

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Escambia



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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.

Plans for the 2012-13 school year began at the school levels in May, as student scores were received. School leadership teams began to meet to analyze the data and find the root causes for successes and failures. Many principals also met with their School Advisory Councils during the summer. The Curriculum and Instruction Department began to work with identified schools to provide support in June. In July the Superintendent decided to begin making plans for six schools to have an extended day of one hour. His decision came before the 100 lowest schools list was released. The identified schools worked with staff and parent groups to develop effective strategies to increase reading achievement. The schools submitted a detailed plan of how they would use the extended hour for reading instruction, comprehensive plans for hiring effective teachers, waivers from district requirements, and additional staff that was needed. The District Leadership Team reviewed these plans and will monitor the progress as needed. The curriculum specialists and directors met several times to construct a district plan of support for all targeted schools. Each school has a district team which will monitor and coordinate the support of the district and DOE specialists.

The identified schools who developed action plans for the extended day are Global Learning, Holm, Lincoln Park, Montclair, Weis, and West Pensacola Elementary Schools. The schools with action plans through DA include Global Learning, Holm, Lincoln Park, Warrington and West Pensacola Elementary Schools and Bellview, Warrington, and Woodham Middle Schools.

Charter Schools are monitored and supported by the Alternative Education Director and staff and resources are shared as is appropriate. The required School Improvement Plans are submitted to the Office of Continuous Improvement each year. The staffs of the charter schools are encouraged to participate in all school district professional development.

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>The six extended day schools will use the additional hour for reading instruction. One middle school has an additional 30 minutes for reading instruction as well.</p> <p>Reading department: The targeted elementary schools have a reading coach to provide modeling, professional learning, and coaching. Most middle and high schools have a literacy coach who will develop and implement a literacy plan, including the use of reading strategies in all content areas.</p> <p>Principals and district staff will use E3 to monitor effective</p>		

Total	Reading	<p>Student engagement, increased rigor, and writing to text are the targeted focus areas for the school year. Teachers are in need of strategies to use in their classrooms to make sure all students are engaged and on task.</p>	<p>Individual and small group instruction not planned to specific needs of students</p> <p>Teachers need specific direction to improve lesson delivery.</p> <p>More professional development is needed</p> <p>More district curriculum support is needed.</p>	<p>teaching strategies.</p> <p>The district has two elementary reading coaches in addition to two elementary TSAs, one middle school TSA and a high school TSA. The Language Arts specialist and language arts elementary TSA will also work with teachers.</p> <p>A literacy plan was developed for middle schools by a committee of teachers, coaches, principals and specialists. The plan allows schools to provide intensive reading instruction in two blocks.</p> <p>Depending on student need, a child may be placed in a double block of reading or have one block of direct reading instruction (using the Impact!) and the other block may be a heterogeneous group. The decision will be based on the student's FCAT history, FAIR, grades, and teacher input, rather than just last year's scores. ESE students use Voyager Journeys curriculum for reading intervention. Teachers were involved in a summer institute which provided training on comprehension, text complexity, and unpacking the standards.</p>	<p>Reading Department will provide professional development to schools and to Reading Coaches.</p> <p>Online training programs such as PD360, Education Impact, and Teachscape catalogues have all been purchased with RTTT funds. These online programs will be used by teachers and principals to increase teacher effectiveness.</p> <p>About 75 middle and high school teachers attended a Teacher Institute this summer that teamed reading and content area teachers. Each team ended the week-long institute with a planned themed unit of instruction. Using Kagan strategies, the unit will use strong student engagement activities.</p> <p>SREB will provide training to increase rigor and unpack the standards through-out the year in four schools.</p> <p>Close reading</p>	<p>Reading department and other curriculum specialists</p> <p>DOE specialists</p> <p>Turnaround Leaders Director of Professional Learning</p> <p>Level Directors and Principals</p> <p>District trainers and targeted school staff</p> <p>SREB Coaches at selected schools</p>
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			<p>The Daily 5 will be used in elementary schools for student engagement during small group instruction.</p> <p>Three middle and one high school is involved in SREB Literacy Training this year. The PD involves training and 9 days of coaching.</p> <p>Close reading is a new initiative district wide to increase text complexity and rigor of questioning.</p> <p>Reading in the content areas will support reading achievement and increase student engagement.</p> <p>The use of data to inform instruction has assisted teachers in grouping students. Most elementary schools have given the DRA to all K-2 students, in addition to FAIR. For grades 3-5, FAIR or Discovery Ed and DRA has been given.</p> <p>The media specialists at the extended day and targeted schools will meet with the district media specialist to develop strategies to support the curriculum and student independent reading.</p>	<p>strategies, differentiated instruction and high order questioning workshops are planned.</p> <p>Training in the use of leveled readers in content areas has been provided.</p> <p>Collaborative training with the district and DOE</p>	
			<p>Teachers will follow pacing guides that support the NGSSS and CCSS</p> <p>Extensive training will</p>		

				be provided to implement use of textbooks to teach standards with fidelity.		
		Sequential mathematics curriculum based on NGSSS and Common Core (K)		Project-based learning activities will be used to increase student engagement, including the application of math concepts in the career academies.	The District Mathematics Specialists will provide training at the school level.	Curriculum Specialists
		Teachers need to use effective strategies in their classrooms	More professional development needed	The success of the Algebra I pilot will be replicated in Geometry this year. A semester exam will be given to assess student mastery and teachers will use the data to provide remediation and support.	The specialists visit classrooms and provide feedback to teachers and principals about the fidelity of the implementation of the programs.	Principals District trainers and targeted school staff
Total	Mathematics	More support in classrooms is needed.	More district curriculum support is needed.	Each nine weeks, an exam will be given to assess mastery of benchmarks taught. The semester and 3rd nine week tests will be comprehensive of all benchmarks tested.	Assessments have been developed for Algebra I to assure that the benchmarks are being mastered.	Curriculum Specialists will monitor work of coaches.
		Teachers need to unpack the standards.			SREB will provide training to increase rigor and unpack the standards through-out the year.	SREB Coaches at selected schools
		Teachers need to use the test specifications in assessments.		Four schools will be involved in the SREB training and coaching model. Five PD days and nine coaching days are included.		DOE specialist
				At the beginning of the year, all mathematics teachers for middle and high schools were provided training for the eight mathematical practices of common core.		
White	Reading	NA	NA	NA	NA	NA
					The District	

White	Mathematics	<p>Sequential mathematics curriculum based on NGSSS</p> <p>More support in classrooms is needed.</p> <p>Teachers need to unpack the standards.</p> <p>Teachers need to use the test specifications in assessments.</p>	<p>More professional development needed</p> <p>More district curriculum support is needed.</p>	<p>Mathematics Specialists provided follow-up training at the school level.</p> <p>The specialists visit classrooms and provide feedback to teachers and principals about the fidelity of the implementation of the programs.</p> <p>Assessments have been developed for Algebra I to assure that the benchmarks are being mastered.</p> <p>SREB will provide training to increase rigor and unpack the standards through-out the year.</p>	<p>Curriculum Specialists</p> <p>Principals</p> <p>District trainers and targeted school staff</p> <p>Curriculum Specialists will monitor work of coaches.</p> <p>SREB Coaches at selected schools</p> <p>DOE specialist</p>
				<p>The six extended day schools will use the additional hour for reading instruction. One middle school has an additional 30 minutes for reading instruction as well.</p> <p>Reading department: The targeted elementary schools have a reading coach to provide modeling, professional learning, and coaching. Most middle and high schools have a literacy coach who will develop and implement a literacy plan, including the use of reading strategies in all content areas.</p> <p>Principals and district staff will use E3 to monitor effective teaching strategies.</p>	

Black	Reading	<p>Teacher development of inquiry questions to increase thinking skills</p> <p>Higher rigor is needed to increase student thinking skills</p> <p>Lesson plans indicate teachers need to develop lessons at a higher level.</p> <p>There is a need for use of High Yield Strategies in lessons.</p> <p>More classroom support is needed.</p> <p>Teachers need to unpack the standards.</p> <p>Teachers</p>	<p>Individual and small group instruction not planned to specific needs of students</p> <p>Too many low level questions were asked</p> <p>Teachers need specific direction to improve lesson delivery.</p> <p>More professional development needed</p> <p>More district curriculum support is needed.</p>	<p>The district has two elementary reading coaches in addition to two elementary TSAs, one middle school TSA and a high school TSA. The Language Arts specialist and language arts elementary TSA will also work with teachers.</p> <p>A literacy plan was developed for middle schools by a committee of teachers, coaches, principals and specialists. The plan allows schools to provide intensive reading instruction in two blocks. Depending on student need, a child may be placed in a double block of reading or have one block of direct reading instruction (using the Impact!) and the other block may be a heterogeneous group. The decision will be based on the student's FCAT history, FAIR, grades, and teacher input, rather than just last year's scores. ESE students use Voyager Journeys curriculum for reading intervention. Teachers were involved in a summer institute which provided training on comprehension, text complexity, and unpacking the standards.</p> <p>The Daily 5 will be</p>	<p>Reading Department will provide professional development to schools and to Reading Coaches.</p> <p>Online training programs such as PD360, Education Impact, and Teachscape catalogues have all been purchased with RTTT funds. These online programs will be used by teachers and principals to increase teacher effectiveness.</p> <p>About 75 middle and high school teachers attended a Teacher Institute this summer that teamed reading and content area teachers. Each team ended the week-long institute with a planned themed unit of instruction. Using Kagan strategies, the unit will use strong student engagement activities.</p> <p>SREB will provide training to increase rigor and unpack the standards through-out the year in four schools.</p> <p>Close reading strategies, differentiated</p>	<p>Reading department and other curriculum specialists</p> <p>DOE specialists</p> <p>Turnaround Leaders Director of Professional Learning</p> <p>Level Directors and Principals</p> <p>District trainers and targeted school staff</p> <p>SREB Coaches at selected schools</p>
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need to use the test specifications in assessments.

used in elementary schools for student engagement during small group instruction.

instruction and high order questioning workshops are planned.

Three middle and one high school is involved in SREB Literacy Training this year. The PD involves training and 9 days of coaching.

Training in the use of leveled readers in content areas has been provided.

Collaborative training with the district and DOE

Close reading is a new initiative district wide to increase text complexity and rigor of questioning.

Reading in the content areas will support reading achievement and increase student engagement.

The use of data to inform instruction has assisted teachers in grouping students. Most elementary schools have given the DRA to all K-2 students, in addition to FAIR. For grades 3-5, FAIR or Discovery Ed and DRA has been given.

The media specialists at the extended day and targeted schools will meet with the district media specialist to develop strategies to support the curriculum and student independent reading.

Teachers will follow pacing guides that support the NGSSS and CCSS
Extensive training will be provided to implement use of

Black	Mathematics	<p>Sequential mathematics curriculum based on NGSSS</p> <p>More support in classrooms is needed.</p> <p>Teachers need to unpack the standards.</p> <p>Teachers need to use the test specifications in assessments.</p>	<p>More professional development needed</p> <p>More training is needed</p> <p>More district curriculum support is needed.</p>	<p>textbooks to teach standards with fidelity.</p> <p>Project-based learning activities will be used to increase student engagement, including the application of math concepts in the career academies.</p> <p>The success of the Algebra I pilot will be replicated in Geometry this year. A semester exam will be given to assess student mastery and teachers will use the data to provide remediation and support.</p> <p>Each nine weeks, an exam will be given to assess mastery of benchmarks taught. The semester and 3rd nine week tests will be comprehensive of all benchmarks tested.</p> <p>Four schools will be involved in the SREB training and coaching model. Five PD days and nine coaching days are included.</p> <p>At the beginning of the year, all mathematics teachers for middle and high schools were provided training for the eight mathematical practices of common core.</p>	<p>Consultants from the publishers provided extensive, all day training in the use of the new textbooks and materials.</p> <p>The District Mathematics Specialists provided follow-up training at the school level.</p> <p>The specialists visit classrooms and provide feedback to teachers and principals about the fidelity of the implementation of the programs.</p> <p>Assessments have been developed for Algebra I to assure that the benchmarks are being mastered.</p> <p>SREB will provide training to increase rigor and unpack the standards through-out the year.</p>	<p>Curriculum Specialists</p> <p>Principals</p> <p>District trainers and targeted school staff</p> <p>Curriculum Specialists will monitor work of coaches.</p> <p>SREB Coaches at selected schools</p> <p>DOE specialist</p>
				<p>The six extended day schools will use the additional hour for reading instruction. One middle school has an additional 30</p>		

			<p>minutes for reading instruction as well.</p> <p>Reading department: The targeted elementary schools have a reading coach to provide modeling, professional learning, and coaching. Most middle and high schools have a literacy coach who will develop and implement a literacy plan, including the use of reading strategies in all content areas.</p> <p>Principals and district staff will use E3 to monitor effective teaching strategies.</p> <p>The district has two elementary reading coaches in addition to two elementary TSAs, one middle school TSA and a high school TSA. The Language Arts specialist and language arts elementary TSA will also work with teachers.</p> <p>A literacy plan was developed for middle schools by a committee of teachers, coaches, principals and specialists. The plan allows schools to provide intensive reading instruction in two blocks. Depending on student need, a child may be placed in a double block of reading or have one block of direct reading</p>	<p>Reading Department will provide professional development to schools and to Reading Coaches.</p> <p>Online training programs such as PD360, Education Impact, and Teachscape catalogues have all been purchased with RTTT funds. These online programs will be used by teachers and principals to increase teacher effectiveness.</p> <p>About 75 middle and high school teachers attended a</p>	<p>Reading department and other curriculum specialists</p>
	<p>Teacher development of inquiry questions to increase thinking skills</p>	<p>Individual and small group instruction not planned to specific needs of students</p>			
	<p>Higher rigor is needed to increase student</p>				

Hispanic	Reading	<p>thinking skills</p> <p>Lesson plans indicate teachers need to develop lessons at a higher level.</p> <p>More classroom support is needed.</p> <p>Teachers need to unpack the standards.</p> <p>Teachers need to use the test specifications in assessments.</p>	<p>Too many low level questions were asked</p> <p>Teachers need specific direction to improve lesson delivery.</p> <p>More professional development needed</p> <p>More district curriculum support is needed.</p>	<p>instruction (using the Impact!) and the other block may be a heterogeneous group. The decision will be based on the student's FCAT history, FAIR, grades, and teacher input, rather than just last year's scores. ESE students use Voyager Journeys curriculum for reading intervention. Teachers were involved in a summer institute which provided training on comprehension, text complexity, and unpacking the standards.</p> <p>The Daily 5 will be used in elementary schools for student engagement during small group instruction.</p> <p>Three middle and one high school is involved in SREB Literacy Training this year. The PD involves training and 9 days of coaching.</p> <p>Close reading is a new initiative district wide to increase text complexity and rigor of questioning.</p> <p>Reading in the content areas will support reading achievement and increase student engagement.</p> <p>The use of data to inform instruction has assisted teachers in grouping students. Most elementary</p>	<p>Teacher Institute this summer that teamed reading and content area teachers. Each team ended the week-long institute with a planned themed unit of instruction. Using Kagan strategies, the unit will use strong student engagement activities.</p> <p>SREB will provide training to increase rigor and unpack the standards through-out the year in four schools.</p> <p>Close reading strategies, differentiated instruction and high order questioning workshops are planned.</p> <p>Training in the use of leveled readers in content areas has been provided.</p> <p>Collaborative training with the district and DOE</p>	<p>DOE specialists</p> <p>Turnaround Leaders</p> <p>Director of Professional Learning</p> <p>Level Directors and Principals</p> <p>District trainers and targeted school staff</p> <p>SREB Coaches at selected schools</p>
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Hispanic	Mathematics	<p>Sequential mathematics curriculum based on NGSSS</p> <p>More support in classrooms is needed.</p> <p>Teachers need to unpack the standards.</p> <p>Teachers need to use the test specifications in</p>	<p>More professional development needed</p> <p>More district curriculum support is needed.</p>	<p>Teachers will follow pacing guides that support the NGSSS and CCSS</p> <p>Extensive training will be provided to implement use of textbooks to teach standards with fidelity.</p> <p>Project-based learning activities will be used to increase student engagement, including the application of math concepts in the career academies.</p> <p>The success of the Algebra I pilot will be replicated in Geometry this year. A semester exam will be given to assess student mastery and teachers will use the data to provide remediation and support.</p> <p>Each nine weeks, an exam will be given to assess mastery of benchmarks taught.</p> <p>The semester and 3rd nine week tests will</p>	<p>The District Mathematics Specialists provided follow-up training at the school level.</p> <p>The specialists visit classrooms and provide feedback to teachers and principals about the fidelity of the implementation of the programs.</p> <p>Assessments have been developed for Algebra I to assure that the benchmarks are being mastered.</p> <p>SREB will provide training to increase</p>	<p>Curriculum Specialists</p> <p>Principals</p> <p>District trainers and targeted school staff</p> <p>Curriculum Specialists will monitor work of coaches.</p> <p>SREB Coaches at selected schools</p>

		assessments.		<p>be comprehensive of all benchmarks tested.</p> <p>Four schools will be involved in the SREB training and coaching model. Five PD days and nine coaching days are included.</p> <p>At the beginning of the year, all mathematics teachers for middle and high schools were provided training for the eight mathematical practices of common core.</p>	<p>rigor and unpack the standards through-out the year.</p>	DOE specialist
Asian	Reading	NA	NA	NA	NA	NA
Asian	Mathematics	NA	NA	NA	NA	NA
				<p>The six extended day schools will use the additional hour for reading instruction. One middle school has an additional 30 minutes for reading instruction as well.</p> <p>Reading department: The targeted elementary schools have a reading coach to provide modeling, professional learning, and coaching. Most middle and high schools have a literacy coach who will develop and implement a literacy plan, including the use of reading strategies in all content areas.</p> <p>Principals and district staff will use E3 to monitor effective teaching strategies.</p> <p>The district has two elementary reading coaches in addition to</p>		

American Indian	Reading	<p>Teacher development of inquiry questions to increase thinking skills</p> <p>Higher rigor is needed to increase student thinking skills</p> <p>Lesson plans indicate teachers need to develop lessons at a higher level.</p> <p>More classroom support is needed.</p> <p>Teachers need to unpack the standards.</p> <p>Teachers need to use the test specifications in assessments.</p>	<p>Individual and small group instruction not planned to specific needs of students</p> <p>Too many low level questions were asked</p> <p>Teachers need specific direction to improve lesson delivery.</p> <p>More professional development needed</p> <p>More district curriculum support is needed.</p>	<p>two elementary TSAs, one middle school TSA and a high school TSA. The Language Arts specialist and language arts elementary TSA will also work with teachers.</p> <p>A literacy plan was developed for middle schools by a committee of teachers, coaches, principals and specialists. The plan allows schools to provide intensive reading instruction in two blocks. Depending on student need, a child may be placed in a double block of reading or have one block of direct reading instruction (using the Impact!) and the other block may be a heterogeneous group. The decision will be based on the student's FCAT history, FAIR, grades, and teacher input, rather than just last year's scores. ESE students use Voyager Journeys curriculum for reading intervention. Teachers were involved in a summer institute which provided training on comprehension, text complexity, and unpacking the standards.</p> <p>The Daily 5 will be used in elementary schools for student engagement during</p>	<p>Reading Department will provide professional development to schools and to Reading Coaches.</p> <p>Online training programs such as PD360, Education Impact, and Teachscape catalogues have all been purchased with RTTT funds. These online programs will be used by teachers and principals to increase teacher effectiveness.</p> <p>About 75 middle and high school teachers attended a Teacher Institute this summer that teamed reading and content area teachers. Each team ended the week-long institute with a planned themed unit of instruction. Using Kagan strategies, the unit will use strong student engagement activities.</p> <p>SREB will provide training to increase rigor and unpack the standards through-out the year in four schools.</p> <p>Close reading strategies, differentiated instruction and high order questioning workshops are</p>	<p>Reading department and other curriculum specialists</p> <p>Director of Staff Development</p> <p>Principals</p> <p>Level Directors and Principals</p> <p>District trainers and targeted school staff</p> <p>Reading Specialist and Level Directors Principals</p> <p>SREB Coaches at selected schools</p>
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			<p>small group instruction.</p> <p>Three middle and one high school is involved in SREB Literacy Training this year. The PD involves training and 9 days of coaching.</p> <p>Close reading is a new initiative district wide to increase text complexity and rigor of questioning.</p> <p>Reading in the content areas will support reading achievement and increase student engagement.</p> <p>The use of data to inform instruction has assisted teachers in grouping students. Most elementary schools have given the DRA to all K-2 students, in addition to FAIR. For grades 3-5, FAIR or Discovery Ed and DRA has been given.</p> <p>The media specialists at the extended day and targeted schools will meet with the district media specialist to develop strategies to support the curriculum and student independent reading.</p>	<p>planned.</p> <p>Training in the use of leveled readers in content areas has been provided.</p> <p>Collaborative training with the district and DOE</p>	
			<p>Teachers will follow pacing guides that support the NGSSS and CCSS</p> <p>Extensive training will be provided to implement use of textbooks to teach standards with fidelity.</p>		

American Indian	Mathematics	<p>Sequential mathematics curriculum based on NGSSS</p> <p>More support in classrooms is needed.</p> <p>Teachers need to unpack the standards.</p> <p>Teachers need to use the test specifications in assessments.</p>	<p>More professional development needed</p> <p>More district curriculum support is needed.</p>	<p>Project-based learning activities will be used to increase student engagement, including the application of math concepts in the career academies.</p> <p>The success of the Algebra I pilot will be replicated in Geometry this year. A semester exam will be given to assess student mastery and teachers will use the data to provide remediation and support.</p> <p>Each nine weeks, an exam will be given to assess mastery of benchmarks taught.</p> <p>The semester and 3rd nine week tests will be comprehensive of all benchmarks tested.</p> <p>Four schools will be involved in the SREB training and coaching model. Five PD days and nine coaching days are included.</p> <p>At the beginning of the year, all mathematics teachers for middle and high schools were provided training for the eight mathematical practices of common core.</p>	<p>The District Mathematics Specialists provided follow-up training at the school level.</p> <p>The specialists visit classrooms and provide feedback to teachers and principals about the fidelity of the implementation of the programs.</p> <p>Assessments have been developed for Algebra I to assure that the benchmarks are being mastered.</p> <p>SREB will provide training to increase rigor and unpack the standards through-out the year.</p>	<p>Curriculum Specialists</p> <p>Principals</p> <p>District trainers and targeted school staff</p> <p>Curriculum Specialists will monitor work of coaches.</p> <p>SREB Coaches at selected schools</p> <p>DOE specialist</p>
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			<p>Reading department: The targeted elementary schools have a reading coach to provide modeling, professional learning, and coaching. Most middle and high schools have a literacy coach who will develop and implement a literacy plan, including the use of reading strategies in all content areas.</p> <p>Principals and district staff will use E3 to monitor effective teaching strategies.</p> <p>The district has two elementary reading coaches in addition to two elementary TSAs, one middle school TSA and a high school TSA. The Language Arts specialist and language arts elementary TSA will also work with teachers.</p> <p>A literacy plan was developed for middle schools by a committee of teachers, coaches, principals and specialists. The plan allows schools to provide intensive reading instruction in two blocks. Depending on student need, a child may be placed in a double block of reading or have one block of direct reading instruction (using the</p>	<p>Reading Department will provide professional development to schools and to Reading Coaches.</p> <p>Online training programs such as PD360, Education Impact, and Teachscape catalogues have all been purchased with RTTT funds. These online programs will be used by teachers and principals to increase teacher effectiveness.</p> <p>About 75 middle and high school teachers attended a Teacher Institute</p>	<p>Reading department and other curriculum specialists</p> <p>DOE specialists</p>
	<p>Teacher development of inquiry questions to increase thinking skills</p>	<p>Individual and small group instruction not planned to specific needs of students</p>			
	<p>Higher rigor is needed to increase student thinking skills</p>	<p>Too many</p>			

Economically Disadvantaged	Reading	<p>Lesson plans indicate teachers need to develop lessons at a higher level.</p> <p>More classroom support is needed.</p> <p>Teachers need to unpack the standards.</p> <p>Teachers need to use the test specifications in assessments.</p>	<p>low level questions were asked</p> <p>Teachers need specific direction to improve lesson delivery.</p> <p>More professional development needed</p> <p>More district curriculum support is needed.</p>	<p>Impact!) and the other block may be a heterogeneous group. The decision will be based on the student's FCAT history, FAIR, grades, and teacher input, rather than just last year's scores. ESE students use Voyager Journeys curriculum for reading intervention. Teachers were involved in a summer institute which provided training on comprehension, text complexity, and unpacking the standards.</p> <p>The Daily 5 will be used in elementary schools for student engagement during small group instruction.</p> <p>Three middle and one high school is involved in SREB Literacy Training this year. The PD involves training and 9 days of coaching.</p> <p>Close reading is a new initiative district wide to increase text complexity and rigor of questioning.</p> <p>Reading in the content areas will support reading achievement and increase student engagement.</p> <p>The use of data to inform instruction has assisted teachers in grouping students. Most elementary schools have given the</p>	<p>this summer that teamed reading and content area teachers. Each team ended the week-long institute with a planned themed unit of instruction. Using Kagan strategies, the unit will use strong student engagement activities.</p> <p>SREB will provide training to increase rigor and unpack the standards through-out the year in four schools.</p> <p>Close reading strategies, differentiated instruction and high order questioning workshops are planned.</p> <p>Training in the use of leveled readers in content areas has been provided.</p> <p>Collaborative training with the district and DOE</p>	<p>Turnaround Leaders Director of Professional Learning</p> <p>Level Directors and Principals</p> <p>District trainers and targeted school staff</p> <p>SREB Coaches at selected schools</p> <p>Title I Director and support staff</p>
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			<p>DRA to all K-2 students, in addition to FAIR. For grades 3-5, FAIR or Discovery Ed and DRA has been given.</p> <p>The media specialists at the extended day and targeted schools will meet with the district media specialist to develop strategies to support the curriculum and student independent reading.</p>		
		<p>Sequential mathematics curriculum based on NGSSS</p>	<p>Teachers will follow pacing guides that support the NGSSS and CCSS</p> <p>Extensive training will be provided to implement use of textbooks to teach standards with fidelity.</p> <p>Project-based learning activities will be used to increase student engagement, including the application of math concepts in the career academies.</p> <p>The success of the Algebra I pilot will be replicated in Geometry this year. A</p>	<p>The District Mathematics Specialists provided follow-up training at the school level.</p> <p>The specialists visit classrooms and provide feedback to</p>	<p>Curriculum Specialists</p> <p>Principals</p> <p>District trainers and targeted school staff</p>

Economically Disadvantaged	Mathematics	<p>More support in classrooms is needed.</p> <p>Teachers need to unpack the standards.</p> <p>Teachers need to use the test specifications in assessments.</p>	<p>More professional development needed</p> <p>More district curriculum support is needed.</p>	<p>semester exam will be given to assess student mastery and teachers will use the data to provide remediation and support.</p> <p>Each nine weeks, an exam will be given to assess mastery of benchmarks taught. The semester and 3rd nine week tests will be comprehensive of all benchmarks tested.</p> <p>Four schools will be involved in the SREB training and coaching model. Five PD days and nine coaching days are included.</p> <p>At the beginning of the year, all mathematics teachers for middle and high schools were provided training for the eight mathematical practices of common core.</p>	<p>teachers and principals about the fidelity of the implementation of the programs.</p> <p>Assessments have been developed for Algebra I to assure that the benchmarks are being mastered.</p> <p>SREB will provide training to increase rigor and unpack the standards through-out the year.</p>	<p>Curriculum Specialists will monitor work of coaches.</p> <p>SREB Coaches at selected schools</p> <p>DOE specialist</p> <p>Title I Director and support staff</p>
				<p>The six extended day schools will use the additional hour for reading instruction. One middle school has an additional 30 minutes for reading instruction as well.</p> <p>Reading department: The targeted elementary schools have a reading coach to provide modeling, professional learning, and coaching. Most middle and high schools have a literacy coach who will develop and implement a literacy plan, including the use of reading strategies in</p>		

all content areas.

Principals and district staff will use E3 to monitor effective teaching strategies.

The district has two elementary reading coaches in addition to two elementary TSAs, one middle school TSA and a high school TSA. The Language Arts specialist and language arts elementary TSA will also work with teachers.

A literacy plan was developed for middle schools by a committee of teachers, coaches, principals and specialists. The plan allows schools to provide intensive reading instruction in two blocks.

Teacher development of inquiry

Individual and small group instruction not

Reading Department will provide professional development to schools and to Reading Coaches.

English Language Learners

Reading

questions to increase thinking skills

Higher rigor is needed to increase student thinking skills

Lesson plans indicate teachers need to develop lessons at a higher level.

More classroom support is needed.

Teachers need to unpack the standards.

Teachers need to use the test specifications in assessments.

planned to specific needs of students

Too many low level questions were asked

Teachers need specific direction to improve lesson delivery.

More professional development needed

More district curriculum support is needed.

Students need more practice in understanding and using content vocabulary

Depending on student need, a child may be placed in a double block of reading or have one block of direct reading instruction (using the Impact!) and the other block may be a heterogeneous group.

The decision will be based on the student's FCAT history, FAIR, grades, and teacher input, rather than just last year's scores. ESE students use Voyager Journeys curriculum for reading intervention. Teachers were involved in a summer institute which provided training on comprehension, text complexity, and unpacking the standards.

The Daily 5 will be used in elementary schools for student engagement during small group instruction. Three middle and one high school is involved in SREB Literacy Training this year. The PD involves training and 9 days of coaching.

Close reading is a new initiative district wide to increase text complexity and rigor of questioning.

Reading in the content areas will support reading achievement and increase student engagement.

The new PD360, Education Impact, and Teachscape catalogues have all been purchased with RTTT funds. These online programs will be used by teachers and principals to increase teacher effectiveness.

The ESOL department will provide for 3 training opportunities during the school year.

Two conferences will be held to provide opportunity for teachers to train and share together.

Selected teachers will attend conferences and return to share with the others.

SREB will provide training to increase rigor and unpack the standards through-out the year.

Reading department and other curriculum specialists

DOE specialists

Turnaround Leaders
Director of Professional Learning

Level Directors and Principals

District trainers and targeted school staff

SREB Coaches at selected schools

Director of ESOL and District TSA and Itinerant teachers

SREB Coaches at selected schools

				<p>The use of data to inform instruction has assisted teachers in grouping students. Most elementary schools have given the DRA to all K-2 students, in addition to FAIR. For grades 3-5, FAIR or Discovery Ed and DRA has been given.</p> <p>The media specialists at the extended day and targeted schools will meet with the district media specialist to develop strategies to support the curriculum and student independent reading.</p> <p>Teachers will be endorsed and will receive support through an itinerant teacher or materials.</p>		
				<p>Teachers will follow pacing guides that support the NGSSS and CCSS</p> <p>Extensive training will be provided to implement use of textbooks to teach standards with fidelity.</p> <p>Project-based learning activities will be used to increase student engagement, including the application of math concepts in the career academies.</p> <p>The success of the Algebra I pilot will be replicated in Geometry this year. A semester exam will be</p>		
		Sequential mathematics curriculum based on NGSSS	More professional development needed		The District Mathematics Specialists provided follow-up training at the school level.	Curriculum Specialists Principals
		More support			The specialists visit classrooms and provide feedback to teachers and	District trainers and targeted school staff

<p>English Language Learners</p>	<p>Mathematics</p>	<p>in classrooms is needed.</p> <p>Teachers need to unpack the standards.</p> <p>Teachers need to use the test specifications in assessments.</p>	<p>More training is needed</p> <p>More district curriculum support is needed.</p>	<p>given to assess student mastery and teachers will use the data to provide remediation and support.</p> <p>Each nine weeks, an exam will be given to assess mastery of benchmarks taught. The semester and 3rd nine week tests will be comprehensive of all benchmarks tested.</p> <p>Four schools will be involved in the SREB training and coaching model. Five PD days and nine coaching days are included.</p> <p>At the beginning of the year, all mathematics teachers for middle and high schools were provided training for the eight mathematical practices of common core.</p>	<p>principals about the fidelity of the implementation of the programs.</p> <p>Assessments have been developed for Algebra I to assure that the benchmarks are being mastered.</p> <p>SREB will provide training to increase rigor and unpack the standards through-out the year.</p>	<p>Curriculum Specialists will monitor work of coaches.</p> <p>SREB Coaches at selected schools</p> <p>DOE specialist</p> <p>Title III Director and district TSA's</p>
				<p>The six extended day schools will use the additional hour for reading instruction. One middle school has an additional 30 minutes for reading instruction as well.</p> <p>Reading department: The targeted elementary schools have a reading coach to provide modeling, professional learning, and coaching. Most middle and high schools have a literacy coach who will develop and implement a literacy plan, including the use of reading strategies in all content areas.</p>		

Students with Disabilities	Reading			Principals and district staff will use E3 to monitor effective teaching strategies.			
				The district has two elementary reading coaches in addition to two elementary TSAs, one middle school TSA and a high school TSA. The Language Arts specialist and language arts elementary TSA will also work with teachers.	Reading Department will provide professional development to schools and to Reading Coaches.		
		Teacher development of inquiry questions to increase thinking skills	Individual and small group instruction not planned to specific needs of students	A literacy plan was developed for middle schools by a committee of teachers, coaches, principals and specialists. The plan allows schools to provide intensive reading instruction in two blocks. Depending on student need, a child may be placed in a double block of reading or have one block of direct reading instruction (using the Impact!) and the other block may be a heterogeneous group. The decision will be based on the student's FCAT history, FAIR, grades, and teacher input, rather than just last year's scores. ESE students use Voyager Journeys curriculum for reading intervention. Teachers were involved in a summer institute which provided training on	Online training programs such as PD360, Education Impact, and Teachscape catalogues have all been purchased with RTTT funds. These online programs will be used by teachers and principals to increase teacher effectiveness.	About 75 middle and high school teachers attended a Teacher Institute this summer that teamed reading and content area teachers. Each team ended the week-long institute with a planned themed unit of instruction. Using Kagan strategies, the unit will use strong student engagement activities.	
		Higher rigor is needed to increase student thinking skills	Too many low level questions were asked				Reading department and other curriculum specialists
		Lesson plans indicate teachers need to develop lessons at a higher level.	Teachers need specific direction to improve lesson delivery. More professional development needed				DOE specialists
		More classroom support is needed.				Turnaround Leaders Director of Professional Learning	
		Teachers				Level Directors and Principals	
						District trainers and targeted school staff	
						SREB Coaches at selected schools	
						ESE Director and	

<p>need to unpack the standards.</p> <p>Teachers need to use the test specifications in assessments.</p>	<p>More district curriculum support is needed.</p>	<p>comprehension, text complexity, and unpacking the standards.</p> <p>The Daily 5 will be used in elementary schools for student engagement during small group instruction. Three middle and one high school is involved in SREB Literacy Training this year. The PD involves training and 9 days of coaching.</p> <p>Close reading is a new initiative district wide to increase text complexity and rigor of questioning.</p> <p>Reading in the content areas will support reading achievement and increase student engagement.</p> <p>The use of data to inform instruction has assisted teachers in grouping students. Most elementary schools have given the DRA to all K-2 students, in addition to FAIR. For grades 3-5, FAIR or Discovery Ed and DRA has been given.</p> <p>The media specialists at the extended day and targeted schools will meet with the district media specialist to develop strategies to support the curriculum and student independent reading.</p>	<p>order questioning workshops are planned.</p> <p>Training in the use of leveled readers in content areas has been provided.</p> <p>Collaborative training with the district and DOE ESE Department will have regular training for teachers to implement inclusion strategies in all classrooms.</p> <p>FIN offers Differentiated Instruction and Co-teaching components.</p> <p>SREB will provide training to increase rigor and unpack the standards through-out the year.</p>	<p>support staff from ESE department</p>
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				The District is expecting inclusion in all schools and classrooms where appropriate.		
Students with Disabilities	Mathematics	<p>Sequential mathematics curriculum based on NGSSS</p> <p>More support in classrooms is needed.</p> <p>Teachers need to unpack the standards.</p> <p>Teachers need to use the test specifications in assessments.</p>	<p>More professional development needed</p> <p>More training is needed</p> <p>More district curriculum support is needed.</p>	<p>Teachers will follow pacing guides that support the NGSSS and CCSS</p> <p>Extensive training will be provided to implement use of textbooks to teach standards with fidelity.</p> <p>Project-based learning activities will be used to increase student engagement, including the application of math concepts in the career academies.</p> <p>The success of the Algebra I pilot will be replicated in Geometry this year. A semester exam will be given to assess student mastery and teachers will use the data to provide remediation and support.</p> <p>Each nine weeks, an exam will be given to assess mastery of benchmarks taught. The semester and 3rd nine week tests will be comprehensive of all benchmarks tested.</p> <p>Four schools will be involved in the SREB training and coaching model. Five PD days and nine coaching days are included.</p> <p>At the beginning of the year, all mathematics teachers</p>	<p>The District Mathematics Specialists provided follow-up training at the school level.</p> <p>The specialists visit classrooms and provide feedback to teachers and principals about the fidelity of the implementation of the programs.</p> <p>Assessments have been developed for Algebra I to assure that the benchmarks are being mastered.</p> <p>Use of mathematics supplementary materials</p> <p>Co-teaching in inclusion strategies when appropriate</p> <p>An ESE pre-algebra course was very successful last year and will be offered again. It will prepare students to move toward a basic Algebra course.</p> <p>SREB will provide training to increase rigor and unpack the standards through-out the year.</p>	<p>Curriculum Specialists</p> <p>Principals</p> <p>District trainers and targeted school staff</p> <p>Curriculum Specialists will monitor work of coaches.</p> <p>SREB Coaches at selected schools</p> <p>DOE specialist</p> <p>ESE Director and department support staff</p>

				for middle and high schools were provided training for the eight mathematical practices of common core.		
Other (e.g. Migrant) [as needed]	Reading					
Other (e.g. Migrant) [as needed]	Mathematics					

Title I District Improvement Plan - (Part3_1)

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

Grade Level	Core Reading and Scientifically Research-Based Program(s)
	<p>Comprehensive Core Reading Program: In the spring of 2008, after extensive review and careful consideration, the School District of Escambia County chose SRA Imagine It! from the state adopted reading list to best meet the needs and characteristics of our elementary students. This core program offers systematic, explicit instruction and appropriate practice in the critical elements of reading growth for each grade level from kindergarten through fifth grade. The program provides clear guidance for teachers about strategies for reading, and iii strategies for struggling readers as well as LEP students and progress monitoring tools. All lessons are correlated to the Next Generation Sunshine State Standards and grade level expectations. The district has worked with SRA to support teachers as they implement the reading series. The reading department will continue to offer trainings that will assist teachers in becoming more proficient with Imagine It! School-based Reading Teams and Reading Coaches will use data from needs assessment surveys and grade level meetings to identify the level and types of support needed by classroom teachers to refine and improve high fidelity implementation of the core reading program (e.g. demonstration lessons, planning consultation, lesson debriefing, progress monitoring, student placement, and grouping strategies). The core reading program’s solid explicit and systematic instruction in the six reading components of oral language, phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills), and reading comprehension strategies will ensure important scaffolding for teachers to use so their instructional behaviors are more consistent with the principles of effective instruction. SRA’s Imagine It! comes with an intervention program which will be used for students who are reading one or more grade levels below their grade level assignment. By implementing a high-quality core reading program, plus a high-quality intensive intervention program, students’ reading achievement will be optimized and the predictable consequences of early reading difficulties will dramatically decrease, thereby enabling teachers to “catch students before they fall” into reading failure. FAIR will be used to determine if students are reading below grade level and to ensure they are placed in the correct reading program.</p> <p>Supplemental Reading Programs: For moderate and high-risk students, schools have incorporated or will incorporate the following supplemental reading programs for students in need of immediate intensive interventions: SRA’s Imagine It! Intervention Program, Elements of Reading, Words Their Way, SuccessMaker, Study Island and Fast ForWord programs. All of these programs have been carefully reviewed by FCRR and their instruction and methods are consistent with being scientifically based. 1. Steck-Vaughn’s Elements of Reading Phonics is used in some of our schools. This is a supplemental phonics program that is used with students needing extra help in phonics. It is a scientifically-based program that has been favorably reviewed by FCRR. 2. Words</p>

Their Way is used in some of our elementary schools. This is an interactive hands-on tool to help students with reading/decoding. Picture sort activities help students make connections between spoken sounds and their corresponding letters or letter groups. Word sorts are highly effective in teaching students to find patterns that make decoding easier. Word sorts are used extensively to teach concepts from elementary word families to more sophisticated language concepts. Exercises such as these enable students to more easily recognize word families, which helps in decoding new words with similar patterns. Additional materials include extensive and teacher-friendly Teacher Guides for systematic whole group, small group, and individual instruction, leveled readers, literacy task cards for meaningful and differentiated learning center activities, related word cards, student dictionaries, consumable activity books -- all of which is focused on engaging reading instruction and to foster thinking skills. Information drawn from progress monitoring data and school-level surveys will be used in order to identify classroom teachers' current professional development needs.

ELEMENTARY

Comprehensive Intervention Reading Program:

Reading Mastery Signature - The Direct Instruction approach, along with the set of pacing guidelines and teacher procedures maximizes engaged instructional time and creates the most effective learning environment for students in need of additional instruction beyond the core reading program. This program has been found to be effective with a full range of student populations, especially with low-income groups.

Use of Reading Mastery Signature will depend on the student's individual needs as determined by FAIR data, Reading Mastery Signature, and SRA Early Intervention in Reading.

Educational Technology:

The district uses Success Maker, Study Island, and Fast ForWord as educational software. SuccessMaker is a computer based management system consisting of reading courses that address all the five essential reading components and combines continuous assessment tools that enable customized learning for each and every student.

Fast ForWord builds on cognitive and language skills. This program helps improve the key cognitive skills through exercises focused on sound-letter comprehension, phonological awareness, beginning word recognition and English language conventions.

In addition, the district uses accelerated reader as a motivational reading supplement.

Many of our schools are using Study Island which is a web-based standards mastery program that combines highly specific and dynamic content. The content of Study Island is unique to each state. The program functions both as an instructional program and a progress monitoring tool (our schools use it more as an instructional program). It can be used as a stand-alone tutorial program or as a supplement to classroom curriculum. Study Island creates a personalized learning experience for each student, helping teachers to individualize and differentiate instruction in order to meet the needs of all students and target remediation to the areas that are most critical.

Another part of Study Island is Reading Eggs. Many of our schools are using this technology program for K-2 students. It is also a web-based program that uses the following instructional elements that have been shown to be highly effective components of reading programs:

- * Early and continued focus on phonemic awareness and phonics - the alphabetic principle
- * Building automaticity (instant recall) of a core list of high-frequency sight words
- * Repetition of activities and rereading of texts to build fluency
- * Wide range of motivational elements
- * Variety of instructional formats
- * Parental involvement
- * Vocabulary activities that build understanding
- * Comprehension strategies that ensure reading for meaning is central

Reading and understanding real books is the goal of every Reading Eggs lesson.

Align instruction in K-2 to CCSS:

The reading supervisor has conducted an overview training on the Common Core State Standards to primary reading representatives, and assistant principals. The reading supervisor put together a team of K teachers to receive the overview training and work on an implementation guide. This committee has reviewed our reading program to see where there are gaps in relation to CCSS. The committee then worked on providing resources to fill those gaps. The same process is taking place now with 1st grade, and will soon

begin with 2nd grade. In addition, this summer every school will attend Data Power Team Training with Julie Hanson. This training will incorporate the CCSS.

All Level 3 students for grades 6-8 will receive a semester of reading or will be placed in a NGCAR-PD or CAR-PD teacher's classroom. Teachers will use a variety of materials with an emphasis on complex text. It is important for these students to be exposed to a variety of materials to continue their growth in reading. Also, sixth grade Level 4 and 5 students will be placed in a semester of reading with a Reading Endorsed, CAR-PD, or NGCAR-PD teacher.

In addition to the above, the following level three bubble students will be placed in a year long reading course using FCAT 2.0 Reading Developmental Scale Scores.

Grade 6 – through 222

Grade 7 – through 229

Grade 8 - through 235

Our district supervisor introduced text complexity to teachers by helping them to identify how to determine the various levels through Text Complexity Training last summer. After this initial or refresher course a team of TSA's, literacy coaches, and reading teachers will review and determine complexity levels of existing reading materials offered in our CIRPs and SIRPs. We currently have a partnership with PWImpact/ Principle Woods, Inc. These high interest articles are available online at multiple lexile levels. We have requested they provide increasingly complex text for our students. Also, we will recommend additional, more complex reading materials from websites, magazines, online educational journals, the Gutenberg Project, the Library of Congress, and other mediums.

Complex text using scaffolds will enable all students to experience the complexity of the text, rather than avoid it. Teachers will use essential questions, interpretative questions, and text-based questions to help students focus on key phrases, statements, or organization of the text. Struggling students need multiple exposures to text with helpful directions, questions, and graphic organizers. Teachers will be encouraged to use a three step comprehension instructional sequence in all content areas in order to teach students to think while reading.

The three steps are:

1. Read to Build Deep Comprehension

- a. Teacher will introduce benchmark(s), set purpose, asks essential question(s) and reads/thinks aloud.
- b. Teacher poses written question and facilitates directed note taking (CRISS strategy from above).

Students read text independently, in pairs, or small groups and take notes based on question presented by teacher.

- c. Students compare notes in pairs or small groups and discuss similarities and differences (Venn Diagram – CRISS strategy). Teacher facilitates text discussion based on notes and directs students to use text evidence to support responses.

2. Reread and Generate Questions to Deepen Text Understanding

- a. Teacher models generation of complex question based on a section of the text, relating to a broad perspective or issue.
- b. Students work individually, in pairs, or small groups to re-read text and generate their own questions.
- c. Teacher facilitates text discussion using student-generated questions.

3. Read to Use Text Evidence to Validate Responses

- a. Teacher posts a written question aligned to the cognitive complexity of FCAT and models how the text supports answering the question using a graphic organizer (CRISS strategy).
- b. Students respond to question using the graphic organizer and support their response with text evidence and share their answer.
- c. Teacher facilitates discussion, asking students to support their response with text evidence. Students look at original answers and can change their answer based on new evidence or keep their answers the same and add additional information to support their answer.

MIDDLE

	To make sure this exposure is effective we will ensure that every middle school and every content area has teachers that are trained to use the comprehension instructional sequence (CIS) in their reading and content area courses. Additional exposure to text complexity will be addressed on a course by course basis. TSA's, literacy coaches, content specialists, and teachers will review the texts students are using and will determine if more complex text needs to be added to increase rigor. If added, CIS will be the recommended teaching method used to introduce the new text.
HIGH	A team consisting of the District Reading Supervisor, the high school TSA, high school literacy coaches, and high school reading teachers, from each high school, will review existing CIRP and SIRP materials to determine complexity levels of reading material. Based on those finding the team will look at the units, novels, and text books and add different types of complex text through the use of materials from websites, magazines, online educational journals, the Gutenberg Project, the Library of Congress, and other mediums. The materials developed through this team will be shared with the other reading teachers at the school site, so that they will add the materials to their lesson plans. Concerning additional exposure, Section 1003.428, Florida Statutes, requires high school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course where they are receiving additional time in reading. We will also train teachers on using this material during small group time for those students who need additional scaffolding and support.
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>If we have the one hour extended day, teachers will continue to use components of SRA Imagine It! that they were not able to use during the reading block due to time constraints. These components will include; the intervention piece, the ESOL material which has been successful with struggling readers, reteaching, and the inquiry process will be delved into more thoroughly. This will be an extension of the instruction provided during the school day. In addition, leveled readers, articles, stories, and poetry will be used for small group instruction to continue and build on the skills and strategies taught during the school day. Teachers will continue the scaffolding during extended day to move students successfully into more complex text.</p> <p>We have a team of teachers and reading coaches going through our reading programs using the text complexity rubric to assign complexity levels to the reading material within the programs. If additional exposure to complex text is needed, the reading department and a committee of teachers will find complex text to supplement our reading programs. These complex texts will be provided to each school.</p> <p>By providing leveled (various complexity levels), age appropriate, and high interest reading materials students will have opportunities to be successful. This feeling of success will translate into intrinsic motivation for reading. By providing various materials, we hope to create life-long readers. Each classroom has or will be building a leveled classroom library. This will allow students to read at their level and interest. This will build intrinsic motivation to read. In addition, the library media center will provide students access to a variety of high-interest, diverse, and quality reading materials in print and electronic formats. Outside of the reading block, students are provided opportunities to select materials that meet their personal and educational needs.</p> <p>The Escambia County School District is committed to assessment-driven instruction. Following each of the three testing cycles, appropriate interventions will be provided to students who do not demonstrate adequate progress. In addition to the core 90-minute reading block, designated reading personnel will provide a minimum of 20 minutes daily of Immediate Intensive Intervention (iii) for at-risk students. The student ratio for iii will be between 3-5 students with maximum of eight (Torgesen, 2002). Use of Reading Mastery Signature will depend on the student's individual needs as determined by FAIR data, Reading Mastery Signature, SRA Imagine It! Intervention, Steck Vaughn Elements of Phonics, SRA Early Intervention in Reading, leveled readers, and Fast ForWord. In addition to the 90 minute reading block, the classroom teacher, special education teacher, or reading resource teacher will provide immediate intensive intervention</p>

to children in need. Students still not making progress will be provided additional time for reading instruction in smaller groups. The Escambia County School District will use the intervention programs at this time or continue the use of intervention programs used in the 90 minute uninterrupted reading block while incorporating in complex text. ESE teachers as well as other resource teachers will be provided in-depth professional development opportunities in the six essential elements of reading instruction and complex text. The School-Based Reading Team will work with their reading coach and the Reading Department to provide in-depth training and support for ESE teachers, resource teachers, additional personnel and volunteers working in the regular classroom to support reading instruction.

K-2 students who are in need of iii receive instruction from our core program, Imagine It!, during whole group instruction. This program contains read alouds, think alouds, comprehension strategy instruction, oral language, and vocabulary instruction. During daily small group instruction, these students receive data driven instruction. During iii instruction, outside of the 90 minute reading block, teachers will continue the skills they are working on with these texts. However, the text used will be more complex.

Our district supervisor introduced text complexity to teachers by helping them to identify how to determine the various levels through Text Complexity Training last summer. After this initial or refresher course a team of TSA's, literacy coaches, and reading teachers will review and determine complexity levels of existing reading materials offered in our CIRPs and SIRPs. We currently have a partnership with PWImpact/ Principle Woods, Inc. These high interest articles are available online at multiple lexile levels. We have requested they provide increasingly complex text for our students. Also, we will recommend additional, more complex reading materials from websites, magazines, online educational journals, the Gutenberg Project, the Library of Congress, and other mediums.

Complex text using scaffolds will enable all students to experience the complexity of the text, rather than avoid it. Teachers will use essential questions, interpretative questions, and text-based questions to help students focus on key phrases, statements, or organization of the text. Struggling students need multiple exposures to text with helpful directions, questions, and graphic organizers. Teachers will be encouraged to use a three step comprehension instructional sequence in all content areas in order to teach students to think while reading.

The three steps are:

1. Read to Build Deep Comprehension

- a. Teacher will introduce benchmark(s), set purpose, asks essential question(s) and reads/thinks aloud.
- b. Teacher poses written question and facilitates directed note taking (CRISS strategy from above).

Students read text independently, in pairs, or small groups and take notes based on question presented by teacher.

- c. Students compare notes in pairs or small groups and discuss similarities and differences (Venn Diagram – CRISS strategy). Teacher facilitates text discussion based on notes and directs students to use text evidence to support responses.

2. Reread and Generate Questions to Deepen Text Understanding

- a. Teacher models generation of complex question based on a section of the text, relating to a broad perspective or issue.
- b. Students work individually, in pairs, or small groups to re-read text and generate their own questions.
- c. Teacher facilitates text discussion using student-generated questions.

3. Read to Use Text Evidence to Validate Responses

- a. Teacher posts a written question aligned to the cognitive complexity of FCAT and models how the text supports answering the question using a graphic organizer (CRISS strategy).
- b. Students respond to question using the graphic organizer and support their response with text evidence and share their answer.
- c. Teacher facilitates discussion, asking students to support their response with text evidence. Students look at original answers and can change their answer based on new evidence or keep their answers the same and add additional information to support their answer.

To make sure this exposure is effective we will ensure that every middle school and every content area has teachers that are trained to use the comprehension instructional sequence (CIS) in their reading and content area courses. Additional exposure to text complexity will be addressed on a course by course basis. TSA's,

MIDDLE

	literacy coaches, content specialists, and teachers will review the texts students are using and will determine if more complex text needs to be added to increase rigor. If added, CIS will be the recommended teaching method used to introduce the new text.
HIGH	A team consisting of the District Reading Supervisor, the high school TSA, high school literacy coaches, and high school reading teachers, from each high school, will review existing CIRP and SIRP materials to determine complexity levels of reading material. Based on those finding the team will look at the units, novels, and text books and add different types of complex text through the use of materials from websites, magazines, online educational journals, the Gutenberg Project, the Library of Congress, and other mediums. The materials developed through this team will be shared with the other reading teachers at the school site, so that they will add the materials to their lesson plans. Concerning additional exposure, Section 1003.428, Florida Statutes, requires high school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course where they are receiving additional time in reading. We will also train teachers on using this material during small group time for those students who need additional scaffolding and support.
Additional Information	

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

Title I District Improvement Plan - (Part 3_2)

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

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
	<p>Tutoring programs- The Escambia County School District offers tutoring to struggling readers depending on the school. The tutoring may be offered two or three days a week for two to three hours. The program could run from six to eighteen weeks.</p> <p>Mentoring programs- The Youth Motivator Mentoring Program of the Escambia County School District matches volunteers one-on-one with an identified student who needs encouragement to do better in school. The Volunteer Office or each school will train these mentors in reading methods and strategies to use with the students. This program provides a structured framework for mentoring by individual community volunteers, as well as government agencies and businesses that allow release time for employees to get personally involved in a school. All reading benchmarks and five core areas will be covered as needed during the regular school day. The tutoring programs offered after school through SES provide instruction aligned to the reading benchmarks and six core areas taught within the</p>		

<p>ELEMENTARY</p>	<p>instructional day. Communication between classroom teachers and tutors will be occurring to ensure that the benchmarks are taught during SES time so that students' needs are met. Communication will also ensure tutoring instruction is aligned to daily classroom instruction.</p> <p>Reading intervention teachers and teachers in the one hour extended day programs must be teachers who are effective in teaching reading. We prefer that these teachers have minimum of 5 years of successful teaching experience and they either have a Master's in Reading or Reading Endorsement Certification. Teachers for Summer Reading Camp are selected based on a point scale. Teachers receive points for Reading Certification, ESOL Certification, current teaching experience, and summer reading camp experience. The teachers with the highest points are hired to teach during summer reading camp.</p> <p>Should Escambia County have one of the 100 lowest-performing elementary schools in the state, the Reading Specialist will work with the Elementary Director to ensure provisions are made to meet the requirement of an additional hour of intensive reading instruction. A plan will be made to adjust the current daily schedule to reflect an additional hour of reading instruction and address transportation needs for the affected school(s). The additional hour will include research-based reading instruction that has been proven to accelerate student growth in reading; differentiated instruction based on student data; explicit and systematic instruction in the 5 areas of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) with opportunities for guided practice, error correction, and immediate feedback; integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.</p> <p>Currently, schools offer before and after school tutoring for additional time for catch-up growth in reading. Saturday tutoring is another choice for additional reading intervention.</p>	<p>Twice a week, for 15 weeks.</p> <p>Six schools have a one hour extended day for reading instruction.</p>	<p>School Principals</p> <p>Director of Title I</p>
	<p>All level 1 students are in a 90 minute reading class where the student's weaknesses are addressed. Several schools have an extra 25 minute RTI class scheduled each day for remediation and/or enrichment for all students. Each school has set up their own program to provide the extra support for students in need of decoding and text reading efficiency. Fast ForWord, SuccessMaker, and System 44 are also used at various middle schools to address student needs. Following is the course placement for all M.S. Reading Classes:</p> <p>2011-2012 Middle School Reading Course Placement Grade 6-----</p> <p>I. FCAT Level 1 Length: Full Year Double Block; or Two Sections of Reading (same teacher recommended or common core required Class Size 18</p> <p>II. FCAT Level 2 - scores up to 207 with no history of higher performance Additional Assessment Required *</p>		

Length: Full Year - Double Block; or Reading and Extended Time
Class Size - 18

III. FCAT Level 2 up to 207 with a history of higher performance &
FCAT Level 2/3 - scores 208-222 Length: Full Year Reading
Class Size 18

IV. FCAT Level 3 - scores 223-229 Length: Semester Reading
or CARPD Teacher
Class Size 22

V. FCAT Level 4 and 5 Length: Semester Advanced Reading or
CAR-PD Teacher
Class Size 22

* Additional Assessment: Students who score up to the mid-range
of Level 2 (207) and do not have historical data in the last 3-4
years to indicate they have tested better will be assessed as
follows to determine placement:

Students who score at the 15th percentile or below on Maze will
be assessed with the FCAT released passage using the NAEP
Oral Reading Fluency Scale.

Students who score below 80% accuracy will be placed in #II.
Students who score at or above 80% accuracy will be placed in
#III.

^ Extended time may be an additional reading class or a district
approved program (Dimension U, Fast Forward, SuccessMaker).

Grade 7 -----

I. FCAT Level 1 Length: Full Year - Double Block; or Two
Sections of Reading
(same teacher recommended or common planning required)
Class Size 18

II. FCAT Level 2 - scores up to 214 with no history of higher
performance Additional Assessment Required *
Length: Full Year - Double Block; or Reading and Extended Time
Class Size 18

III. FCAT Level 2 up to 214 with a history of higher performance
and
FCAT Level 2/3 - scores 215-229
Length: Full Year Reading
Class Size 18

IV. FCAT Level 3 - scores 230-236 Length: Semester Reading
or CAR PD Teacher
Class Size 22

V. FCAT Level 4 and 5 No Requirement

* Additional Assessment: Students who score up to the mid-range
of Level 2 (214) and do not have historical data in the last 3-4

One middle
school has an
extended day
of 30 minutes
for reading
instruction.

MIDDLE

School Principals

years to indicate they have tested better will be assessed as follows to determine placement:

Students who score at the 15th percentile or below on Maze will be assessed with the FCAT released passage using the NAEP Oral Reading Fluency Scale.

Students who score below 80% accuracy will be placed in #II.

Students who score at or above 80% accuracy will be placed in #III.

^ Extended time may be an additional reading class or a district approved program (Dimension U, Fast Forward, SuccessMaker).

Grade 8 -----

I. FCAT Level 1 Length: Full Year - Double Block; or Two Sections of Reading

(same teacher recommended or common planning required)

Class Size 18

II. FCAT Level 2 - scores up to 220 with no history of higher performance Additional Assessment Required *

Length: Full Year - Double Block; or Reading and Extended Time

Class Size 18

III. FCAT Level 2 up to 220 with a history of higher performance and

FCAT Level 2/3 - scores 221-235

Length: Full Year Reading

Class Size 18

IV. FCAT Level 3 - scores 236-242 Length: Semester Reading or CAR PD Teacher

Class Size 22

V. Level 4 and 5 - No Requirement

* Additional Assessment: Students who score up to the mid-range of Level 2 (214) and do not have historical data in the last 3-4 years to indicate they have tested better will be assessed as follows to determine placement:

Students who score at the 15th percentile or below on Maze will be assessed with the FCAT released passage using the NAEP Oral Reading Fluency Scale.

Students who score below 80% accuracy will be placed in #II.

Students who score at or above 80% accuracy will be placed in #III.

^ Extended time may be an additional reading class or a district approved program (Dimension U, Fast Forward, SuccessMaker).

Many schools offer before and/or after school tutorial sessions for FCAT. Different schools use different organizations, materials, and computer programs for their tutoring sessions. Each school is set up to meet the needs of their students. The only requirement is that you are currently a student of that specific school.

This year seven of our nine middle schools will offer a Transitional

	<p>Summer School for incoming 6th grade students. For three weeks these students will work on literacy and math skills. Students must be a first time 6th grade student with a focus on our level one and two students.</p>		
HIGH	<p>Incoming 9th grade students who score up to 217 will be treated as RtI Tier 3 students. These students will be placed in a 100 minute block reading course where they will receive intense reading instruction which includes small group; whole group; independent reading; computer intervention that includes individualized instruction in word study, comprehension, vocabulary, and writing. Students in this course will have reading endorsed or certified teachers that are trained to meet the needs of these students. The students in this course will be placed based on the following criterion:</p> <ul style="list-style-type: none"> • They have scored a level one at least twice over the last three years • They have scored at the 15th percentile or below on Maze <p>Once this group is established the students will take a Phonics Inventory to determine if Phonics instruction is necessary. This will be especially important to our Inclusion Reading Classrooms.</p> <p>Incoming 9th grade students who score in the 218-239 range will be placed in a year-long 50 minute reading course with a reading certified teacher, for our Tier 2.</p> <p>Incoming 9th grade students, who score in the 240-240 range, will be placed in a semester long reading course or with a CAR-PD or NGCAR-PD teacher for our Tier 1 level of intervention.</p> <p>10th grade students who score up to 221 will be in a level one, 50 minute, year-long course.</p> <p>10th grade students who score in the 222-239 range will be in a level two, 50 minute, year-long course.</p> <p>Individual teachers/schools offer before and after school tutorial sessions for FCAT and ACT prep on an individual teacher/school basis. Most of these programs target 11th and 12th grade students because the stakes for not being able to graduate are so high. Individual teachers are typically those that offer this opportunity to their students, but some schools offer it to their students school-wide.</p> <p>The only requirement is that you are currently a student of that specific school, no other requirements have been made. Sometimes teachers will only see their specific students or former students.</p> <p>Washington High School is requiring all of their students, incoming 9th – 12th grade students to participate in a summer reading program. All general education classes, grades 9-12, must select at least book from their grade-level and submit, a rubric-based discussion, on Edmodo. This grade will be submitted to their English teachers. All honors and dual enrollment students will have to select two books, and AP students will have their required book list, but will take a test on the novels when school starts. The library will be open for limited hours during the summer to allow students computer access and to check out books.</p> <p>Pine Forest High School is designing a non-fiction summer reading program where their students will use a suggested book list of, mostly non-fiction titles, and will use Edmodo for their discussion-</p>		School Principals

based responses.
 These programs will be linked because they will be an extension of what the student is provided during the day. The teacher may do different activities, but with the intention of going deeper than the teacher would be able to do during the normal school day. The summer program will be an introduction to what students will be expected to learn and will give those students a head start on instruction so they are better prepared for the transition to high school.

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	Level 1 and 2 students Lower 3 students Level 4 and 5 students We have six schools in our extended day program. Each school is responsible to for using this time for reading instruction and support. We have two schools who have a 21st Century Learning grant which offers tutoring five days a week, at least 30 weeks of the year. There is also a summer component for these schools.	Daily, throughout year	School Principals Director of School Improvement Curriculum Specialists
MIDDLE	Level 1 and 2 students Lower 3 students We have one school who has a 21st Century Learning Grant. The students stay for 3 hours 5 days a week for additional tutoring and enrichment activities.	Daily, throughout year	School Principals Director of School Improvement Curriculum Specialists
HIGH	Level 1 and 2 students	Daily, in double block reading classes	School Principals Curriculum Specialists

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
		Mega Math, SOAR, SuccessMaker,	

ELEMENTARY	Go Math Program	Singapore Math, Accelerated Math In some schools, the Discovery Ed program will be used for formative assessments and resources for remediation and enrichment.	Professional Development offered by Mathematics specialists & coaches
MIDDLE	Holt-McDougal Florida Math	Supplemental Florida Math materials, Accelerated Math, SuccessMaker, Glencoe McGraw Hill Florida Connects Plus, Numbers World (ESE), Singapore Math In some schools, Discovery Ed will be used for formative assessments and resources for remediation and enrichment.	Professional Development offered by Mathematics specialists and coaches SREB MCL will be presented and coached in three middle schools. The pre-school training was on the eight mathematical practices through SREB.
HIGH	Glencoe Florida Algebra I, Clencoe Geometry, Glencoe Geometry Concepts and Applications, Glencoe Algebra II	Accelerated Math, Glencoe Florida Pre-Algebra, Singapore Math	Professional Development offered by Mathematics specialists and coaches In one high school, SREB will present MCL as well as coach the teachers in the application. The pre-school training was on the eight mathematical practices through SREB.

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

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
After-school	Level 1 and Level 2, low Level 3	Twice a week	Principal
After-school	Any student on free/reduced lunch	Twice a week – Oct. to Jan.	SES provider
Before school	Any student in need of tutoring	Once a week	Principal
21st Learning Centers at three schools, 2 elementary and 1 middle.	Level 1 and 2 students, but the program will accept others.	5 days a week all year and a 6 week summer program.	Educate Today, Inc.

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	Pearson Education Florida Interactive Science (2012)	GIZMO, Discovery Ed, SuccessMaker, I Love Science, Write Score, SRA Snapshots, Safari Montage	Offered as needed by science curriculum TSA
MIDDLE	Holt Florida Science Fusion Series	GIZMO, Safari Montage, Discovery Ed, It's About Time Review Lab activities	Offered as needed by science curriculum specialist Training on the use of the mini-labs
HIGH	Pearson Physical Science: Concepts in Action, Holt McDougal-florida Holt McDougal Biology, Pearson Chemistry, Florida Edition, Wilbraham, Prentice Hall Conceptual Physics, FL ED Hewitt	essentials of Anatomy and Physiology, PH Earth Science, Environmental Science: Your World, Your Turn, Introductaiton to Marine Biology, Forensic Science Fundamentals and Investigations, and Horizons Exploring the Universe 11th ED	Offered as needed by science curriculum specialist

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
Saturday Science Academies	Fifth grade students	About 6 weeks	Principal
Science Fair	All grade levels	Begin work in August, Regional Fair is in January	District Science Specialists
Naval Flight Academy and Flight Adventure Deck	Students in 5-12 grades	Summer program only	Steven Harrell and Sandy Edwards

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	District developed writing resource which includes pacing guide and rubrics	6 Traits of Effective Writing, Lucy Cawkins approach to writing, Write Score Step up to Writing K-1 - school wide writing	Language Arts Specialist and Language Arts TSA
MIDDLE	6 Traits of Effective Writing (includes pacing guide and rubric)	Step up to Writing Access Write Score WOW!	Language Arts Specialist and Language Arts TSA
HIGH	6 Traits of Effective Writing (includes pacing guide and rubrics)	Step up to Writing The Writing Revisers (on-line program)	Language Arts Specialist and Language Arts TSA

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
“Write in”	Fourth grade	One evening	Principal or Writing Coach for school

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.

Each Title I school subject to this requirement submitted a school-wide project plan and budget for review by the Director of Title I. No school’s plan was approved unless the funds were properly budgeted to support this requirement. The Director of Title I will review on a monthly basis the expenditures of the budgeted funds at the school level to ensure that sufficient staff development opportunities are provided to school-based personnel to meet the minimum required district-level expenditures as well.

Additional staff has been employed in the Title I office to help monitor the use of budgeted funds.

The principal will give release time to the lead teacher to implement the training needs of the faculty. The Office of Staff Development and Curriculum Training trained these school leaders in the National Staff Development Council Standards and the Florida Department of Education’s Professional Development System Evaluation Protocol with a focus on learning communities and action research. These leaders will guide their faculties in research-based professional development as required in their E3.

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 have a “voice” in good stewardship of a school’s budget.	Climate Surveys	School Advisory Council meetings (SAC) PTA workshops	Minutes of meetings Sign in sheets	Director of Comprehensive Planning Principal SAC chairman
School sponsored parent-child curriculum activities	Climate surveys Parent Satisfaction Survey	Family reading nights, Families as Readers, FCAT Fairs, Mathematics Competition, Family Literacy Nights	Attendance Rosters and Activity flyers	Principal, District volunteer partnership office, Principal, Reading Coach
Parents as Volunteers and child advocates	Parent requests	Parents in classrooms or at activities as helpers, attendance and participation in activities	PTA, PTSA memberships, log book for volunteer hours, Five Star School award, Little Red School House award	PTA President, Principals. Volunteer Coordinator at school

Need to build parent capacity to be involved in their children's education	Parent Satisfaction survey	Consultant Mike Howard will present four parent activities.	Survey will be completed at the end of the programs.	Title I Director
Involvement of parents of underrepresented groups	AdvancED report	Parent Involvement Task Force will be formed.	Data collected by task force	Sandy Edwards
Communication to parents	Parent Satisfaction survey	Use of School Messenger to call out to parents	Number of calls	Principals
Need to know student progress	Parent Satisfaction Survey	Use of Parent Portal to access student grades	Number of parents who access website	Steve Marcanio

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)

The AMAO targets were met in 11-12. Non-English speaking middle and high school students have difficulty learning English and academic information on grade level. CELLA scores indicate progress in English-language proficiency, but are delayed in academic proficiency. Students who have been in the United States for less than two years take the grade level FCAT and often do not perform well. This year, we will not give the FCAT to students in their first year of ESOL.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
Lessons designed to provide practice in the use of English as well as vocabulary development are planned daily.	ESOL teachers at the school level and district staff, as well as ESOL trained classroom teachers in each school.	August 8, 2012 (Summer Institute) Presenter was Dr.Susan Martin Oct. 22-23rd - Follow-up training for teachers and bilinugal aides with Bea Palls.	Title III
Audio materials to provide immersion opportunities are used.	ESOL teachers at the school level and district staff, as well as ESOL trained classroom teachers in each school.	Oct. 22-23rd - Follow-up training for teachers and bilinugal aides.	Title III
Visual cues such as graphic organizers, vien diagrams, charts are provided.	ESOL teachers	August 8, 2012 Oct. 22-23rd - Follow-up training for teachers and bilinugal aides.	Title III

Students retell stories to use correct grammar and syntax.	ESOL teachers	August 8, 2012 Oct. 22-23rd - Follow-up training for teachers and bilinugal aides.	Title III
Natural Language approach: New vocabulary through experiences and Language Experience Approach: Response to multi-sensory activities.	ESOL teachers and district staff	August 8, 2012 Oct. 22-23rd - Follow-up training for teachers and bilinugal aides. Oct. 13-15 - SETESOL conference	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 Targeted Group (i.e. Level Level 1 and 2, Bubble, Level 3+) K-2 Grade K-2 Chart 3-5 Grade 3-5 Chart 6-8 Grade 6-8 Chart 9-12 Grade 9-12 Chart	ESOL teachers Trained ESOL classroom teachers Reading Coach Reading curriculum specialists ESOL district support team	Aug. 2012 - June, 2013	Title II for supplemental training Title III for supplementary materials School-based Title I budgets for supplementary materials

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
a. Go Math!, Mega Math, SOAR a. Everyday Math, Calendar Math Singapore Math	Classroom teachers	Aug. to May	District funds, textbook funds

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
a. Go Solve Problem Solving Mathematics b. Use of Manipulatives for problem solving	Classroom teacher	Aug. - May	District funds and Title I

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
a. Parent Advisory Council with Migrant Program b. ESOL Open House activities c. SES tutoring program d. Parent/Teacher conferences (translators available) e. Forms and letters translated into home language for parents	District ESOL staff Teachers at schools	Aug. - May	Migrant grant, Title III, District funds

7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
New question on registration card allows the district to more clearly identify immigrant students.	Arlene Costello, district ESOL TSA	September to June	Immigrant Grant

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.](#)