

# FLORIDA DEPARTMENT OF EDUCATION

## Differentiated Accountability

### 2012-2013 District Improvement and Assistance Plan

#### District: Highlands

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**Last Modified on: 20-11-2012**

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## Title I District Improvement Plan

**Title I, Section 1116(c)(7)**

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

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

## Title I District Improvement Plan - (Part1\_1)

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

This plan was written as a collaborative effort. The Curriculum team used various pieces of data to identify areas of need in our District. We met with school based administration to discuss the goals, strategies, programs, and staff development that would best suit the needs of the schools. Then, we decided which pieces of the existing plan needed modification. The District School Advisory Council has an opportunity to review the plan. Revisions were made based on suggestions from both school based administration and stakeholders. The plan is presented to the School Board of Highlands County for approval and submitted to the Florida Department of Education.

## 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  |
|--|--------------|---|--|--|--|--|
| Total                                      | Reading      | Students need additional instructional opportunities                              | Limited funding for intensive interventions        | Implement intensive interventions as defined through progress monitoring and RtI | Professional development in best practices in intensive interventions, successful implementation of RtI and data analysis for use in progress monitoring | School based administration, curriculum leadership team, RtI teams and the LEA curriculum department |
| Total                                      | Mathematics  | Students need additional instructional opportunities                              | Limited funding for intensive interventions        | Implement intensive interventions as defined through progress monitoring and RtI | Professional development in best practices in intensive interventions, successful implementation of RtI and data analysis for use in progress            | School based administration, curriculum leadership team, RtI teams and the LEA curriculum department |

|          |             |  |   |  |  |  |
|----------|-------------|--|---|--|--|--|
|          |             |  |   |  | monitoring   |  |
| White    | Reading     | Students need additional instructional opportunities | Limited funding for intensive interventions | Implement intensive interventions as defined through progress monitoring and RtI | Professional development in best practices in intensive interventions, successful implementation of RtI and data analysis for use in progress monitoring | School based administration, curriculum leadership team, RtI teams and the LEA curriculum department |
| White    | Mathematics | Students need additional instructional opportunities | Limited funding for intensive interventions | Implement intensive interventions as defined through progress monitoring and RtI | Professional development in best practices in intensive interventions, successful implementation of RtI and data analysis for use in progress monitoring | School based administration, curriculum leadership team, RtI teams and the LEA curriculum department |
| Black    | Reading     | Students need additional instructional opportunities | Limited funding for intensive interventions | Implement intensive interventions as defined through progress monitoring and RtI | Professional development in best practices in intensive interventions, successful implementation of RtI and data analysis for use in progress monitoring | School based administration, curriculum leadership team, RtI teams and the LEA curriculum department |
| Black    | Mathematics | Students need additional instructional opportunities | Limited funding for intensive interventions | Implement intensive interventions as defined through progress monitoring and RtI | Professional development in best practices in intensive interventions, successful implementation of RtI and data analysis for use in progress monitoring | School based administration, curriculum leadership team, RtI teams and the LEA curriculum department |
| Hispanic | Reading     | Students need additional instructional opportunities | Limited funding for intensive interventions | Implement intensive interventions as defined through progress monitoring and RtI | Professional development in best practices in intensive interventions, successful implementation of RtI and data analysis for use in progress monitoring | School based administration, curriculum leadership team, RtI teams and the LEA curriculum department |
| Hispanic | Mathematics | Students need additional instructional opportunities | Limited funding for intensive interventions | Implement intensive interventions as defined through progress monitoring and RtI | Professional development in best practices in intensive interventions, successful implementation of RtI and data analysis for use in progress            | School based administration, curriculum leadership team, RtI teams and the LEA curriculum department |

|                            |             |  |   |  |  |  |
|----------------------------|-------------|--|---|--|--|--|
|                            |             |  |   |  | monitoring   |  |
| Asian                      | Reading     |  |   |  |  |  |
| Asian                      | Mathematics |  |   |  |  |  |
| American Indian            | Reading     | Students need additional instructional opportunities | Limited funding for intensive interventions | Implement intensive interventions as defined through progress monitoring and RtI | Professional development in best practices in intensive interventions, successful implementation of RtI and data analysis for use in progress monitoring | School based administration, curriculum leadership team, RtI teams and the LEA curriculum department |
| American Indian            | Mathematics | Students need additional instructional opportunities | Limited funding for intensive interventions | Implement intensive interventions as defined through progress monitoring and RtI | Professional development in best practices in intensive interventions, successful implementation of RtI and data analysis for use in progress monitoring | School based administration, curriculum leadership team, RtI teams and the LEA curriculum department |
| Economically Disadvantaged | Reading     | Students need additional instructional opportunities | Limited funding for intensive interventions | Implement intensive interventions as defined through progress monitoring and RtI | Professional development in best practices in intensive interventions, successful implementation of RtI and data analysis for use in progress monitoring | School based administration, curriculum leadership team, RtI teams and the LEA curriculum department |
| Economically Disadvantaged | Mathematics | Students need additional instructional opportunities | Limited funding for intensive interventions | Implement intensive interventions as defined through progress monitoring and RtI | Professional development in best practices in intensive interventions, successful implementation of RtI and data analysis for use in progress monitoring | School based administration, curriculum leadership team, RtI teams and the LEA curriculum department |
| English Language Learners  | Reading     | Students need additional instructional opportunities | Limited funding for intensive interventions | Implement intensive interventions as defined through progress monitoring and RtI | Professional development in best practices in intensive interventions, successful implementation of RtI and data analysis for use in progress monitoring | School based administration, curriculum leadership team, RtI teams and the LEA curriculum department |
|                            |             |  |   |  | Professional   |  |

|                                  |             |  |   |  |  |  |
|----------------------------------|-------------|--|---|--|--|--|
| English Language Learners        | Mathematics | Students need additional instructional opportunities | Limited funding for intensive interventions | Implement intensive interventions as defined through progress monitoring and RtI | development in best practices in intensive interventions, successful implementation of RtI and data analysis for use in progress monitoring              | School based administration, curriculum leadership team, RtI teams and the LEA curriculum department |
| Students with Disabilities       | Reading     | Students need additional instructional opportunities | Limited funding for intensive interventions | Implement intensive interventions as defined through progress monitoring and RtI | Professional development in best practices in intensive interventions, successful implementation of RtI and data analysis for use in progress monitoring | School based administration, curriculum leadership team, RtI teams and the LEA curriculum department |
| Students with Disabilities       | Mathematics | Students need additional instructional opportunities | Limited funding for intensive interventions | Implement intensive interventions as defined through progress monitoring and RtI | Professional development in best practices in intensive interventions, successful implementation of RtI and data analysis for use in progress monitoring | School based administration, curriculum leadership team, RtI teams and the LEA curriculum department |
| 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)   |
|-------------|---|
| ELEMENTARY  | <p>All Highlands County elementary schools will use Harcourt Storytown as its Comprehensive Core Reading Program during the 90 minute reading block. Storytown was on the State's approved CCRP list during the last reading adoption year.</p> <p>Harcourt has provided teachers in grades K-2 with an alignment of their materials to the ELA Common Core State Standards. Teachers in these grade levels are working to map their curriculum using the new standards using Atlas Curriculum Mapping.</p>   |
|             | <p>Each of the four middle schools in Highlands County uses the Reader's Journey program by Pearson. The program is novel-based with 6 units of instruction in grades 6, 7, 8. Each unit centers around an Essential question that students investigate while reading the novel for that unit. Novels on grade level, above grade level, and below grade level are suggested for each unit. All units are aligned with the 2007 Florida Sunshine State Reading/Language Arts Standards. All students scoring a level 3 and above are enrolled in a LA</p> |

|                        |   |
|------------------------|---|
| MIDDLE                 | <p>course that uses the Reader's Journey program. Strategic Intervention and Comprehension Reading programs at the middle school level include texts of varying levels of complexity. All middle schools have facilitated text complexity training with their teachers and will continue to provide them with professional development to implement this instructional shift. Reading coaches have begun to work with teachers to implement instructional strategies like the Comprehension Instructional Sequence and Close Reads to facilitate students' understanding of complex texts.</p> <p>Teachers have been trained to evaluate the complexity level of texts they use in their classrooms by analyzing both quantitative and qualitative text features. Appendix B of the Common Core State Standards has been given to teachers as a resource to help them identify what complex text at their grade level looks like.</p> |
| HIGH                   | <p>Strategic Intervention and Comprehension Reading programs at the middle school level include texts of varying levels of complexity. All high schools have facilitated text complexity training with their teachers and will continue to provide them with professional development to implement this instructional shift. Reading coaches have begun to work with teachers to implement instructional strategies like the Comprehension Instructional Sequence and Close Reads to facilitate students' understanding of complex texts.</p> <p>Teachers have been trained to evaluate the complexity level of texts they use in their classrooms by analyzing both quantitative and qualitative text features. Appendix B of the Common Core State Standards has been given to teachers as a resource to help them identify what complex text at their grade level looks like.</p>  |
| Additional Information | <p>Teachers at all grade levels have received professional development to support their successful use of more complex text with their students. Teachers in grades 6-12 are continuing to be trained to use the Comprehension Instructional Sequence in the content areas. Teachers in all grade levels are continuing to be trained to facilitate Close Reading with complex texts.</p>   |

| Grade Level | Supplemental Reading and Scientifically Research-Based Program(s)   |
|-------------|---|
| ELEMENTARY  | <p>If any of our elementary schools are required to provide one hour of extended school day instruction, we plan to use our Harcourt Storytown State adopted CCRP materials. Our program provides both strategic and intensive materials that are aligned to the core program.</p> <p>All students will be provided with rich, multi-text and multi-level children's books. Teachers will provide students with texts from a variety of authors and genres, and allow student choice when selecting books. Book discussions will take place for students to meet and talk about their book selections. Teachers will use a wide variety of interactive "Read Alouds" daily to motivate students.</p> <p>Teachers have been trained to evaluate the complexity level of texts by analyzing both quantitative and qualitative text features. Teachers are using the text exemplars from Common Core State Standards Appendix B as guideposts for the books they are currently using in their rooms.</p> <p>Student lexile scores are used to match students to texts and to match students to texts at the appropriate level of complexity.</p> <p>Students targeted for immediate intensive intervention, based on screening, progress monitoring, and diagnostic data, will receive whole group and small group reading instruction during the 90-minute reading block. In addition, these children will receive immediate intensive intervention for 30 minutes per day, outside the 90-minute reading block. This instruction will include guided, targeted instruction in groups that are small (no more than 3-7 students) and flexible. Vocabulary, word attack, phonics, and phonemic awareness skills will be explicitly taught and modeled. Furthermore, before, during and after comprehension strategies will be modeled and practiced.</p> |
| MIDDLE      | <p>Strategic Intervention and Comprehension Reading programs at the middle school level include texts of varying levels of complexity. All middle schools have facilitated text complexity training with their teachers and will continue to provide them with professional development to implement this instructional shift. Reading coaches have begun to work with teachers to implement instructional strategies like the Comprehension Instructional Sequence and Close Reads to facilitate students' understanding of complex texts.</p>   |



|                        |   |
|------------------------|---|
|                        | Teachers have been trained to evaluate the complexity level of texts they use in their classrooms by analyzing both quantitative and qualitative text features. Appendix B of the Common Core State Standards has been given to teachers as a resource to help them identify what complex text at their grade level looks like.   |
| HIGH                   | Strategic Intervention and Comprehension Reading programs at the middle school level include texts of varying levels of complexity. All high schools have facilitated text complexity training with their teachers and will continue to provide them with professional development to implement this instructional shift. Reading coaches have begun to work with teachers to implement instructional strategies like the Comprehension Instructional Sequence and Close Reads to facilitate students' understanding of complex texts.<br><br>Teachers have been trained to evaluate the complexity level of texts they use in their classrooms by analyzing both quantitative and qualitative text features. Appendix B of the Common Core State Standards has been given to teachers as a resource to help them identify what complex text at their grade level looks like. |
| Additional Information | Individual licenses of Scientific Learning's Fast ForWord Reading Program have been purchased to use with students as needed at the elementary and middle school levels.  |

| Grade Level            | Professional Development Activities to Support Programs and Strategies  |
|------------------------|---|
| ELEMENTARY             | <b>Click here to Professional Development in Reading web page</b>   |
| MIDDLE                 |   |
| HIGH                   |   |
| Additional Information | Teachers at every grade level have received training to support their use of more complex texts with students. During the 2011-2012 school year secondary content area teachers participated in NGCAR-PD training and this training will be offered again during the 2012-2013 school year. Teachers in all grade levels have received training on the new Common Core State Standards. K and 1 teachers are implementing the ELA standards this year and teachers in grades 2-12 will be fully implementing the standards during the 2013-2014 school years. |

### 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 |
|-------------|--|------------------------|--|
|             | Several elementary schools provide after-school tutorial/remediation programs throughout the school year for third, fourth, and fifth grade students based on the reading performance data of all students. Targeted students were offered the opportunity to attend the after school tutoring program with transportation provided. Classroom teachers from the school were hired to provide the instruction in the after school tutoring program. Students attending Schools in Restructuring and Corrective Action status for Title I are given priority for acceptance to these programs. In addition students attending SINI are offered Supplemental Education Services provided by State approved vendors.<br><br>Reading intervention, summer reading camp, and one hour extended day program teachers at the elementary level are selected based on their proven ability to increase student achievement with |                        |  |

|            |   |  |   |
|------------|---|--|---|
| ELEMENTARY | <p>low performing students. Teachers must be elementary certified and many of them are also reading endorsed. Their historical data shows that they have had a positive impact on low performing students and have been able to move them to meet grade level expectations. These teachers are ones that participate in and implement instructional strategies learned during literacy professional development. They understand the unique needs of intensive reading students and are able to successfully differentiate instruction to meet their needs.</p> <p>Our district has received funding from The Highlands County United Way to provide high school students with after school tutoring in core subject areas like reading and English. The district has paid for schools to provide tutoring to students on Saturdays.</p> <p>Funds from the 21st Century grant provide for after school programs at each of our middle schools. Students scoring a level 1 or 2 on the FCAT Reading assessment are targeted by this program and receive reading interventions by certified teachers.</p> <p>Elementary school students in need of reading intervention receive additional time during after school tutoring paid for out of Title I funds.</p> |  | Assistant Superintendent for Curriculum and Federal Programs Resource |
| MIDDLE     | <p>The district has provided secondary schools with a placement chart outlining the intervention requirements for FCAT level 1 and 2 students needing to improve their decoding and text reading efficiency. The district runs placement reports from its student database system to make sure that all level 1 and 2 student are scheduled in the appropriate intervention course for the required amount of time each day.</p> <p>Teachers are available to assist students before and after school with assignments and to tutor them. All of our middle schools have after school programs that provide academic assistance to struggling students who score a level 1 or 2 on the FCAT. Some schools have developed book clubs and these groups meet before school to discuss the books they are reading.</p>  |  | Assistant Superintendent for Curriculum and Federal Programs Resource |
| HIGH       | <p>The district has provided secondary schools with a placement chart outlining the intervention requirements for FCAT level 1 and 2 students needing to improve their decoding and text reading efficiency. The district runs placement reports from its student database system to make sure that all level 1 and 2 student are scheduled in the appropriate intervention course for the required amount of time each day.</p> <p>At Avon Park High School, after-school tutoring, morning tutoring, and summer school remedial reading are additional reading activities offered by Avon Park High School.</p> <p>At Lake Placid High School, classroom teachers will be available before and after school for tutoring. The Freshmen Foundation will provide an organized after school tutoring program.</p> <p>At Sebring High School, classroom teachers will be available before and after school for tutoring. After-school FCAT tutoring is</p>  |  | Assistant Superintendent for Curriculum and Federal Programs Resource |



|                        |  |  |  |
|------------------------|--|--|--|
|                        | provided 3-4 weeks before the fall FCAT retakes. Students enrolled in Honors English, Advanced Placement English, or Dual Enrollment English have required summer reading selections that help provide prior knowledge for the following school year. The media specialist has instituted various book clubs during the lunch hour. The National Honor Society offers after- school peer tutoring. |  |  |
| 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.**

| <b>Grade Level</b> | <b>Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)</b>  | <b>Frequency and Duration</b>   | <b>Duration Person/Department Responsible for Monitoring</b>   |
|--------------------|---|---|--|
| ELEMENTARY         | Our Title I programs are school wide service models. We will be prioritized students at Level 2 or below on FCAT tested areas including: reading, writing, math and science.    | Baselines will be established. Students will be progress monitored a minimum of three times per year. | School based administrators and Curriculum Leadership Teams (CLT) will be responsible for monitoring at school site. District curriculum leaders including Assistant Superintendent of Curriculum and Instruction, Directors of Elementary and Secondary Programs, District Federal, Math, Reading and Science Specialist will also be involved with the monitoring process. |
| MIDDLE             | Our one Title I school is a school wide service model. We will be prioritizing students at Level 2 or below on FCAT tested areas including: reading, writing, math and science. | Baselines will be established. Students will be progress monitored a minimum of three times per year. | School based administrators and Curriculum Leadership Team (CLT) will be responsible for monitoring at school site. District curriculum Leaders including Assistant Superintendent of Curriculum and Instruction, Directors of Elementary and Secondary Programs, District Federal, Math, Reading and Science Specialist will also be involved with the monitoring process.  |
| HIGH               | NA  | NA  | NA   |

### **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).**

| <b>Grade Level</b> | <b>Core Mathematics and Scientifically Research-Based Program(s)</b> | <b>Supplemental Mathematics and Scientifically Research-Based Program(s)</b> | <b>Professional Development Activities to Support Programs and Strategies</b>                                   |
|--------------------|--|--|---|
| ELEMENTARY         | Macmillan McGraw-Hill K-5  | Performance Matters, ConnectEd online, Advance Tracker, Write Math           | Math Connections Meetings, Publisher provided PD, District Based Technology Training, Common Core Standards PD. |
| MIDDLE             | Glencoe McGraw-Hill 6 - 8  | Performance Matters, ConnectEd online, Advance Tracker                       | Math Connections Meetings, Publisher provided PD, District Based Technology Training, Common Core Standards PD. |

|      |                              |   |  |
|------|------------------------------|---|--|
| HIGH | Pearson Prentice Hall 9 - 12 | Performance Matters,<br>Pearson online,<br>Successnet | Math Connections Meetings,<br>Publisher provided PD,<br>District Based Technology Training,<br>Common Core Standards PD. |
|------|------------------------------|---|--|

**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.**

| <b>Type (before- or after-school, extended day, extended year, etc)</b>  | <b>Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)</b> | <b>Frequency and Duration</b>    | <b>Person/Department Responsible for Monitoring</b> |
|--|--|----------------------------------|---|
| Schools will provide after-school tutoring and credit recovery opportunities. Middle schools will provide course recovery opportunities in the summer. | Grades K-12<br><br>Grade 8   | varies by school and grade level | varies by school and grade level                    |
| Middle School Students participating in the 21st Century Grant after-school program will receive tutoring.   | All participating middle school students.                                    | Daily after-school               | Director of Secondary Programs                      |

#### **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).**

| <b>Grade Level</b> | <b>Core Science and Scientifically Research-Based Program(s)</b> | <b>Supplemental Science and Scientifically Research-Based Program(s)</b>  | <b>Professional Development Activities to Support Programs and Strategies</b>  |
|--------------------|--|---|--|
| ELEMENTARY         | K-5 Pearson Curricula  | K-5 Pearson Curricula   | Science Connections Workshop & trainings   |
| MIDDLE             | Holt Science Fusion Curricula                                    | Holt Science Fusion Curricula   | Science Connections Workshops & Trainings<br>Trainings on adopted materials/programs   |
| HIGH               | Pearson, Holt and Glencoe/McGraw-Hill Curricula Programs         | Pearson, Holt and Glencoe/McGraw-Hill Curricula Programs<br><br>-Use of engaging activities including laptop computers and scientific probeware | Science Connections Workshops & Trainings<br>Trainings on adopted materials/programs<br><br>Continued implementation of student laptops in place of textbooks, training to include technology tools and scientific probeware |

**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.**

| <b>Type (before- or after-school, extended day, extended year, etc)</b> | <b>Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)</b> | <b>Frequency and Duration</b> | <b>Person/Department Responsible for Monitoring</b>     |
|---|--|-------------------------------|---|
| 1.21st Century Grant after school programs (after school)               | 1.Elementary & Middle school programs  | 1.daily                       | 1.Betsy Veith, Grant Project Leader                     |
| 21st Century grant after-school programs                                | Elementary & Middle school programs  | daily                         | daily   |
| After-school and/or week-end Tutoring sessions                          | High school science students   | Weekly                        | School Administrators                                   |
| Elementary participation in science fairs                               | Grade 3-5  | Several month participation   | School science teachers                                 |
| Middle school participation in science fairs                            | Grades 6-8 science   | 6 month participation project | School science teachers and District Content Specialist |

### **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).**

| <b>Grade Level</b> | <b>Core Writing and Scientifically Research-Based Program(s)</b> | <b>Supplemental Writing and Scientifically Research-Based Program(s)</b>   | <b>Professional Development Activities to Support Programs and Strategies</b>  |
|--------------------|--|--|--|
| ELEMENTARY         | Kathy Robinson Writing   | Nikki Swaine Writing Program<br>Writig activities included in our core reading program - Harcourt Storytown  | Teachers have had training in Kathy Robinson Writing, Nikki Swaine Writing, and Harcourt Storytown   |
| MIDDLE             | Write Traits<br>Simple Solutions                                 | Janet Pippon Writing Program - District Developed<br>Writing activites that are part of our core reading and language arts program - Reader's Journey            | Teachers have had training in Write Traits, Simple Solutions, Reader's Journey, and Janet Pippon Writing. Teachers from each high school have participated in training for FCAT 2.0 and Common Core with Tamara Doebling from The English Teacher's Friend.              |
| HIGH               | Write Traits<br>Simple Solutions                                 | Writing activities included in our intensive intervention reading program - Jamestown Reading Navigator and in our core English program - Elements of Literature | Teachers have had training in Write Traits, Simple Solutions, Jamestown Reading Navigator, and Elements of Literature. Teachers from each high school have participated in training for FCAT 2.0 and Common Core with Tamara Doebling from The English Teacher's Friend. |

**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.**

| <b>Type (before- or after-school, extended day, extended year, etc)</b> | <b>Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)</b> | <b>Frequency and Duration</b> | <b>Person/Department Responsible for Monitoring</b> |
|---|--|-------------------------------|---|
|---|--|-------------------------------|---|

|  |  |   |   |
|--|--|---|---|
| Students are provided with opportunities to attend afterschool tutoring where they receive instruction and feedback in writing.                    | Students in grades 3-10 are targeted for this opportunity. Priority is given to those that are low performing based on progress monitoring data. | 2 to 3 days per week for 4 months.        | Each school is responsible to monitoring these opportunities. |
| Avon Park High School has partnered with the United Way and Webber University to provide students with after-school and weekend tutoring sessions. | Students in grades 9-12. Priority is given to students scoring a Level 1 or 2 on the FCAT.   | 3 days per week and 4 hours on Saturdays. | Principal and Assistant Principals                            |

### **Title I District Improvement Plan - (Part 7)**

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

The LEA has a schoolwide Title I program. All of the LEA's elementary schools and one middle school are Title 1 schools. Each school has a reading coach and the support of a technology coach funded by Title I. These coaches provide coaching, mentoring and other ongoing embedded professional development to instructional and non-instructional personnel. In addition, each school, as well as the district, set aside funds for other professional development opportunities.

### **Title I District Improvement Plan - (Part 8)**

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

| <b>Specific Parent Needs</b>   | <b>Data to Support Parent Needs</b>                | <b>Activities/Strategies to Address Parent Needs</b>  | <b>Evaluation Mechanism</b>   | <b>Person/Department Responsible for Monitoring</b>   |
|--|--|---|---|---|
| Knowledge of standards and requirements for academic proficiency and promotion.<br><br>Information and guides on helping their child perform better academically | Survey Results<br><br>Minutes from parent meetings | <p>Parent conferences, parent education activity explaining Curriculum including Next Generation Sunshine State Standards, Common Core Standards, and various assessments.</p> <p>Parent Education workshops that provide printed information and tips to parents.</p> <p>School newsletters that provide parents with news on what is happening at the school, strategies parents can use to help their children be successful and services available.</p> <p>Parent participation in School Advisory, District Advisory, ELL, Migrant, ESE, and Advanced Academic Meetings.</p> <p>Parent participation with school in the development and implementation of the school and parent compact.</p> | <p>School and District Parent surveys.</p> <p>Receiving and signing the school parent compact.</p> <p>Participation in school and district parent involvement activities and Parent Involvement Plans/meetings.</p> | <p>School and District Administrators</p> <p>Curriculum Specialist</p> <p>Resource Teachers</p> <p>School Based Curriculum Leadership Teams</p> |

## 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)

A number of factors have prevented the Highlands County School District from achieving the Annual Measurable Achievement Objectives required by Title III:

28% of Highlands County ELL students are identified as current migrant students.

12% of Highlands County ELL students are identified as immigrant students.

95% of Highlands County ELL students qualify for free/reduced lunch.

56% of Highlands County ELL students have been in the district for less than three years.

Migrant students experience frequent moves/school interruptions and fragmented curriculum instruction as a result of their mobility. The curriculum fragmentation is particularly burdensome for secondary students, who have to earn credits, often in a sequential curriculum, for promotion and graduation; and maintain at least a 2.0 GPA

Immigrant students face the challenges of acculturation, cultural and language barriers; these issues must be dealt with before academic proficiency can occur. In addition, many Highlands County immigrant students come from countries where educational/school opportunities are limited, most notably Mexico, Central America and Haiti.

Extensive research has validated the negative impact of poverty on oral language development, literacy attainment and school achievement.

Frequent moves and change of schools impacts more than a student’s academic learning opportunities. After age 9, social/cultural factors and pressures make it more difficult for a student to find a comfortable “fit” in their new school surroundings. Being the “new kid” at school is even more difficult when you are different from your peers by the way you speak, dress or act.

| 2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)   | Personnel Responsible | Timeline | Funding Source |
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| All students entering school in the Highlands County School district are assessed for English language proficiency. Students who are identified as not proficient in English are assigned to a |                       |          |                |

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| teacher, who is certified in ESOL, for language arts instruction. In addition, students who are not proficient in English receive intensive reading instruction from a reading and ESOL endorsed teacher. The district implemented software programs to supplement English language acquisition. District has implemented an upgrade of aural/oral screening and reading and writing instruments such as LAS LINK including professional development for teachers and paras. Other upgrades for academy assessments reading and language arts such as Terra Nova has been implemented. Then schools will better identify specific individual needs of students in order to address curricular deficiencies. | Director of Elementary Education, ESOL paraprofessionals and ESOL teachers, school administrators | Students are screened within 20 days of enrollment. Students receive ESOL services until exited from the program. | FTE, district budget, Title III for supplementary materials |
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| <b>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)</b>   | <b>Personnel Responsible</b>  | <b>Timeline</b>   | <b>Funding Source</b>           |
|--|---|---|---------------------------------|
| <b>Targeted Group</b><br><b>Grade (i.e. Level 1 and Level 2, Bubble, Level 3+)</b><br>K-2 <a href="#">Grade K-2 Chart</a><br>3-5 <a href="#">Grade 3-5 Chart</a><br>6-8 <a href="#">Grade 6-8 Chart</a><br>9-12 <a href="#">Grade 9-12 Chart</a> | District Reading Specialist is responsible for making sure that schools understand how to use the data they collect from FAIR assessments to determine which scientifically based research strategies to use with students. Building Principals monitor teacher implementation. | We progress monitor all students using FAIR for reading 3 times a year. Students who need remediation are monitored more frequently. Writing is also monitored three times a year with district developed writing prompts. Prompts are scored using the FCAT rubric. Professional development will be given to teachers for data analysis and interpreting the results. | Title I and General Operations. |

| <b>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)</b>  | <b>Personnel Responsible</b> | <b>Timeline</b> | <b>Funding Source</b> |
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| <p>At the elementary level, new students are given a placement test from the district approved math textbook. Elementary classes are overwhelmingly self contained; the classroom teacher is responsible for differentiated instruction, with support from the district math resource teacher. Frequently, math instruction is center-based, with students working in cooperative groups.</p> <p>ELEMENTARY Scientifically research-based mathematics programs: 1. FCAT Explorer (Grades 3-5) 2. Macmillan McGraw-Hill (Grades K-5) 3. ConnectEd (Macmillan McGraw-Hill K-5) 4. Everyday Math Counts (Grades K-5) 5. Touch Point Math 6. Success Maker Curriculum (Grades K-5) 7. Write Math 8. Aleks (Grades 3 – 5) 9. Performance Matters (K - 12) for Progress Monitoring Instructional Strategies: 1. Continuous use of Macmillan McGraw-Hill Series including technology, manipulatives, differentiated instruction and the adoption of Common Core State Standards textbooks K-5. 2. Use of appropriate math manipulatives for concept development at all grade levels 3. Performance Matters , administered three times a year for progress monitoring 4. Utilize disaggregated student achievement data to focus improvement efforts in specific areas that have been identified for groups of students 5. Schedule and provide intensive math remediation for those students working below grade level both during the school day and in the form of after school tutoring 6. Continue to align math curriculum to the Next Generation Sunshine State Standards through collaborative efforts by teachers (Common Core Standards will be used district wide in grades K-1 Kindergarten) 7. Provide opportunities for</p> |                              |                 |                       |



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| <p>students to respond in a variety of formats such as multiple choice, short/long answer responses, and gridded responses 8. Provide parent involvement activities to increase student achievement and practice 9. Continue a quality instruction cycle through the continuous improvement model- PDCA 10. Incorporate FCAT math vocabulary (word walls) and journals into the curriculum 11. Increase math related books in the classroom 12. Implement a strong problem solving component in the curriculum 13. Use a variety of technology and software for diagnosis and correction 14. Develop and implement grade level math instructional focus calendar through macro-plans based on student needs 15. Implement Kagan cooperative Learning Strategies 16. Continue the implementation of Next Generation Sunshine State Standards in grades 2-5 17. Implement Common Core State Standards K-1</p> <p>At the middle school level, new students are placed in math based on grade level. The Glencoe math placement test is used to confirm placement. Students who experience difficulty are scheduled for intensive math instruction, which generally is a longer and uninterrupted block of instruction. Opportunities are provided during the school year and during summer school for credit recovery. At the high school level, new students are placed according to transcripts from previous schools. Students with no transcripts or with little or no evidence of previous schooling are placed in 9th grade, until assessment for placement can be done. Students over age 16, who have little or no schooling, are referred to the adult education program at the local state college. High school students must earn 4 credits in math, one of which has to be Algebra I. The curriculum offers a wide range of math courses, from basic math to calculus. Algebra I is offered in several formats. MIDDLE AND HIGH SCHOOL Scientifically research-based mathematics programs: 1. FCAT Explorer (Grades 6-12) 2. Glencoe Math Series (Grades 6-8) 3. Prentice Hall Math Series (Grades 9-12) 4. Aim Higher FCAT Math (Grade 9-10) 6. Performance Matters (Grades K-12), for progress monitoring 7. ConnectEd (Macmillan McGraw-Hill 6 – 8) 8. Pearson Online and Successnet (Grades 9 – 12) Instructional Strategies: 1. Continuous training on use of Glencoe/Prentice Hall Math Series including technology, manipulatives, differentiated instruction, etc. 2. Use of appropriate math manipulatives for concept development at all grade levels 3. Performance Matters Tests administered 3 times a year to students in order to assist in driving instruction/monitor student growth 4. Utilize disaggregated student achievement data to focus improvement efforts in specific areas that have been identified for groups of students 5. Schedule and provide intensive math remediation for those students working below grade level both during the school day and in the form of after school tutoring 6. Continue to align math curriculum to the Next Generation Sunshine State Standards through collaborative efforts for grades 2-12 and to Common Core State Standards in K-1 by teachers 7. Provide opportunities for students to respond in a variety of formats such as multiple choice, short/long answer responses, and gridded responses 8. Provide parent involvement activities to increase student achievement and practice 9. Continue a quality instruction cycle through the continuous improvement model- PDCA 10. Incorporate FCAT math vocabulary (word walls) and journals into the curriculum 11. Increase math related books in the classroom 12. Implement a strong problem solving component in the curriculum 13. Use a variety of technology and software for diagnosis and correction 14. Develop and implement grade level math instructional focus calendar through macro-plans based on student needs 15. Implement Next Generation Sunshine State Standards and Common Core State Standards grades K-1. All students are progress monitored for progress in math at least every nine (9) weeks.</p> | <p>Director of Elementary Education, ESOL paraprofessionals and ESOL teachers, school administrators</p> | <p>Students are screened within 20 days of enrollment. Students receive ESOL services until exited from the program.</p> | <p>FTE, district budget, Title III for supplementary materials</p> |
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| 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   |
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| <p>Professional development needs are identified by the Curriculum Leadership Team in concert with school administrators. Student disaggregated data is reviewed and areas of need are identified. Professional development programs are then established to address those needs. The Curriculum Leadership Team and school administrators progress monitor student achievement and the efficacy of the professional development programs. Some specific professional development programs that the district is providing to schools includes, but is not limited to, are macro-planning (curriculum mapping), Classroom Walk-Through Training for Administrators, A Framework for Understanding Poverty, High Yield Instructional Strategies, NGSSS Strand/Cluster Studies for Reading, Mathematics, and Science, FCAT Writing, and "What Every Teacher Needs to Know About FCAT" for beginning teachers. The District also offers Reading endorsement and ESOL endorsement classes through face to face classes and on line classes in order to improve the expertise of the classroom teachers. These classes are free of charge and are offered throughout the year. All schools in the district have a reading coach who is a member of their school Curriculum Leadership Team. This coach provides professional development to teachers embedded in the school day and after hours, as well as providing coaching and mentoring. The District has five Technology Resource Teachers (TRT) who are shared among the schools. These TRTs also provide professional development to teachers embedded in the school day and/or after hours, as well as providing coaching and mentoring. The District Reading Coach is providing extra professional development called "Effective Reading Strategies" to the teachers through face to face classes or train the trainer model. Title I resource teachers provide professional development in math, science and reading endorsement. All NCLB professional development is coordinated under the direction of the Associate Superintendent for Curriculum.</p> | Assistant Superintendent for Curriculum, Director of Elementary Education | IPDPs are developed within the first month of school and completed by May | District Professional Development budget, Title I, Title II, Title III |

| 6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.   | Personnel Responsible  | Timeline   | Funding Source        |
|--|--|--|-----------------------|
| <p>The district parental involvement plan is addressed annually by the District School Advisory Council and revised as needed. The ELL Parent Advisory Council is actively involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. The Migrant Parent Advisory Council is actively involved in reviewing parent education activities and strategies, as well as student instructional programs. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition FCAT standards, graduation requirements and post secondary career opportunities. At these meetings, parents and students usually receive supplemental reading and math materials and dictionaries. Parents are invited to activities by letter, personal contact by school advocates and through automated phone calls. Federal Programs Specialist collaborates with the district Student Services Coordinator and school based administration to provide parent education on topics such as underage drinking and bullying. All Title I schools hold regularly scheduled parent education activities, which are planned by the School Advisory Council.</p> | Director of Elementary Education, Coordinator of Student Services, Title I and Title III resource teachers | Programs and activities are offered every quarter during the school year: October, January, and April. | Title I and Title III |

| 7. If applicable, identify any changes to the Title III Immigrant Education Program. | Personnel Responsible | Timeline | Funding Source |
|--|-----------------------|----------|----------------|
| The District does not receive any Title III Immigrant Grant money this year.         |                       |          |                |

**District Assistance and Intervention Plan: Differentiated Accountability**

**Section 1001.42(18), Florida Statutes**

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

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

No Attached district’s Differentiated Accountability Checklist of Compliance.