

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: DeSoto



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Last Modified on: 19-09-2012

**John L. Winn,
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Dr. Mike Grego, Chancellor

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Florida Department of
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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 collaboration of parents, school staff, school and district administrators, and interested community members occurred over several months in a number of meetings held at different times of day. Stakeholders discussed the needs of the students in the district, based on the disaggregation of a variety of data including but not limited to achievement on FCAT and other assessments, attendance, discipline, and climate surveys conducted at each site. Schools held meetings over the summer to plan for the 2012-13 year, also involving DA representatives working with the high school to assess the needs of the school.

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 more focused instruction in reading skills, and differentiated strategies, including vocabulary and reading comprehension based on individual needs. Text complexity and the implementation of Common Core Standards either fully or in a blended model will be essential to student success. | The use of strategies to address text complexity was not sufficient. | Differentiated instruction to address text complexity and targeted interventions with struggling students | a. Reading coaches in each school work with teachers to develop appropriate strategies for providing instruction on text complexity b. Continue to develop relationships that promote learning goals. | a. Division of Instructional Services; Reading Coaches b. Principals |
| Total | Mathematics | Students need focused instruction in content and differentiated instructional strategies for application of mathematics in moderate to high complexity problems based on individualized areas of weakness. | Prior year plan was too broad and did not focus on a few targeted strategies. | Differentiated instruction and targeted interventions with struggling students | a. Professional development on the use of differentiated strategies for mathematics instruction. b. Building relationships that promote learning goals. | a. Division of Instructional Services; Principals b. Principals |

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|-------|-------------|--|--|---|--|---|
| White | Reading | Students need more focused instruction in reading skills, and differentiated strategies, including vocabulary and reading comprehension based on individual needs. Text complexity and the implementation of Common Core Standards either fully or in a blended model will be essential to student success | The use of strategies to address text complexity was not sufficient. | Differentiated instruction to address text complexity and targeted interventions with struggling students | a. Reading coaches in each school work with teachers to develop appropriate strategies for providing instruction on text complexity b. Continue to develop relationships that promote learning goals | a. Division of Instructional Services; Reading Coaches b. Principals |
| White | Mathematics | Students need focused instruction in content and differentiated instructional strategies for application of mathematics in moderate to high complexity problems based on individualized areas of weakness. | Prior year plan was too broad and did not focus on a few targeted strategies | Differentiated instruction and targeted interventions with struggling students | a. Professional development on the use of differentiated strategies for mathematics instruction. b. Building relationships that promote learning goals. c. Develop instructional strategies. d. Develop relationships that promote learning goals | a. Division of Instructional Services; Principals b. Principals |
| | | Students need more focused instruction in reading skills, and | | | | |

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| Black | Reading | differentiated strategies, including vocabulary and reading comprehension based on individual needs. Text complexity and the mplementation of Common Core Standards either fully or in a blended model will be essential to student success. | The use of strategies to address text complexity was not sufficient. | Differentiated instruction to address text complexity and targeted interventions with struggling students | a. Reading coaches in each school work with teachers to develop appropriate strategies for providing instruction on text complexity b. Continue to develop relationships that promote learning goals | a. Division of Instructional Services; Reading Coaches b. Principals |
| Black | Mathematics | Students need more focused instruction in reading skills, and differentiated strategies, including vocabulary and reading comprehension based on individual needs. | Prior year plan was too broad and did not focus on a few targeted strategies | Differentiated instruction and targeted interventions with struggling students | a. Professional development on the use of differentiated strategies for mathematics instruction. b. Building relationships that promote learning goals. instructional strategies. b. Develop relationships that promote learning goals | a. Division of Instructional Services; b. Principals |
| Hispanic | Reading | Students need more focused instruction in reading skills, and differentiated strategies, including vocabulary and reading comprehension based on individual needs. Text complexity and the mplementation of Common Core Standards either fully or in a blended model will be essential | The use of strategies to address text complexity was not sufficient. | Differentiated instruction to address text complexity and targeted interventions with struggling students | a. Reading coaches in each school work with teachers to develop appropriate strategies for providing instruction on text complexity b. Continue to develop relationships that promote learning goals | a. Division of Instructional Services; Reading Coaches b. Principals |

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| | | to student success. | | | | |
| Hispanic | Mathematics | Students need more focused instruction in reading skills, and differentiated strategies, including vocabulary and reading comprehension based on individual needs. | Prior year plan was too broad and did not focus on a few targeted strategies | Differentiated instruction and targeted interventions with struggling students | a. Professional development on the use of differentiated strategies for mathematics instruction. b. Building relationships that promote learning goals. c. Develop instructional strategies. d. Develop relationships that promote learning goals | a. Division of Instructional Services; b. Principals |
| Asian | Reading | Students need more focused instruction in reading skills, and differentiated strategies, including vocabulary and reading comprehension based on individual needs. Text complexity and the implementation of Common Core Standards either fully or in a blended model will be essential to student success. | The use of strategies to address text complexity was not sufficient. | Differentiated instruction to address text complexity and targeted interventions with struggling students | a. Reading coaches in each school work with teachers to develop appropriate strategies for providing instruction on text complexity b. Continue to develop relationships that promote learning goals | a. Division of Instructional Services; Reading Coaches b. Principals |
| | | | | | a. Professional | |

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|-----------------|-------------|---|--|---|---|---|
| Asian | Mathematics | Students need more focused instruction in reading skills, and differentiated strategies, including vocabulary and reading comprehension based on individual needs. | Prior year plan was too broad and did not focus on a few targeted strategies | Differentiated instruction and targeted interventions with struggling students | development on the use of differentiated strategies for mathematics instruction. b. Building relationships that promote learning goals. instructional strategies. b. Develop relationships that promote learning goals | a. Division of Instructional Services; b. Principals |
| American Indian | Reading | Students need more focused instruction in reading skills, and differentiated strategies, including vocabulary and reading comprehension based on individual needs. Text complexity and the implementation of Common Core Standards either fully or in a blended model will be essential to student success. | The use of strategies to address text complexity was not sufficient. | Differentiated instruction to address text complexity and targeted interventions with struggling students | a. Reading coaches in each school work with teachers to develop appropriate strategies for providing instruction on text complexity b. Continue to develop relationships that promote learning goals | a. Division of Instructional Services; Reading Coaches b. Principals |
| American Indian | Mathematics | Students need more focused instruction in reading skills, and differentiated strategies, including vocabulary and reading comprehension based on individual needs. | Prior year plan was too broad and did not focus on a few targeted strategies | Differentiated instruction and targeted interventions with struggling students | a. Professional development on the use of differentiated strategies for mathematics instruction. b. Building relationships that promote learning goals. instructional strategies. b. Develop relationships that promote learning goals | a. Division of Instructional Services; b. Principals |
| | | Students need | | | | |

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| Economically Disadvantaged | Reading | more focused instruction in reading skills, and differentiated strategies, including vocabulary and reading comprehension based on individual needs. Text complexity and the implementation of Common Core Standards either fully or in a blended model will be essential to student success. | The use of strategies to address text complexity was not sufficient. | Differentiated instruction to address text complexity and targeted interventions with struggling students | a. Reading coaches in each school work with teachers to develop appropriate strategies for providing instruction on text complexity b. Continue to develop relationships that promote learning goals | a. Division of Instructional Services; Reading Coaches b. Principals |
| Economically Disadvantaged | Mathematics | Students need more focused instruction in reading skills, and differentiated strategies, including vocabulary and reading comprehension based on individual needs. | Prior year plan was too broad and did not focus on a few targeted strategies | Differentiated instruction and targeted interventions with struggling students | a. Professional development on the use of differentiated strategies for mathematics instruction. b. Building relationships that promote learning goals. c. Develop instructional strategies. d. Develop relationships that promote learning goals | a. Division of Instructional Services; b. Principals |
| English Language Learners | Reading | Students need more focused instruction in reading skills, and differentiated strategies, including vocabulary and reading comprehension based on individual needs. Text complexity and the implementation of Common Core | The use of strategies to address text complexity was not sufficient. | Differentiated instruction and targeted interventions with struggling students | a. Reading coaches in each school work with teachers to utilize differentiated instructional strategies. b. Develop relationships that promote learning goals | a. Division of Instructional Services; Reading Coaches b. Principals |

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| | | Standards either fully or in a blended model will be essential to student success. | | | | |
| English Language Learners | Mathematics | Students need more focused instruction in reading skills, and differentiated strategies, including vocabulary and reading comprehension based on individual needs. | Prior year plan was too broad and did not focus on a few targeted strategies | Differentiated instruction and targeted interventions with struggling students | a. Professional development on the use of differentiated strategies for mathematics instruction. b. Building relationships that promote learning goals. instructional strategies. b. Develop relationships that promote learning goals | a. Division of Instructional Services; b. Principals |
| Students with Disabilities | Reading | Students need more focused instruction in reading skills, and differentiated strategies, including vocabulary and reading comprehension based on individual needs. Text complexity and the mplementation of Common Core Standards either fully or in a blended model will be essential to student success. | The use of strategies to address text complexity was not sufficient. | Differentiated instruction to address text complexity and targeted interventions with struggling students | a. Reading coaches in each school work with teachers to develop appropriate strategies for providing instruction on text complexity b. Continue to develop relationships that promote learning goals | a. Division of Instructional Services; Reading Coaches b. Principals |
| | | | | | a. Professional | |

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| Students with Disabilities | Mathematics | Students need more focused instruction in reading skills, and differentiated strategies, including vocabulary and reading comprehension based on individual needs. | Prior year plan was too broad and did not focus on a few targeted strategies | Differentiated instruction and targeted interventions with struggling students | development on the use of differentiated strategies for mathematics instruction. b. Building relationships that promote learning goals. instructional strategies. b. Develop relationships that promote learning goals | a. Division of Instructional Services; b. Principals |
| Other (e.g. Migrant) [as needed] | Reading | Students need more focused instruction in reading skills, and differentiated strategies, including vocabulary and reading comprehension based on individual needs. Text complexity and the implementation of Common Core Standards either fully or in a blended model will be essential to student success. | The use of strategies to address text complexity was not sufficient. | Differentiated instruction to address text complexity and targeted interventions with struggling students | a. Reading coaches in each school work with teachers to develop appropriate strategies for providing instruction on text complexity b. Continue to develop relationships that promote learning goals | a. Division of Instructional Services; Reading Coaches b. Principals |
| Other (e.g. Migrant) [as needed] | Mathematics | Students need more focused instruction in reading skills, and differentiated strategies, including vocabulary and reading comprehension based on individual needs. | Prior year plan was too broad and did not focus on a few targeted strategies | Differentiated instruction and targeted interventions with struggling students | a. Professional development on the use of differentiated strategies for mathematics instruction. b. Building relationships that promote learning goals. instructional strategies. b. Develop relationships that promote learning goals | a. Division of Instructional Services; b. Principals |

Title I District Improvement Plan - (Part3_1)

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

| Grade Level | Core Reading and Scientifically Research-Based Program(s) |
|-------------|--|
| ELEMENTARY | <p>Teachers will provide initial and differentiated instruction that is explicit and systematic for all students using the Macmillian Treasures reading program. Teachers will use the Tier 1, 2 and 3 instruction and RtI problem solving approach.</p> <p>Teachers will align instruction in K-2 to meet the Common Core Standards for English Language Arts b reviewing the Foundational Skills Chart for K-2, as well as the draft Common Core course descriptions for Language Arts in conjunction with the current reading series to determine effectiveness of material and identify lesson areas where enrichment is needed to meet the standards.</p> |
| MIDDLE | <p>DMS-No. A literature course is offered through the Exploratory Classes for students who achieve upper levels 3, 4, or 5 in FCAT 2.0 Reading; however, it is not required for all students. The Middle school will continue to use MacDougal-Littell Literature series. They will also use Be A Better Reader series. Teachers will use Tier 1, 2 and 3 instruction and Response to Intervention problem solving approach.</p> <p>Spring Lake Youth Academy-No, however middle school students in grades 6, 7, and 8 who have scored at a Level 3 or higher on FCAT Reading are still enrolled in a reading course. The McDougal Littell Literature series, Jamestown Critical Reading series, and Scholastic Read XL are used for reading instruction, as well as New Century Courseware which includes Reading/Language Arts Curriculum software. The MacDougall-Littell Literature series provides a wealth of resources at differing complexity levels to enrich and advance the curriculum. In addition, this series also offers online resources to supplement the print materials on hand to ensure the students' needs are met on varying levels of differentiation. A wide variety of other materials are also available for the teacher to use to meet the different needs of all students. Teachers will introduce complex text through scaffolds that will enable all students to experience the complexity of the text, rather than avoid it. The scaffolding should not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading the text; that is, the scaffolding should not itself become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully. Follow-up support will guide the reader when encountering places in the text where he or she might struggle.</p> <p>(CIRP) The following programs will be used as stand alone programs to provide instruction in multiple areas of reading.</p> <p>The middle school teachers will use AMP to provide intensive intervention for level 1 and level 2 students. SRA Laboratories will be utilized for levels 1 and 2. This program meets the needs of slow, average, and superior learners by providing multilevel learning materials in one package. This type of program allows the student to take responsibility for his or her own learning. The SRA Laboratory is also a differentiated program that meets the learner at his or her level. The SRA Laboratory addresses phonics, fluency, vocabulary, and comprehension.</p> <p>(SIRP) Instruction starts with the teacher reading aloud each morning. This teacher modeling provides an example of how an expert reads. Students are provided with class book sets and are able to follow along. The students are able to see and hear reading strategies modeled by the teacher. Comprehension is aided by the discussion that follows the reading aloud.</p> <p>Month-By-Month Phonics for Upper Grades by Patricia Cunningham and Dorothy P. Hall is resource that will be used to differentiate instruction for students who need targeted, intensive instruction in the area of phonics. By using this systematic program as outlined, students will become fluent decoders and spellers which will facilitate fluency which will lead to comprehension. Fluency practice is provided through probes of teacher prepared material or by using Jamestown Education Reading Fluency. Fast Track provides practice</p> |

with phonemic awareness, phonics, and fluency.

Level 1 and Level 2 students will be placed in a developmental reading program for one 40-minute class period daily. Reading instruction will be differentiated based on the individual student's need. In each intervention session, attention will be paid to word study, fluency development, and comprehension. Students will be assessed to determine their need of intervention. Students needing immediate intensive intervention will be identified and will receive additional instruction based on which reading component they need additional help with whether it is phonemic awareness, phonics, fluency, vocabulary, or comprehension. Students in the FCAT level 2 class rooms will receive instruction based on their identified needs.

Read XL is a direct instructional intervention reading program for students who are reading one to three years below grade level. Student anthologies begin three years below grade level and increase in difficulty to grade-level reading by the end of the academic year. Every Read XL lesson closely aligns to the Sunshine State Standards for Language Arts, Science, Social Studies, Mathematics, and Health.

Teachers have within their resources materials that will meet most of their needs. They can also collaborate with the reading/literacy coach to access additional sources for examples of complex text to provide practice.

DeSoto Connections: A majority of instruction is through computer based online instruction through NovaNet High School Prescriptive Curriculum. Course in reading are delivered through NovaNet to all Level 1 and Level 2 students. The Basic Reading Curricula, Reading A and Reading B use pre-tests and post-tests to diagnose student needs in instruction. The teacher provides individual and small group instruction as needed to students according to class performance and FAIR assessments. Considerable reading is necessary for the online format. Teacher support and instruction is differentiated based on student need. Literature circles and FCAT Explorer are also utilized as support.

Spring Lake Youth Academy-Intensive intervention materials will be used for struggling readers, including the Scholastic Read XL. These intervention materials will be used to provide support in the five areas of reading. Scholastic XL is a direct instructional intervention reading program for students who are reading one to three years below grade level. Student Anthologies begin three years below grade level and increase in difficulty to grade-level reading by the end of the academic year. Every Read XL lesson closely aligns to the Sunshine State Standards. In addition to instructional reading with the teacher, students also read independently everyday. The supplemental reading program consists of using literature and novels on a wide variety of levels, as well as New Century Courseware which includes Reading/Language Arts Curriculum software. Other materials in the supplemental reading program include the Scholastic magazine. which provides targeted instruction. The RLT will assess student growth and individualize programs to meet student needs.

DHS-Intensive Reading teachers, content-area teachers, and all other teachers receive professional development on text complexity in school and through the district. Departments will analyze current SIRP and CIRP to see where supplementation is needed. It is possible publishers may provide a list of areas their materials do not align with CCSS and text complexity requirements. Text complexity analysis, close reading exemplars, and generating question guidelines for close reading are also addressed through school teams attending various CCSS workshops. The district is committed to providing SIRP for text complexity as needed.

DeSoto Connections: A majority of instruction is through computer based online instruction through NovaNet High School Prescriptive Curriculum. Course in reading are delivered through NovaNet to all Level 1 and Level 2 students. The Basic Reading Curricula, Reading A and Reading B use pre-tests and post-tests to diagnose student needs in instruction. The teacher provides individual and small group instruction as needed to students according to class performance and FAIR assessments. Considerable reading is necessary for the online format. Teacher support and instruction is differentiated based on student need. Literature circles and FCAT Explorer are also utilized as support.

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| Additional Information | |

| Grade Level | Supplemental Reading and Scientifically Research-Based Program(s) |
|-------------|---|
| ELEMENTARY | <p>All materials used to provide reading intervention will be research-based and teach each of the five components of reading thoroughly, explicitly. The reading intervention in extended day will be coordinated with the classroom teacher and be aligned to the reading instruction provided during the day. If the teacher providing the intervention is not the regular classroom teacher the teachers will plan together to provide the targeted intervention needed based on data.</p> <p>The district has and is providing opportunities for academic coaches to receive state-sponsored, research-based professional development aimed at educating teachers on how to increase the amount of complex text used in the classroom, engage students in higher-level questioning opportunities. Materials have been provided to coaches as they are released from FCRR and used to create professional development modules for teachers. Coaches are monitoring the use of complex text at the school level both formally and informally. Teachers will expand their classroom libraries to include highly motivating leveled complex texts to support and expand the reading program. All elementary schools use AR to motivate students to read outside of the classroom. Students are encouraged to visit the media center regularly where they are read to and given an opportunity to read and check out books to read at home. The district has developed DeSoto Read to Succeed plan to motivate students to become better readers through extended independent reading. DeSoto Read to Succeed incorporates best practices in reading instruction by assisting students to choose appropriate leveled readers.</p> <p>Students who continue to struggle according to progress monitoring data will be provided with Tier 2 and 3 instruction in the areas in which they are identified as showing weakness. For those students still not making progress, additional reading instruction will be given outside of the 90 minute reading block, a minimum of 20 minutes per day. This will be delivered using intervention materials which may be different from the materials used in the 90 minute reading block. The teacher will remediate in small (1-5 students) skills-based homogeneous groups according to student need.</p> |
| | <p>The MacDougall-Littell Literature series provides a wealth of resources at differing complexity levels to enrich and advance the curriculum. In addition, this series also offers online resources to supplement the print materials on hand to ensure the students' needs are met on varying levels of differentiation. A wide variety of other materials are also available for the teacher to use to meet the different needs of all students. Teachers will introduce complex text through scaffolds that will enable all students to experience the complexity of the text, rather than avoid it. The scaffolding should not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading the text; that is, the scaffolding should not itself become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully. Follow-up support will guide the reader when encountering places in the text where he or she might struggle.</p> <p>(CIRP) The following programs will be used as stand alone programs to provide instruction in multiple areas of reading.</p> |

MIDDLE

The middle school teachers will use AMP to provide intensive intervention for level 1 and level 2 students. SRA Laboratories will be utilized for levels 1 and 2. This program meets the needs of slow, average, and superior learners by providing multilevel learning materials in one package. This type of program allows the student to take responsibility for his or her own learning. The SRA Laboratory is also a differentiated program that meets the learner at his or her level. The SRA Laboratory addresses phonics, fluency, vocabulary, and comprehension.

(SIRP) Instruction starts with the teacher reading aloud each morning. This teacher modeling provides an example of how an expert reads. Students are provided with class book sets and are able to follow along. The students are able to see and hear reading strategies modeled by the teacher. Comprehension is aided by the discussion that follows the reading aloud.

Month-By-Month Phonics for Upper Grades by Patricia Cunningham and Dorothy P. Hall is resource that will be used to differentiate instruction for students who need targeted, intensive instruction in the area of phonics. By using this systematic program as outlined, students will become fluent decoders and spellers which will facilitate fluency which will lead to comprehension. Fluency practice is provided through probes of teacher prepared material or by using Jamestown Education Reading Fluency. Fast Track provides practice with phonemic awareness, phonics, and fluency.

Level 1 and Level 2 students will be placed in a developmental reading program for one 40-minute class period daily. Reading instruction will be differentiated based on the individual student's need. In each intervention session, attention will be paid to word study, fluency development, and comprehension. Students will be assessed to determine their need of intervention. Students needing immediate intensive intervention will be identified and will receive additional instruction based on which reading component they need additional help with whether it is phonemic awareness, phonics, fluency, vocabulary, or comprehension. Students in the FCAT level 2 class rooms will receive instruction based on their identified needs.

Read XL is a direct instructional intervention reading program for students who are reading one to three years below grade level. Student anthologies begin three years below grade level and increase in difficulty to grade-level reading by the end of the academic year. Every Read XL lesson closely aligns to the Sunshine State Standards for Language Arts, Science, Social Studies, Mathematics, and Health.

Teachers have within their resources materials that will meet most of their needs. They can also collaborate with the reading/literacy coach to access additional sources for examples of complex text to provide practice.

DeSoto Connections: A majority of instruction is through computer based online instruction through NovaNet High School Prescriptive Curriculum. Course in reading are delivered through NovaNet to all Level 1 and Level 2 students. The Basic Reading Curricula, Reading A and Reading B use pre-tests and post-tests to diagnose student needs in instruction. The teacher provides individual and small group instruction as needed to students according to class performance and FAIR assessments. Considerable reading is necessary for the online format. Teacher support and instruction is differentiated based on student need. Literature circles and FCAT Explorer are also utilized as support.

Spring Lake Youth Academy-Intensive intervention materials will be used for struggling readers, including the Scholastic Read XL. These intervention materials will be used to provide support in the five areas of reading. Scholastic XL is a direct instructional intervention reading program for students who are reading one to three years below grade level. Student Anthologies begin three years below grade level and increase in difficulty to grade-level reading by the end of the academic year. Every Read XL lesson closely aligns to the Sunshine State Standards. In addition to instructional reading with the teacher, students also read independently everyday. The supplemental reading program consists of using literature and novels on a wide variety of levels, as well as New Century Courseware which includes Reading/Language Arts Curriculum software. Other materials in the supplemental reading program include the Scholastic magazine. which provides targeted instruction. The RLT will assess student growth and individualize programs to meet student needs.

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| HIGH | and CIRP to see where supplementation is needed. It is possible publishers may provide a list of areas their materials do not align with CCSS and text complexity requirements. Text complexity analysis, close reading exemplars, and generating question guidelines for close reading are also addressed through school teams attending various CCSS workshops. The district is committed to providing SIRP for text complexity as needed. |
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| 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 |
|-------------|---|------------------------|--|
| | Students needing additional instruction in reading, based on continuous progress monitoring, will be provided with opportunities to receive intensive instruction. The elementary schools offer after school tutoring that is provided by highly qualified teachers. The activities and instruction used during the after school programs are coordinated with the child's classroom teacher to provide assistance based on the individual need of the student. In addition to our Summer Reading Institute for level one third graders, our district | | |

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|------------|---|--|---|
| ELEMENTARY | <p>offers a Summer Reading Institute to all students in grades 1-5 who score a Level 1 on the reading portion of the FCAT or who score in the high risk level on all areas of the FAIR. The guidelines for the Summer Reading Institute for students in grades other than 3rd are consistent with the guidelines for the 3rd grade Reading Camps as outlined by the Just Read, Florida! office. Before, after, and during school tutoring opportunities are provided in both a small group and one-on-one setting. Criteria for student eligibility include current data indicating the student is below grade level according to the specified benchmarks. Areas for individual skill remediation are identified and differentiated activities are built to support these skills, to be delivered and facilitated during tutoring sessions.</p> <p>Qualifications for reading intervention teachers and summer reading teachers are: Must be highly qualified and certified K-5 teachers. Evidence of prior success teaching reading to struggling readers as evidenced by assessment data will be a criterion. Preference is given to teachers who are reading endorsed or reading certified.</p> <p>The district will use guidance from the Chancellor and FLDOE to assist in providing the additional hour of intensive reading instruction. The district works very closely with school administrators to ensure that all students are provided with the appropriate intervention time. The School District of DeSoto offers additional learning opportunities outside the normal day through before and after school tutoring. Students identified through progress monitoring data, teacher observation and classroom assessments as needing intensive intervention are provided the additional time. During this time the classroom teacher provides the reading intervention based on identified need.</p> | | The administration at the school and the Division of Instructional Services |
| | <p>All FCAT level 1 and 2 non fluent students will be placed in an intensive reading class. This period lasts for 85 minutes daily. By placing students in this type of classroom, flexible grouping and accommodations are easier to put into place. Levels 1 and 2 ineffective reading students will be determined by use of oral reading probes. These ineffective readers at level 1 and 2 will receive immediate, intensive reading instruction. They will be provided instruction in word decoding strategies and intensive work in fluency.</p> <p>All intensive reading students will use the Be a Better Reader and/or AMP Reading System for additional support in reading. Students will be continuously monitored for reading improvement. Students who score a level 3 or above on FCAT will receive instruction through their Language Arts classes as well as content areas classes for skills building. Sets of novels and other supplementary materials will be used to help all the students maximize their reading ability.</p> <p>Fast Forward, a computer program, is provided for all seventh grade students who achieve FCAT 2.0 Reading Levels 1, 2, or 3 for one semester of daily 40-minute classes. This program takes students from learning sound differentiation (a common problem for students who have difficulty decoding successfully), through decoding, fluency, vocabulary, and comprehension to assist in bringing the students to reading levels at or above grade level at Level 5.</p> <p>DeSoto Connections: Reading instruction will include vocabulary, fluency, comprehension, and decoding and phonemic awareness in</p> | | |

MIDDLE

necessary. Student progress will be monitored with one minute timed fluency readings administered by the teacher. All students will be served by a teacher who is either Reading Endorsed or CAR-PD trained or undergoing training.

Spring Lake Youth Academy-All students who score a Level 1 or Level 2 on the FCAT Reading are enrolled in appropriate courses, as determined by DOE. For those students enrolled in one of the DOE defined Reading Intervention courses, they are marked on the course in Genesis. If FCAT scores are not available the WIN or other appropriate assessments will be used to determine if the student needs to be enrolled in Intensive Reading. Students will participate in the "Intensive Reading" class daily which is blocked with the Language Arts class in order to provide at least 90 minutes of daily reading instruction. This instruction will be delivered by a teacher who either already has the add-on Reading Endorsement or is in the process of working on the endorsement. Disfluent students will be provided extra intervention time during the school day.

Before school: Students on a voluntary basis receive tutoring with a certified teacher in core curriculum areas if they are failing or want additional help in any core subject(s); students bring their work from the class they need/want help in with them to the tutoring classes for assistance directly related to their class work. They also work on FCAT Explorer or Focus to improve their skills.

During school: PALs (Peer assisted learning); Big Brothers/Sisters and Little Brothers/Sisters program; CAI (computer assisted instruction/practice using Compass Learning and Fast ForWord); also, retrieval classes in lieu of the usual exploratory classes are offered to students who have failed one or more core curriculum classes.

After school: DeSoto County offers the Graduation Express Bus that offers two hours daily of free tutoring six days a week in different sites (fixed by day of the week) around the County. The bus is equipped with tutors, computers with Internet access, and materials/equipment necessary to meet the needs of the students.

Summer Activities: DMS (in collaboration with our media center) sponsors a summer reading program called 100 Steps Reading. Students are required to read for a minimum of 15 minutes a day, keep track of each 15-minute segment, noting the book title and author, and have a parent/guardian sign their record. At the beginning of the new school year the principal hosts a 100 Steps Reading Celebration Party to honor the readers who have read at least 100 steps (times 15 minutes) during the summer.

DeSoto Connections: Casual reading is encouraged of all students outside of school time. Books are available for checkout from the classroom. An adult volunteer regularly visits the class to provide student assistance in any area including reading.

Spring Lake Youth Academy-SLYA provides students year-round instruction, including the summer months. All students who score at Levels 1 or 2 on the FCAT Reading will be enrolled in Intensive Reading. All students will receive instruction that reinforces reading and writing skills in the appropriate content area courses in which

The administration at the school and the Division of Instructional Services

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|------------------------|--|--|---|
| | they are enrolled. | | |
| HIGH | <p>DHS-FAIR screening results used to target students in need of in-depth diagnostic in alignment with decision tree.</p> <p>Spring Lake Youth Academy-All students who score a Level 1 or Level 2 on the FCAT Reading are enrolled in appropriate courses, as determined by DOE. For those students enrolled in one of the DOE defined Reading Intervention courses, they are marked on the course in Genesis. If FCAT scores are not available the WIN or other appropriate assessments will be used to determine if the student needs to be enrolled in Intensive Reading. Students will participate in the “Intensive Reading” class daily which is blocked with the Language Arts class in order to provide at least 90 minutes of daily reading instruction. This instruction will be delivered by a teacher who either already has the add-on Reading Endorsement or is in the process of working on the endorsement. Disfluent students at the secondary level will have a scheduled intervention class in place of an elective class at the high school level.</p> <p>DHS-After school tutoring programs are available to address individual student reading needs. Summer school for credit retrieval is provided to students through Ed Options from Novel. FCAT help is provided multiple afternoons per week for students who need additional help. The high school also has mentors through Take Stock in Children. Teachers are also available after school to provide tutoring for struggling students.</p> <p>DeSoto Connections: Casual reading is encouraged of all students outside of school time. Books are available for checkout from the classroom. An adult volunteer regularly visits the class to provide student assistance in any area including reading</p> <p>Spring Lake Youth Academy-SLYA provides students year-round instruction, including the summer months. All students who score at Levels 1 or 2 on FCAT reading will be enrolled in Intensive Reading. All students will receive instruction that reinforces reading and writing skills in the appropriate content area courses in which they are enrolled</p> | | The administration at the school and the Division of Instructional Services |
| 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 | In grades 3-5 the targeted group are those students who scored at level 1 and level 2 on the FCAT Reading. | weekly after school for 30 weeks | The administration at the school |

| | | | |
|--------|--|-----------|----------------------------------|
| MIDDLE | The retrieval program is only for those students who would need to retrieve credit to pass to the next grade level. | as needed | The administration at the school |
| HIGH | Student eligibility is determined by the previous year's FCAT score in reading and by progress monitoring data. Students who score level 1 or level 2 on the FCAT and those scoring at high risk on FAIR are invited to participate. | as needed | The administration at the school |

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 | Houghton Mifflin Math Program | Compass Learning | PROMISE Math; vertical and horizontal content alignment to NGSSS; use of supplemental program |
| MIDDLE | Glencoe Middle Grades Math | Compass Learning | PROMISE Math; vertical and horizontal content alignment to NGSSS; use of supplemental program |
| HIGH | Holt McDougal and Prentice Hall Programs | Compass Learning | PROMISE Math; vertical and horizontal content alignment to NGSSS; use of supplemental program |

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 |
|---|--|-------------------------------|---|
| credit recovery; tutoring | students performing below grade level; migrant students; homeless students | as needed--individualized | as needed--individualized |
| 21st Century Learning Centers grant implementation | grades 2-5 Level 1, 2 | 4 days per week afterschool | Program Director |

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 Science | | PROMISE Science; FCIM development; vertical and horizontal content development |

| | | | |
|--------|---|--|--|
| MIDDLE | Holt McDougal Science for grades 6-8 | CORE Science materials to support instruction of NGSSS; Big Idea science units | PROMISE Science; FCIM development; vertical and horizontal content development |
| HIGH | core program of courses: Physical Science, Biology, Chemistry | | PROMISE Science; FCIM development; vertical and horizontal content development |

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 |
|--|---|---------------------------|--|
| tutoring for migrant students; credit recovery for students performing below grade level | students performing below grade level; migrants | as needed--individualized | as needed--individualized |

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 | McMillian Treasures | Kathy Robinson Writing and Melissa Fornay Writing; Compass Learning | Training in how to score student writing using the Florida Writes rubric. |
| MIDDLE | Prentice Hall Grammar and Language Arts | Compass Learning | Training in how to score student writing using the Florida Writes rubric. |
| HIGH | Holt McDougal Grammar and Language Arts | Compass Learning | to score student writing using the Florida Writes rubric. |

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 |
|---|---|---------------------------|--|
| Elementary and Secondary students will have opportunities through Compass Learning. | All grade levels; students performing below grade level | as needed--individualized | as needed--individualized |

Title I District Improvement Plan - (Part 7)

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

The District will ensure that no less than 10% of the Title I, Part A funds are committed to support professional development activities identified in this plan through the work of the Associate Director of Elementary Education, who directs the Title I, Part A program and oversees the professional development program in conjunction with the Associate Director of Secondary Education. Funds will be used to purchase services from outside providers to provide training in strategies that are proven effective and based in scientific research. Funds will also be used to provide stipends, conference registrations, training fees, and/or travel expenses to teachers for participation in the activities mentioned in this plan. The Director of Finance and the Associate Directors mentioned above will confer monthly to monitor these expenditures.

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 requested information to help their students be successful in school. | Approximately 56% of parents self reported attending any school function in support of their students. | Parent night activities such as reading, math, science, and FCAT nights are held at schools. | Sign in sheets will provide evidence of parent participation. | Parent Involvement Specialists |
| Parents have requested more information to help them assist their children at school. | Approximately 56% of parents self reported attending any school function in support of their students. | Targeted parent assistance workshops will take place throughout the year, scheduled at various times of the day and week. | Sign in sheets will provide evidence of parent participation. | Parent Involvement Specialists |

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)

Limited resources in tight financial times have reduced the number of staff members available to work with our English Language Learners. A number of our students are early English learners. A summer program is provided to assist these students, as well as tutoring after school.

| | | | |
|---|------------------------------|-----------------|-----------------------|
| 2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA) | Personnel Responsible | Timeline | Funding Source |
|---|------------------------------|-----------------|-----------------------|

| | | | |
|--|------------|---------|---------------------------|
| Teachers have participated in professional development around the use of NGSS and curriculum calendars. | Principals | ongoing | Title IA, IID, III |
| ELL support personnel are working in concert with classroom teachers to provide a unified and cohesive set of support services for each ELL student in need. | Principals | ongoing | Title III, district funds |

| 3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT) | | Personnel Responsible | Timeline | Funding Source |
|--|--|--|-----------------|-----------------------------------|
| Grade Level | Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+) | | | |
| K-2 | Grade K-2 Chart | Principals, Instructional Directors | ongoing | Title IA, II, SIP, district funds |
| 3-5 | Grade 3-5 Chart | | | |
| 6-8 | Grade 6-8 Chart | | | |
| 9-12 | Grade 9-12 Chart | | | |

| 4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT) | | Personnel Responsible | Timeline | Funding Source |
|--|--|------------------------------|-----------------|---------------------------|
| Teachers have participated in professional development around the use of NGSS and curriculum calendars. | | Principals | ongoing | Title IA, IID, III |
| ELL support personnel are working in concert with classroom teachers to provide a unified and cohesive set of support services for each ELL student in need. | | Principals | ongoing | Title III, district 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 |
|--|--|---|----------------------------------|-------------------------|
| Teachers have been trained in Understanding Poverty | | Assoc Director for Professional Development | 7/2010 | Title IA, IID, SIP |
| Data analysis for teachers to guide instruction | | Principals | July and monthly throughout year | Title IA, SIP, district |

| 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 |
|---|--|---------------------------------|---------------------|---------------------------------|
| Targeted parent involvement workshops are held monthly | | Parent Involvement Specialists | Ongoing | Title IA, district, IC, ID, III |
| Special interest evenings for parents | | School Parent Involvement Teams | Throughout the year | district, Boosters |

| 7. If applicable, identify any changes to the Title III Immigrant Education Program. | Personnel Responsible | Timeline | Funding Source |
|---|------------------------------|-----------------|-----------------------|
| NA | | | |

District Assistance and Intervention Plan: Differentiated Accountability

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.](#)