ELL students.	Curriculum Program Specialists Title II Program Specialist	Ongoing	Title I, II, III
Edusoft Benchmark testing will be given to ELL students in Fall and Spring. A plan for additional instruction for these students in need of improvement will be provided before, during or after school. An ELL TA will assist with additional time and practice.	Curriculum Program Specialists Title II Program Specialist Principals CRT Classroom teachers	Fall and Spring Progress monitoring ongoing throughout the school year.	Title I Title III
K-12 teachers will continue to receive training in math standards These math trainings include best practices for ELL students. Training using hands-on activities, visual learning and high interest student engagement will be provided.	Curriculum Program Specialists Title II Program Specialist CRT Classroom Teachers	Fall and Spring Progress monitoring ongoing throughout the school year.	Title I 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
Increase staff development for teachers and ELL teaching assistants relating to best practices, interpreting and analyzing CELLA results.	Director of Teaching and Learning, Title III Program Specialist	Ongoing	Title III
In-school, before school, after school and intensive summer school program will be provided for ELL students that allows for additional one on one instruction time and practice in math.	Curriculum Department Curriculum Specialists Director of Teaching & Learning Title III Program Specialist, School CRT's, Principals	Ongoing	Title II Title III
ELL Students who are level 1 and level 2 will be monitored individually to assure that they are placed in the right classes with highly engaging teachers and that these teacher receive support through training and resources.	Curriculum Department Curriculum Specialists, Director of Teaching & Learning, Title III Program Specialist, School CRT's, Principals	Ongoing	Title I Title III Fund 100
Classroom Walk-throughs are conducted by school-based personnel at school sites to monitor and respond to the needs of the ELL students. For the schools in Differentiated Accountability, Instructional Reviews are conducted throughout the school year.	Principals, School CRT's, Curriculum and Teaching & Learning Directors, Curriculum Specialists, Title III Program Specialist,	Ongoing	Fund 100
For the schools in Differentiated Accountability, on-going district professional development through modeling rigorous and relevant teaching will take place throughout the school year.	Curriculum Program Specialists, Director of Teaching & Learning, Title III Program Specialist, Literacy, Math, and Science Coaches	Ongoing	Title I Title II Title III Fund 100
Teacher data analysis chats and PLC strategies utilizing common planning time, and shared best practice lessons will take place at school sites.	Curriculum and Teaching & Learning Directors, Curriculum Department Curriculum Specialists , Title III Program Specialist School CRT's, Principals	Ongoing	Fund 100

“C2” Collaborative Cohort Trainings to identify minority subgroups and utilize the Problem Solving Model for Multi-Tiered System of Support	Curriculum and Teaching & Learning Directors, RTI Manager, Curriculum Specialists, Title III Program Specialist, School CRT's, Principals	Ongoing	Fund 100
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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
Home School Liaisons will work with ELL students' parents to encourage parent active participation at school and home in the learning process. These paraprofessionals are bi-lingual, have flexible schedules that allow them to make home visits and go to school activities with these families. Building positive, trusting relationships will be key to outreach strategies for parent participation and student success.	Principals, Title I Director, Director of Teaching & Learning, Title III Program Specialist	Ongoing	Title I Title III
Three school district level parent meetings will be held with the participation of bi-lingual staff to talk to parents about best practice learning in reading and math, FCAT strategies for success and high school graduation.	Principals, Guidance Counselors, Bi-lingual staff, Director of Teaching & Learning, Title III Program Specialist	Twice a year	Title I Title III
Parent Resource Center will be set up in schools for parents to come in and checkout resources, hands-on activities, use Rosetta Stone, and check out books and math manipulatives. Bi-lingual staff will facilitate these centers. These centers will be open in the evening hours weekly to accommodate parents.	School Based Parent Liaison	Ongoing	Title I Title III
Parents will have access to Rosetta Stone Web-based program.	School-Based Parent Liaison, Director of Teaching & Learning, Title III Program Specialist	Ongoing	Title III
Monthly customized usage reports will be generated and distributed to assure fidelity of Rosetta Stone as a supplemental tool for language acquisition.	Title III Program Specialist, Director of Teaching & Learning, School Principal	Ongoing	Title III
Parents will be transported to Lake County Fairgrounds for the Fall Families in Transition (Homeless) Resource to educate parents on resources such as Rosetta Stone.	Title III Program Specialist, Title I Program Specialist, 27 Partners in Education: Safe Schools Coalition the VA Homeless, Division	Ongoing	Title I Title III

7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
There are no changes to the Title III Education Program; however, revisions will be made upon intermittent reviews of this plan throughout the year to allow for adjustments based on students needs.	Director of Teaching & Learning, Title III Program Specialist	Ongoing reviews as needed and/or determined by data	Title III

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.](#)