

# FLORIDA DEPARTMENT OF EDUCATION

## Differentiated Accountability

### 2012-2013 District Improvement and Assistance Plan

#### District: Glades

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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.**

The Glades County District Improvement Plan is written using the School Improvement Plans for each site as the basis of the District Plan. The district uses a peer review process to provide feedback to each principal. The district leadership team, after review of each school's improvement plan, makes recommendations for additions to the plans and offers assistance in meeting the goals and objectives. The district team uses the individual school plans to develop a district plan of action. Parents, school staff and community members are involved in development of the School Improvement Plans.

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

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

No Data Found

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##### **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	Targeted intervention and support based on data analysis	Inconsistent focused data analysis at the classroom level to determine individual student needs	a. Implement with fidelity – Performance Matters integrated assessment and data management system b. Consultant skilled in use of data will meet with schools to analyze data focused on areas of need & to inform instruction at the classroom level c. Adjust instruction and individualize interventions using the RtI process d. Vertical alignment of standards/pacing charts across grade levels	a. Kagan Cooperative Structures b. Florida Continuous Improvement Model c. RtI Process d. READ 180	a. Supervisor Federal Programs b. Director Curriculum Services, Supervisor Federal Programs, Principals c. Students Services Director & Principals
Total	Mathematics					
White	Reading	Targeted intervention and support based on data analysis	Inconsistent focused data analysis at the classroom level to determine individual student needs	a. Implement with fidelity – Performance Matters integrated assessment and data management system b. Consultant skilled in use of data will meet with schools to analyze data focused on areas of need & to inform instruction at the classroom level c. Adjust instruction and individualize interventions using the RtI process d. Vertical alignment of standards/pacing charts across grade levels	a. Kagan Cooperative Structures b. Florida Continuous Improvement Model c. RtI Process d. READ 180	a. Supervisor Federal Programs b. Director Curriculum Services, Supervisor Federal Programs, Principals c. Students Services Director & Principals

White	Mathematics					
Black	Reading	Targeted intervention and support based on data analysis	Inconsistent focused data analysis at the classroom level to determine individual student needs	<p>a. Implement with fidelity – Performance Matters integrated assessment and data management system</p> <p>b. Consultant skilled in use of data will meet with schools to analyze data focused on areas of need &amp; to inform instruction at the classroom level</p> <p>c. Adjust instruction and individualize interventions using the RtI process</p> <p>d. Vertical alignment of standards/pacing charts across grade levels</p>	<p>a. Kagan Cooperative Structures</p> <p>b. Florida Continuous Improvement Model</p> <p>c. RtI Process</p> <p>d. READ 180</p>	<p>a. Supervisor Federal Programs</p> <p>b. Director Curriculum Services, Supervisor Federal Programs, Principals</p> <p>c. Students Services Director &amp; Principals</p>
Black	Mathematics					
Hispanic	Reading	Targeted intervention and support based on data analysis	Inconsistent focused data analysis at the classroom level to determine individual student needs	<p>a. Implement with fidelity – Performance Matters integrated assessment and data management system</p> <p>b. Consultant skilled in use of data will meet with schools to analyze data focused on areas of need &amp; to inform instruction at the classroom level</p> <p>c. Adjust instruction and individualize interventions using the RtI process</p> <p>d. Vertical alignment of standards/pacing charts across grade levels</p>	<p>a. Kagan Cooperative Structures</p> <p>b. Florida Continuous Improvement Model</p> <p>c. RtI Process</p> <p>d. READ 180</p>	<p>a. &amp; b. Director Curriculum Services, Supervisor Federal Programs, Principals</p> <p>c. ESE/Student Services Director &amp; Principals</p>
Hispanic	Mathematics					
Asian	Reading					
Asian	Mathematics					
American Indian	Reading					
			Inconsistent	<p>a. Implement with fidelity – Performance Matters integrated assessment</p>		

American Indian	Mathematics	Targeted intervention and support based on data analysis	focused data analysis at the classroom level to determine individual student needs	and data management system b. Schools will analyze data focused on areas of need to inform instruction at the classroom level c. Implementation with fidelity – Math Connects Math program aligned to NGSSS	a. Kagan Cooperative Structures b. Florida Continuous Improvement Model c. RtI Process	a. Supervisor Federal Programs b. Director Curriculum Services, Supervisor Federal Programs, Principals c. Students Services Director & Principals
Economically Disadvantaged	Reading	Targeted intervention and support based on data analysis	Inconsistent focused data analysis at the classroom level to determine individual student needs	a. Implement with fidelity – Performance Matters integrated assessment and data management system b. Consultant skilled in use of data will meet with schools to analyze data focused on areas of need & to inform instruction at the classroom level c. Adjust instruction and individualize interventions using the RtI process d. Vertical alignment of standards/pacing charts across grade levels	a. Kagan Cooperative Structures b. Florida Continuous Improvement Model c. RtI Process d. READ 180	a. Supervisor Federal Programs b. Director Curriculum Services, Supervisor Federal Programs, Principals c. Students Services Director & Principals d. Publisher
Economically Disadvantaged	Mathematics	Targeted intervention and support based on data analysis	Inconsistent focused data analysis at the classroom level to determine individual student needs	a. Implement with fidelity – Performance Matters integrated assessment and data management system b. Consultant skilled in use of data will meet with schools to analyze data focused on areas of need & to inform instruction at the classroom level c. Implementation with fidelity – Math Connects Math program aligned to NGSSS d. Development of vertical alignment/pacing guides	a. Kagan Cooperative Structures b. Florida Continuous Improvement Model c. RtI Process	a. Supervisor Federal Programs b. Director Curriculum Services, Supervisor Federal Programs, Principals c. Students Services Director & Principals d. Publisher

English Language Learners	Reading					
English Language Learners	Mathematics					
Students with Disabilities	Reading	Targeted intervention and support based on data analysis	Inconsistent focused data analysis at the classroom level to determine individual student needs	<p>a. Implement with fidelity – Performance Matters integrated assessment and data management system</p> <p>b. Consultant skilled in use of data will meet with schools to analyze data focused on areas of need &amp; to inform instruction at the classroom level</p> <p>c. Adjust instruction and individualize interventions using the RtI process</p> <p>d. Development of vertical alignment/pacing guides</p>	<p>a. Kagan Cooperative Structures</p> <p>b. Florida Continuous Improvement Model</p> <p>c. RtI Process</p> <p>d. READ 180</p>	<p>a. Supervisor Federal Programs</p> <p>b. Director Curriculum Services, Supervisor Federal Programs, Principals</p> <p>c. Students Services Director &amp; Principals</p> <p>d. Publisher</p>
Students with Disabilities	Mathematics					
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>Glades County elementary schools use MacMillan/McGraw-Hill Florida Treasures for core reading instruction. The curriculum correlates to all Reading and Language Arts Next Generation Sunshine State Standards and addresses the six areas of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and listening comprehension. The Treasures series is used to provide initial and differentiated instruction. The CCRP will be used for the 90-minute reading block with initial instruction taking place during the first 45 minutes. Flexible groups will be formed based upon on-going assessment results and the teacher will differentiate instruction based on these results. The teacher will meet with small groups during the remainder of the reading block to provide immediate intensive intervention. While not working with the teacher, students will be working in small groups at literacy centers.</p>

Glades District Schools require a developmental reading course for students in grade 6. Students in grades 7-8 scoring levels 1-3 on FCAT Reading are also required to take a developmental reading course. Students in grade 7-8 who score a level 4 or 5 on FCAT Reading may take an elective course, if available. The research-based materials for core reading instruction in Glades County middle schools will include the following: Prentice Hall's Literature: Language and Literacy; MacMillan/McGraw-Hill Treasures; and Great Source's Daybooks.

Prentice Hall's Literature: Language and Literacy focuses on vocabulary, reading skills, reading strategies, literacy skills, literary analysis, grammar, and support for writing. Reading lessons align with Next Generation Sunshine State Standards for Reading and concentrate on those assessed by the Florida Comprehensive Assessment Test (FCAT).

The MacMillan/McGraw-Hill curriculum correlates to all reading and language arts Next Generation Sunshine State Standards and addresses the five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. MacMillan/McGraw-Hill Treasures is used to provide initial and differentiated instruction and to help students build critical reading, writing, and thinking skills with engaging reader-response lessons packed with quality fiction, non-fiction, and poetry selections.

Great Source Daybooks support comprehension with numerous illustrations, graphic organizers, and photographs; encourage students to connect to each selection with integrated reading and writing format; expose students to a variety of genres and a diverse collection of literature and help prepare students for state assessments.

MIDDLE

Each of the reading programs provide a variety of methods and materials to develop strategies and critical thinking skills in reading for all levels of reading instruction. These skills may also be transferred to content courses across the curriculum.

Wraparound Teacher's Editions provide vocabulary support, assessment, and differentiated instruction strategies to meet the needs of students.

In the content area, teachers will use their text and ancillary materials with short and extended text for strategy instruction that will help students develop the processes necessary for self-regulation both in and out of class. The before reading, during reading and after reading framework helps teachers scaffold instruction. Teachers will facilitate the use of before reading strategies that will prepare students for the text and help them link their previous knowledge to the new information. Teachers may facilitate during reading strategy of a variety of graphic organizers to help students monitor their reading and make sense of the text. Post reading strategies may guide discussion or writing, helping students to integrate new information with previous learning and extend their understanding of what they have read. Teachers will teach these strategies explicitly and scaffold as appropriate as helping students process and apply the information frequently results in increased understanding and retention of information.

Administrators and reading staff have received text complexity professional development during the 2011-2012 school year. The training they received has made them aware of what complex text looks like at each grade level. Teachers have been trained to evaluate the quantitative features of text and to look at a text's qualitative features. CCSS Appendix B has been provided to teachers to utilize for close reading strategies and as a guide for comparing the text they use with students during the school year. The teachers will also look at the list of texts illustrating the complexity, quality and range of student reading for grades 6-12 on pg. 58 of the CCSS for identifying full length texts to use with students.

All SIRP(s) and CIRP(s) used in our district are research based and provide high quality materials to our students. Instructors are highly qualified and ensure high quality instruction. Content area teachers, as well as reading teachers, will be trained to use the CIS (Comprehension Instructional Sequence). Reading teachers and content area teachers will be trained so that they know what complex text looks like and recognize and use it in instruction especially in the areas of social studies, history and science. They will be trained to evaluate the quantitative features of text and to look at a text's qualitative features. CCSS Appendix B has been provided to teachers as a guide for comparing the text they use with the exemplars. Each content area will be responsible for facilitating the Close Reading of one complex text per month with students. This ensures that students are being exposed to at least three Close Readings of complex text per month between

HIGH	<p>all of their classes. In addition, teachers will be asked to expose students to a balance of simple, moderate, and complex text throughout the year. They will be asked to document the use of complex text in their lesson plans.</p> <p>All classrooms will have visible, print rich environments utilizing classroom libraries with leveled texts which offer students an introduction to a variety of genres and give students access to engaging reading materials. An inventory will be completed providing data about the complexity of texts and supplementary reading material available to students in classrooms. Priority for budgeting will focus on bringing the classroom libraries up to the standard necessary to provide a good variety of genres and text complexity in each classroom. Additionally, the students will have access to the media center where the media specialist will assist the students in finding reading material that they want to read, but will at the same time challenge them.</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>This section is not applicable to Glades County Schools. We are not in the bottom 100 schools.</p> <p>Administrators and reading coaches have received text complexity professional development during the 2011-2012 school year and they have facilitated text complexity professional development at their individual schools so that teachers are aware of what complex text looks like at their grade level. ~Teachers have been trained to evaluate the quantitative features of text and to look at a text's qualitative features. ~CCSS Appendix B has been provided to teachers as a guide for comparing the text they use with students. ~Teachers have been asked to look at the texts they are using with students to make sure that they are exposing students to a balance of simple, moderate, and complex text throughout the year. Additionally, they have been asked to document Standard 10 of the CCSS in their lesson plans when using texts that are complex for their grade level with students.</p> <p>As new resources for evaluating the complexity level of texts become available, more training will be provided to administrators, coaches, and teachers. ~</p> <p>At the elementary level teachers have been asked to plan at least 2 Close Readings of complex texts per month using both literary and informational texts from different subject areas to address any need for additional exposure to complex text.</p> <p>All K-5 classrooms will have visible, print rich environments utilizing classroom libraries with leveled texts which offer students an introduction to a variety of genres and give students access to engaging reading materials. Additionally, the students will be scheduled into the media center for direct instruction with the media specialist once a week, assuming funding permits the retention of the media specialist. These lessons will focus on the variety of genres available at the media center to enable children to find reading material that they want to read.</p> <p>Glades County elementary schools target students for immediate intensive intervention (iii) based primarily upon their performance on FAIR and STAR Early Literacy. The results of unit and diagnostic tests from the Core Reading Series, SRA Corrective Reading and SRA Mastery Reading, and Performance Matters assessment results are also considered. These targeted students will receive iii on a daily basis during the 90-minute reading block, following the initial instruction. Additionally, these students will receive daily remediation outside of the 90-minute block where teachers will differentiate instruction. This additional time will be provided by the classroom teacher/reading resource teacher/Response to Intervention Specialist.</p>
MIDDLE	<p>Administrators and reading staff have received text complexity professional development during the 2011-2012 school year. The training they received has made them aware of what complex text looks like at each grade level. Teachers have been trained to evaluate the quantitative features of text and to look at a text's qualitative features. CCSS Appendix B has been provided to teachers to utilize for close reading strategies and as a guide for comparing the text they use with students during the school year. The teachers will also</p>

	look at the list of texts illustrating the complexity, quality and range of student reading for grades 6-12 on pg. 58 of the CCSS for identifying full length texts to use with students.
HIGH	<p>All SIRP(s) and CIRP(s) used in our district are research based and provide high quality materials to our students. Instructors are highly qualified and ensure high quality instruction. Content area teachers, as well as reading teachers, will be trained to use the CIS (Comprehension Instructional Sequence). Reading teachers and content area teachers will be trained so that they know what complex text looks like and recognize and use it in instruction especially in the areas of social studies, history and science. They will be trained to evaluate the quantitative features of text and to look at a text's qualitative features. CCSS Appendix B has been provided to teachers as a guide for comparing the text they use with the exemplars. Each content area will be responsible for facilitating the Close Reading of one complex text per month with students. This ensures that students are being exposed to at least three Close Readings of complex text per month between all of their classes. In addition, teachers will be asked to expose students to a balance of simple, moderate, and complex text throughout the year. They will be asked to document the use of complex text in their lesson plans.</p> <p>All classrooms will have visible, print rich environments utilizing classroom libraries with leveled texts which offer students an introduction to a variety of genres and give students access to engaging reading materials. An inventory will be completed providing data about the complexity of texts and supplementary reading material available to students in classrooms. Priority for budgeting will focus on bringing the classroom libraries up to the standard necessary to provide a good variety of genres and text complexity in each classroom. Additionally, the students will have access to the media center where the media specialist will assist the students in finding reading material that they want to read, but will at the same time challenge them.</p>
Additional Information	

<b>Grade Level</b>	<b>Professional Development Activities to Support Programs and Strategies</b>
ELEMENTARY	<b>Click here to Professional Development in Reading web page</b>
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.**

<b>Grade Level</b>	<b>Type (before- or after-school, extended day, extended year, etc)</b>	<b>Frequency and Duration</b>	<b>Person/Department Responsible for Monitoring</b>
	Glades County students may receive a library card from the county library closest to their homes. After school, students may participate in GAP, an after school program, offered during the school year, focusing on reading and math skills. Migrant students have after school tutoring and a summer school session available to them. Students who read the Sunshine State Books may participate in a reading celebration in the media center. Parent involvement events include Family Reading Night and Scholastic Book fairs during parent conference night.		Director Curriculum



ELEMENTARY	<p>Teachers hired to teach summer reading camps and reading intervention classes must have evidence of prior success teaching reading to struggling readers as indicated by various assessment data and student work samples over time. Preference is given to highly qualified K-5 teachers who are Reading Certified or Endorsed.</p> <p>Glades County School District does not have an elementary school in the lowest 100 performing schools. After school tutorial programs are offered at all schools serving elementary grades and supplemental Educational Services (SES) are offered at Title I schools.</p>		Services, Principals, Reading Coach, GAP Coordinator
MIDDLE	<p>Glades County middle school students who score at Level 1 or Level 2 on FCAT reading and have intervention needs in the areas of decoding and text reading efficiency will have an extended block of reading intervention. Middle school Level 2 students without decoding issues will also receive intensive reading of there are no content area teachers with the CAR-PD/NGCAR-PD endorsement at the school. The intervention course will include on a daily basis:</p> <ul style="list-style-type: none"> <li>-whole group instruction</li> <li>-small group differentiated instruction</li> <li>-independent reading practice monitored by the teacher</li> <li>-infusion of reading and language arts benchmarks specific to the subject are blocked with the intensive reading course.</li> </ul> <p>A scientifically research based program and supplementals will be used when working with high risk students during small group instruction and beyond the minimum block requirements, and follow the formula of 6 +4 + (ii) + (iii). The DRLT will preform periodic checks at least twice a year for all schools and at all levels to ensure the reading instruction process is consistent with the plan. there may be instances in which the District Reading Leadership Team finds an inconsistency between reading instruction and the CRBRP but the inconsistency is beneficial.</p> <p>Students in grades 6-8 may participate in the Glades Academic Program (GAP) after school program during the first three quarters of the school year. SES tutoring is available to those who qualify. This after hours instruction is available for students requiring additional instruction in reading or math. A summer reading camp will be conducted for select Level one 7th and 8th grade students as funds allow. Students will be offered the opportunity to procure a library card from the county library that is closest to their homes. Migrant students have after school tutoring and a summer school session available to them. Each school will hold at least one family reading event. Parent involvement events will help parents to learn about simple activities they can do with their children to improve reading performance.</p>		Director Curriculum Services, Principals, Reading Coach, GAP Coordinator
	<p>Students who are diagnosed with decoding and/or text reading efficiency needs will be served in a two period block of intensive reading with a minimum of 100 minutes daily.</p> <p>Students will be offered the opportunity to procure a library card</p>		Director Curriculum

HIGH	<p>from the county library that is closest to their homes. Migrant students will have after school tutoring and a summer school session available to them.</p> <p>Each school will hold at least one family reading event. Parent involvement events will help parents to learn about simple activities they can do with their children to improve reading performance.</p>	Services, Supervisor Federal Programs, Principal
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	SES - Economically Disadvantaged Students Prioritized by FCAT scores GAP - Students identified through data analysis in need of intervention	SES - Varies by providers – sessions end when allocation is depleted GAP - varies by school depending on funding	SES - Supervisor Federal Programs GAP - Principal
MIDDLE	Migrant - Students level 1 & 2 and/or with failing grades SES - Economically Disadvantaged Students Prioritized by FCAT scores GAP - Students identified through data analysis in need of intervention	Migrant - Twice/week or summer program for as long as funds allow SES - Varies by providers – sessions end when allocation is depleted GAP - varies by school depending on funding	Migrant - Supervisor Federal Programs SES - Supervisor Federal Programs GAP - Principal
HIGH	Migrant students level 1 & 2 and/or with failing grades	Twice/week or summer program for as long as funds allow	Supervisor Federal Programs

### Title I District Improvement Plan - (Part 4)

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

Grade Level	Core Mathematics and Scientifically Research-Based Program(s)	Supplemental Mathematics and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	McMillan McGraw-Hill Math Connects	Compass Learning Odyssey Accelerated Math	Math Connects Kagan Cooperative Structures FCIM
MIDDLE	Glencoe McGraw-Hill Math	Compass Learning Odyssey Accelerated Math	Glencoe Math Kagan Cooperative Structures FCIM
HIGH	Glencoe McGraw-Hill Math	iCORE Math	Glencoe Math Kagan Cooperative Structures FCIM

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
Glades Afters School Program (GAP)	FCAT Levels 1 & 2 and at-risk students based on data analysis	Varies at each school depending on funding	Varies at each school depending on funding
extended year-performance based credit retrieval/grade forgiveness	FCAT Levels 1 & 2 and at-risk students based on data analysis	6-8 weeks	6-8 weeks
Migrant Education Program After school and extended year	Migrant students levels 1 & 2 and/or failing grades	Twice/week or summer program for as long as funds allow	Twice/week or summer program for as long as funds allow
Supplemental Educational Services (SES)	Economically Disadvantaged Students Prioritized by FCAT scores and FAIR data	Varies by providers – sessions end when allocation is depleted	Varies by providers – sessions end when allocation is depleted

**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	Houghton Mifflin Harcourt Florida Science Fusion		Science Fair FCIM Publisher implementation and follow-up PD
MIDDLE	M/J Comprehensive Science 1, 2, & 3 Series Holt McDougal, Florida Science Fusion, 2012		Science Fair Publisher implementation and follow-up PD FCIM
HIGH	Anatomy/Physiology – Human Anatomy and Physiology, Florida Edition (Pearson/Prentice Hall) Biology – Miller & Levine Biology for Florida (Pearson/Prentice Hall) Chemistry – Chemistry for Florida (Pearson/Prentice Hall) Earth/Space Science – Not adopted Environmental Science – Environmental Science- A Global Concern (Cunningham and Cunningham, McGraw Hill) Physical Science – Physical Science: Concepts in Action for Florida (Pearson/Prentice Hall) Physics – Conceptual Physics for Florida (Pearson/Prentice Hall) AP Biology – Campbell Biology, AP, for		Science Fair PROMISE/NGSSS FCIM

Florida (Pearson/Prentice Hall) AP Environmental – Living in the Environment (Holt McDougal)
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**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
After school and extended year	Migrant students with failing grades	Twice/week or summer program for as long as funds allow	Supervisor Federal Programs

**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	SMILE Writing Florida Treasures		SMILE Implementation & Follow-up Florida Treasures FCIM
MIDDLE	Writing Roadmap		Writing Roadmap FCIM
HIGH	Writing Roadmap		Writing Roadmap FCIM

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

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

Title I school wide programs that are in school improvement status will have 10% of their budget designated for professional development related to their AYP status and/or will have Title II funds to support initiatives. Activities and strategies will include: Building Academic Vocabulary, Reading Endorsement courses, college courses, differentiated instruction, technology integration, FCIM, and others as identified through the needs assessment/data analysis process. The use of online courses, Professional Learning Communities (PLC), mentoring/coaching, and reimbursement for courses and/or testing required for certification will support teachers and leadership teams. A record of staff participation will be maintained for all professional development activities.

**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>
Effective strategies for helping their children	PIP Survey	Family Literacy activities	Follow-up survey	Principals and Supervisor of Federal Programs

**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)**

<b>2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
<b>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
<b>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
<b>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
<b>6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>

<b>7. If applicable, identify any changes to the Title III Immigrant Education Program.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
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**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.