

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Columbia



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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 development of the District Improvement Plan was a collaborative effort among the following: parents and teachers (through their involvement on the School Advisory Councils), principals of each of the schools, district level curriculum director and other district level personnel as appropriate.

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 Ttaching 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	Remediation in the six areas of reading: Phonics, Phonemic Awareness, Oral Language, Vocabulary, Fluency and Comprehension	Insufficient differentiated instruction; lack of data analysis on progress monitoring data	Increased data analysis; Reciprocal teaching; Differentiating Instruction in the Classroom	Data analysis; Florida Assessment for Instruction in Reading; Reciprocal teaching; Differentiating Instruction in the Classroom	Site based administrator; Site based reading coach; classroom teachers
Total	Mathematics	Fluency in basic facts; application of problem solving skills	Insufficient differentiated instruction; lack of data analysis on progress monitoring data	Increased data analysis; Reciprocal teaching; Differentiating Instruction in the Classroom	Data analysis; training in Unpacking the Benchmarks, Pacing Guides, Instructional Focus Calendars and mini assessments	Site based administrator; classroom teachers
White	Reading	Remediation in the six areas of reading: Phonics, Phonemic Awareness, Oral Language, Vocabulary, Fluency and Comprehension	Insufficient differentiated instruction; lack of data analysis on progress monitoring data	Increased data analysis; Reciprocal teaching; Differentiating Instruction in the Classroom	Data analysis; Florida Assessment for Instruction in Reading; Reciprocal teaching; Differentiating Instruction in the Classroom	Site based administrator; Site based reading coach; classroom teachers
White	Mathematics	Fluency in basic facts; application of problem solving skills	Insufficient differentiated instruction; lack of data analysis on progress monitoring data	Increased data analysis; Reciprocal teaching; Differentiating Instruction in the Classroom	Data analysis; training in Unpacking the Benchmarks, Pacing Guides, Instructional Focus Calendars and mini assessments	Site based administrator; classroom teachers
Black	Reading	Remediation in the six areas of reading: Phonics, Phonemic Awareness, Oral Language, Vocabulary, Fluency and Comprehension	Insufficient differentiated instruction; lack of data analysis on progress monitoring data	Increased data analysis; Reciprocal teaching; Differentiating Instruction in the Classroom	Data analysis; Florida Assessment for Instruction in Reading; Reciprocal teaching; Differentiating Instruction in the Classroom	Site based administrator; Site based reading coach; classroom teachers

Black	Mathematics	Fluency in basic facts; application of problem solving skills	Insufficient differentiated instruction; lack of data analysis on progress monitoring data	Increased data analysis; Reciprocal teaching; Differentiating Instruction in the Classroom	Data analysis; training in Unpacking the Benchmarks, Pacing Guides, Instructional Focus Calendars and mini assessments	Site based administrator; classroom teachers
Hispanic	Reading	Remediation in the six areas of reading: Phonics, Phonemic Awareness, Oral Language, Vocabulary, Fluency and Comprehension	Insufficient differentiated instruction; lack of data analysis on progress monitoring data	Increased data analysis; Reciprocal teaching; Differentiating Instruction in the Classroom	Data analysis; Florida Assessment for Instruction in Reading; Reciprocal teaching; Differentiating Instruction in the Classroom	Site based administrator; Site based reading coach; classroom teachers
Hispanic	Mathematics	Fluency in basic facts; application of problem solving skills	Insufficient differentiated instruction; lack of data analysis on progress monitoring data	Increased data analysis; Reciprocal teaching; Differentiating Instruction in the Classroom	Data analysis; training in Unpacking the Benchmarks, Pacing Guides, Instructional Focus Calendars and mini assessments	Site based administrator; classroom teachers
Asian	Reading	NA	NA	NA	NA	NA
Asian	Mathematics	NA	NA	NA	NA	NA
American Indian	Reading	NA	NA	NA	NA	NA
American Indian	Mathematics	NA	NA	NA	NA	NA
Economically Disadvantaged	Reading	Remediation in the six areas of reading: Phonics, Phonemic Awareness, Oral Language, Vocabulary, Fluency and Comprehension	Insufficient differentiated instruction; lack of data analysis on progress monitoring data	Increased data analysis; Reciprocal teaching; Differentiating Instruction in the Classroom	Data analysis; Florida Assessment for Instruction in Reading; Reciprocal teaching; Differentiating Instruction in the Classroom	Site based administrator; Site based reading coach; classroom teachers
Economically Disadvantaged	Mathematics	Fluency in basic facts; application of problem solving skills	Insufficient differentiated instruction; lack of data analysis on progress monitoring data	Increased data analysis; Reciprocal teaching; Differentiating Instruction in the Classroom	Data analysis; training in Unpacking the Benchmarks, Pacing Guides, Instructional Focus Calendars and mini assessments	Site based administrator; classroom teachers
English Language Learners	Reading	NA	NA	NA	NA	NA

English Language Learners	Mathematics	NA	NA	NA	NA	NA
Students with Disabilities	Reading	Remediation in the six areas of reading: Phonics, Phonemic Awareness, Oral Language, Vocabulary, Fluency and Comprehension	Insufficient differentiated instruction; lack of data analysis on progress monitoring data	Increased data analysis; Reciprocal teaching; Differentiating Instruction in the Classroom	Data analysis; Florida Assessment for Instruction in Reading; Reciprocal teaching; Differentiating Instruction in the Classroom	Site based administrator; Site based reading coach; classroom teachers
Students with Disabilities	Mathematics	Fluency in basic facts; application of problem solving skills	Insufficient differentiated instruction; lack of data analysis on progress monitoring data	Increased data analysis; Reciprocal teaching; Differentiating Instruction in the Classroom	Data analysis; training in Unpacking the Benchmarks, Pacing Guides, Instructional Focus Calendars and mini assessments	Site based administrator; classroom teachers
Other (e.g. Migrant) [as needed]	Reading	NA	NA	NA	NA	NA
Other (e.g. Migrant) [as needed]	Mathematics	NA	NA	NA	NA	NA

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	The comprehensive core reading program (CCRP) used in Columbia County Public School District elementary schools is Harcourt Story Town for grades K-5 which is on the state-adopted approved reading program list. The CCRP serves as the primary reading instructional tool in all of the elementary schools for students receiving instruction and/or intervention. The district has purchased one core curriculum program district wide to assist the highly mobile school population as they move about the county. The CCRP provides direction and ancillary materials that address differentiation of instruction in reading for advanced and struggling readers. Using the CCRP as a guide, elementary school teachers will introduce concepts at grade level in whole group format and then use the guidance provided in the program to differentiate instruction in small, flexible groups according to data acquired through FAIR, teacher observation, and diagnostic assessment information. Grade level teams, through professional learning communities, will align the Common Core Standards to the current CCRP and plan supplemental lessons that support the depth of knowledge required by the Common Core Standards.
MIDDLE	NASchool-based Professional Learning Communities, supported by the district, will analyze texts in current textbooks and supplemental programs throughout the year and work to ensure that students are exposed to texts at the appropriate complexity. Qualitative and quantitative dimensions of text will be examined so that teachers can match students to the appropriate level of text. Curriculum mapping of reading standards will direct the pace of instruction and provide a material list for movement toward more complex texts. Progress

	monitoring assessments will be analyzed to inform the progress of students in their ability to read more complex texts. If a need exists for additional exposure to complex text, differentiated instruction and differentiated levels of text will be used to increase students' ability to read and understand more complex texts.
HIGH	School-based Professional Learning Communities, supported by the district, will analyze texts in current textbooks and supplemental programs throughout the year and work to ensure that students are exposed to texts at the appropriate complexity. Qualitative and quantitative dimensions of text will be examined so that teachers can match students to the appropriate level of text. Curriculum mapping of reading standards will direct the pace of instruction and provide a material list for movement toward more complex texts. Progress monitoring assessments will be analyzed to inform the progress of students in their ability to read more complex texts. If a need exists for additional exposure to complex text, differentiated instruction and differentiated levels of text will be used to increase students' ability to read and understand more complex texts.
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>Materials and standards instruction used during an extended day program will be aligned with the students' reading instruction during the school day but additional researched based materials will be used that are different than materials used during regular school hours.</p> <p>The Comprehension Tool Kit and content area texts will be utilized to provide additional complexity of texts. School-based Professional Learning Communities, supported by the district, will analyze texts in current textbooks and supplemental programs throughout the year and work together to ensure that students are exposed to texts at the appropriate complexity. Qualitative and quantitative dimensions of text will be examined so that teachers can determine the appropriate level of text complexity for students. If a need exists for additional exposure to complex text, differentiated instruction and differentiated levels of text will be provided.</p> <p>In K-2, students in need of an intensive reading intervention should be part of the instructional core program for activities such as a read aloud, think aloud, comprehension strategy instruction, and oral language/vocabulary instruction. In small group teacher directed instruction immediate intensive intervention (iii) should be provided on a daily basis to children as determined by progress monitoring and other forms of assessment. As an extension of the ninety (90) minute reading block, instruction in a smaller group size should focus on generalizing the newly acquired reading skills to progressively more complex text. Students may require additional intensive intervention through additional levels of support, up to 45 minutes, 5 days per week, at a time outside of the 90-minute reading block, and varies as to the time of day, according to the individual school schedule. The instructional leadership team will plan for this eventuality by utilizing highly qualified personnel to remediate in areas of deficiencies. Intervention groups will have a reduced pupil teacher ratio of no more than 3 – 5 students per teacher. Students who have identified deficiencies, based on diagnostic assessment, will receive immediate intensive instruction in areas of phonics, phonological awareness, fluency, vocabulary, comprehension and/or oral language. Tutors and highly qualified paraprofessionals are utilized in the classrooms to assist with intensive intervention. Curriculum may be suspended to provide the necessary time for intensive intervention. With consideration of diagnostic and progress monitoring data, teachers will plan intervention activities and choose materials that will support the focus of the newly acquired reading skill while increasing the complexity of the text. In-class, small, flexible, homogeneous groupings for reading instruction will be used to meet the needs of all students.</p>
MIDDLE	School-based Professional Learning Communities, supported by the district, will analyze texts in current textbooks and supplemental programs throughout the year and work to ensure that students are exposed to texts at the appropriate complexity. Qualitative and quantitative dimensions of text will be examined so that teachers can match students to the appropriate level of text. Curriculum mapping of reading standards will direct the pace of instruction and provide a material list for movement toward more complex texts. Progress

	monitoring assessments will be analyzed to inform the progress of students in their ability to read more complex texts. If a need exists for additional exposure to complex text, differentiated instruction and differentiated levels of text will be used to increase students' ability to read and understand more complex texts.
HIGH	School-based Professional Learning Communities, supported by the district, will analyze texts in current textbooks and supplemental programs throughout the year and work to ensure that students are exposed to texts at the appropriate complexity. Qualitative and quantitative dimensions of text will be examined so that teachers can match students to the appropriate level of text. Curriculum mapping of reading standards will direct the pace of instruction and provide a material list for movement toward more complex texts. Progress monitoring assessments will be analyzed to inform the progress of students in their ability to read more complex texts. If a need exists for additional exposure to complex text, differentiated instruction and differentiated levels of text will be used to increase students' ability to read and understand more complex texts.
Additional Information	

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

Title I District Improvement Plan - (Part 3_2)

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

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
ELEMENTARY	<p>The Columbia County School System provides supplemental support in serving the most at-risk students in the district through a variety of state and federal resources. Supplemental Academic Instruction, along with Titles I and grant funds are used to support curriculum materials and remediation services that complement the reading program. Seven elementary schools have tutoring services offered through Supplemental Educational Services programs after school; students in these programs are identified by their socio-economic needs. Several schools offer additional tutoring before or after school through the voluntary services of teachers. Students are selected using data such as performance on FCAT, progress monitoring assessments and /or classroom performance. Many of the schools provide parent reading nights to all parents, during which parents/guardians are provided strategies to use with their student(s).</p> <p>All teachers are highly qualified and through the teacher evaluation</p>		<p>Site based administrator; site based CRT; classroom teachers; Federal Projects Coordinator</p> <p>Site based administrator; site based Title I Resource Teacher; classroom teachers; Federal Projects Coordinator</p>

	<p>process and data analysis have proven success with struggling students.</p> <p>Appropriate district staff will conference with the school on how to address the inclusion of an additional hour of intensive reading beyond the normal school day. Changes to the schedule will be monitored by the district. Efforts to provide additional time outside the school day for reading intervention may include SES services for eligible students.</p>		<p>School Site Based Coordinator Federal Projects Coordinator</p>
MIDDLE	<p>The District will ensure that in all middle schools extended time is provided for students deficient in decoding skills and text reading efficiency by collecting and reviewing school master schedules within the first six weeks of the school year. Intensive reading classes will be included in the master schedule to meet this need. Furthermore, fidelity checks, conducted by district level personnel, will provide a method to monitor compliance to reading intervention schedule throughout the school year.</p> <p>Homework and summer reading lists will be utilized to enhance reading. Tutoring sessions either before or after school will be made available as deemed appropriate. Student eligibility is based on student achievement needs, which include performance on FCAT and/or progress monitoring assessments. The content is correlated to the standards in the assessments and which the student is deficient in.</p>		<p>Site based administrator; site based CRT; classroom teachers; Federal Projects Coordinator</p>
HIGH	<p>The District will ensure that in all high schools extended time is provided for students deficient in decoding skills and text reading efficiency by collecting and reviewing school master schedules within the first six weeks of the school year. Intensive reading classes will be included in the master schedule to meet this need. Furthermore, fidelity checks, conducted by district level personnel, will provide a method to monitor compliance to reading intervention schedule throughout the school year.</p> <p>Homework and summer reading lists will be utilized to enhance reading. Tutoring sessions either before or after school will be made available as deemed appropriate. Student eligibility is based on student achievement needs, which include performance on FCAT and/or progress monitoring assessments. The content is correlated to the standards in the assessments and which the student is deficient in.</p>		
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	Third grade Level 1 students	4 weeks, 4 days per week, 6 hours per day	Director of Curriculum

MIDDLE	Students in grades 6-8 who have not met promotion/graduation requirements	Individual time varies, as the coursework is competency based. The program is offered for 11 days, 4 days per week, 4 hours per day.	Director of Curriculum
HIGH	Students in grades 9-12 who have not met graduation requirements	Individual time varies, as the coursework is competency based. The program is offered for 11 days, 4 days per week, 4 hours per day.	Director of Curriculum

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 Harcourt	Accelerated Math Software and Math FCAT Explorer	GO Math Training; Training Common Core
MIDDLE	Holt McDougal	Gizmos; FCAT Explorer	Unpacking the Benchmarks
HIGH	Pearson/Prentice Hall	FCAT Explorer	Unpacking the Benchmarks

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
Extended year	Students in grades 6-12 who have not met promotion/graduation requirements	Individual time varies, as the coursework is competency based. The program is offered for 11 days, 4 days per week, 4 hours per day.	Director of Curriculum

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: Fusion	Discovery Education; SUMS	SUMS; Training in NGSSS for Science; Professional Learning Communities
MIDDLE	School Education Group, a division of McGraw-Hill	Gizmos Discovery Education	Training in Next Generation Sunshine State Standards for Science; Professional Learning Communities ;Unpacking the Benchmarks

HIGH	Biology and Chemistry:School Education Group, a division of McGraw-Hill; Earth/Space Science:It's About Time; (Herff Jones)	Training in Next Generation Sunshine State Standards for Science; Professional Learning Communities ;Integrating Unpacking the Benchmarks
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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
Extended year	Students in grades 6-12 who have not met promotion/graduation requirements	Individual time varies, as the coursework is competency based. The program is offered for 11 days, 4 days per week, 4 hours per day	Individual time varies, as the coursework is competency based. The program is offered for 22 days, 4 days per week, 4 hours per day

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	Harcourt Storytown	PDA+ Writing	PDA+ Writing; Professional Learning Communities
MIDDLE	McDougall-Littell Literature	Writing is taught across the curriculum.	Professional Learning Communities
HIGH	McDougall-Littell Literature	Writing is taught across the curriculum.	Professional Learning Communities

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
Extended year	Students in grades 6-12 who have not met promotion/graduation requirements	Individual time varies, as the coursework is competency based. The program is offered for 11 days, 4 days per week, 4 hours per day.	Individual time varies, as the coursework is competency based. The program is offered for 22 days, 4 days per week, 4 hours per day.

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 activities that will ensure that teachers acquire the necessary knowledge and skills, consistent with the LEA Assistance and Improvement Plan, K12 Reading Plan, and LEA Professional Development Plan include the following: The Title I Coordinator will provide for teachers and paraprofessionals at Title I schools: professional development opportunities to meet identified needs; stipends, substitutes, travel, materials, and supplies, as needed, to implement professional development; and support Reading Coaches to model effective instructional strategies, monitor implementation of effective reading instruction in the classrooms and monitor progress through student data analysis.

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
<p>There is a need to enhance the knowledge and ability of teachers and paraprofessionals in Title I schools to increase student academic achievement at Title I schools.</p>	<p>As of February 2012, 0.0% of courses at four of the Columbia District's Title I Elementary schools are taught by non-highly-qualified teachers, 0.4% at one elementary school, 0.7% at one elementary school and 1.3% at another elementary school. In Columbia District's Title I Middle School 0.2% of teachers are non highly qualified. Teachers at all Title I schools identified needs for professional development in their Title I School Improvement Plans. The percentage of students scoring</p>	<p>Assist teachers who do not meet the highly qualified teacher (HQT) requirements to meet those requirements through reimbursement of tuition and fees for courses successfully completed and reimbursement of fees for required certification examinations. Provide professional development opportunities to meet identified needs to teachers, paraprofessionals, and administrators at Title I schools. Provide training in Response to Intervention/Multi-Tier Support System, strategies for differentiated instruction, including working effectively in small groups, Common Core Standards in all academic areas, Melissa Forney and Chris Lewis writing strategies, Kagan training and continued training in Renaissance Learning for reading and math and Larry Bell strategies to increase student achievement. Provide stipends, substitutes, travel, materials, and supplies, as needed, to implement</p>	<p>The Title I Coordinator, along with the Human Resources Director will identify non-highly-qualified teachers at Title I schools, offer resources to meet requirements, and monitor requests for reimbursement to verify their use. Principals and reading coaches at Title I schools will monitor the implementation of professional development through daily classroom observations and examination of lesson plans. The Title I Coordinator will monitor the use of professional development funds at each of the Title I schools through purchase orders and requests for payment for stipends,</p>	<p>Coordination with the Directors of Curriculum, Assessment and Accountability, HRMD/Personnel, and ESE to identify needs for professional development and avoid duplication of efforts. Coordination with Title II, Part A to fund professional development activities. Coordination with the Northeast Florida Educational Consortium (NEFEC) to develop and deliver professional development. Collaboration with Florida Gateway College Teacher Prep Program to provide appropriate</p>

	<p>proficient on the 2012 FCAT Reading: 37% at Niblack, 43% at Richardson Middle, 45% at Melrose, 55% at Five Points, 61% at Summers, 62% at Fort White, 65% at Eastside and 66% at Pinemount.</p>	<p>professional development for teachers and paraprofessionals at Title I schools. Provide reading coaches at Title I schools to model effective instructional strategies, monitor implementation of effective instruction in the classrooms, and assist teachers to identify student needs and monitor progress through analysis of data</p>	<p>consultant fees, and travel expenses. Principals will monitor the activities of the Reading Coach at Title I schools</p>	<p>courses for non-highly-qualified teachers.</p>
<p>There is a need to increase academic achievement for students in Title I schools in reading.</p>	<p>The percentage of students scoring proficient on the 2012 FCAT Reading: 38% at Niblack, 35% at Richardson Middle, 42% at Melrose, 58% at Five Points, 61% at Summers, 65% at Fort White, 63% at Eastside and 67% at Pinemount.</p>	<p>Provide highly qualified resource teachers at seven Title I Elementary Schools to provide supplemental instruction in reading to students below the proficiency level in reading on the FCAT. Provide paraprofessionals to assist non-proficient students in small groups and one-on-one, under the supervision of highly qualified teachers at six Title I Elementary Schools and one Title I Middle School. Provide curriculum resource teachers/parent involvement specialists at each Title I school to coordinate the Title I program, including parent involvement activities and SES, in order to maximize the efforts to increase student achievement. Provide extended learning opportunities to economically disadvantaged students in Title I schools. Provide effective scientifically-based programs (including technology-based), materials, supplies, and equipment to implement effective instruction in reading and writing in Title I schools.</p>	<p>Principals and reading coaches at the Title I schools will monitor instruction provided by teachers at Title I schools through regular classroom observations and examination of lesson plans; Curriculum resource teachers/parent involvement specialists will monitor the implementation of the Title I program, including parent involvement activities, at each school. Highly-qualified teachers will monitor instructional paraprofessionals daily, including directing the instruction and assessing the students with whom the paraprofessional is working. The Title I Coordinator will monitor the purchase of effective instructional programs, materials, supplies, and equipment through approval of purchase orders from Title I schools. The Title I Coordinator will monitor to ensure that Title I teachers are utilized effectively to increase the achievement of non-proficient students at Title I schools, through meetings with school principals and observations at Title I schools</p>	<p>With the Director of Curriculum, Assessment and Accountability to avoid duplication of efforts and maximize the use of resources to increase student achievement. With the Director of ESE to identify students in need of services and provide the appropriate services. With the coordinators of SES services to ensure that students most in need of help are offered extended learning opportunities.</p>

<p>There is a need to increase academic achievement for students in Title I schools in Math.</p>	<p>8 Title I schools (Eastside, Five Points, Ft. White, Melrose Park, Niblack, Pinemount, Summers and Richardson Middle School) failed to make AYP for the 2010-2011 school year, based partially on math results. The percentage of students proficient in math did not meet the AYP requirements for 2010-2011 (80% proficient) for: Students With Disabilities at Five Points (55%); Ft. White (39%); and Richardson Middle (23%) Economically Disadvantaged Students at Five Points (68%); Ft. White(68%); Niblack (60%); Pinemount (76%); Richardson Middle (35%); and Summers (72%) Black Students at Five Points (62%); Niblack (61%); Richardson Middle (28%); and Summers (57%); Total Students at Five Points (69%); Ft White (74%); Niblack (59%); Richardson Middle (41%); and Summers</p>	<p>Title I elementary schools and the middle school are to provide supplemental instruction in math to students who score below the proficiency level on FCAT. Paraprofessionals are provided to assist non-proficient students in small groups and one-on-one under the supervision of highly qualified teachers at the Title I schools. Curriculum resource/parent involvement teachers are at each Title I school to coordinate the Title I program, including parent involvement activities and SES in order to maximize the efforts to increase student achievement. Extended learning opportunities are provided to economically and educationally disadvantaged students in Title I schools. Effective scientifically-researched based programs (including technology-based) materials, supplies and equipment are provided to implement effective instruction in math in the Title I schools.</p>	<p>The LEA will monitor these activities in the following ways: Principal and coaches at the Title I school will monitor instruction provided by teachers at Title I schools through regular classroom observations and examination of lesson plans. Curriculum resource teachers/parent involvement specialists will monitor the implementation of the Title I program, including parent involvement activities at each school. Highly-qualified teachers will monitor instructional paraprofessionals daily, including directing the instruction and assessing the students with whom the paraprofessional is working. The Title I Coordinator will monitor the purchase of effective instructional programs, materials, supplies, and equipment through approval of purchase orders from Title I schools. The Title I Coordinator will monitor to ensure that Title I teachers are utilized effectively to increase the achievement of non-proficient students in Title I schools, through meetings with school principals and observations at Title I schools.</p>	<p>With the Director of Curriculum, Assessment and Accountability to avoid duplication of efforts and maximize the use of resources to increase student achievement. With the Director of ESE to identify students in need of services and provide the appropriate services and provide the appropriate services. With the coordinators of SES services to ensure that students most in need of help are offered extended learning opportunities.</p>
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Title III District Improvement Plan

Title III, Section 3122(b)(2)

This section addresses the requirements for a district that did not make progress towards meeting Annual Measurable Achievement Objectives for 2 consecutive years. These districts shall develop an improvement plan that will ensure that the district meets such objectives. The improvement plan shall specifically address the factors that prevented the district from achieving such objectives.

Directions: Address the topic matter requested for each cell. Explain how this information supports your District's ELL Plan and cite where this data is located in your ELL Plan. Add additional strategies for each item as needed.

1. Identify and describe the factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs)

The district does not receive Title III funds.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
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
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
7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source

District Assistance and Intervention Plan: Differentiated Accountability

Section 1001.42(18), Florida Statutes

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

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

[Show Attached district's Differentiated Accountability Checklist of Compliance.](#)