

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Flagler



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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.

Flagler County School District has been involved in a process of strategic planning and analyzing data for continuous improvement during this past year. Schools have reviewed their data, researched best practices and made recommendations for improvement to the district level staff. The district level curriculum staff along with our Human Resources Department, Department of Exceptional Education, and Student Services Department have reviewed district level data. A district parent advisory committee, consisting of representatives from School Advisory Council members, has been developed to review district data and make recommendations. In addition, the Flagler County Public School's District Office and a Turnaround Leadership Committee has met with school leadership and assessed the areas of need based on recent FCAT results.

School Advisory Councils have been working together with their schools to have input into the development of the school plans. The Curriculum Department met to review data and current areas of need. The Curriculum and Title I departments have worked with Principals and Assistant Principals to plan their budgets and professional development to support improved

student achievement.

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
				Focus on Differentiated Instruction,		

Total	Reading	<p>Rigorous Instruction using Webb's Depth of Knowledge, Increased academic vocabulary and improved comprehension strategies targeting informational texts, reading strategies in the content areas.</p>	<p>Need for increased professional development in differentiation of instruction, extended thinking strategies, and Common Core. Understanding FCAT 2.0 Item Specifications and question stems. Need for common benchmark driven assessments and focus calendars.</p>	<p>Cognitive Complexity and extended thinking strategies, lesson study and professional development to focus on text complexity and comprehension in all content areas. Utilizing Performance Matters to disaggregate data to identify needs and drive instruction. Content Area PLCs to focus on data and standards based instruction for all secondary schools. Development and implementation of grade level benchmark assessments based on FCAT 2.0 item specifications and complex texts using Common Core Lexile leveling. District teams will visit each school on a quarterly basis following progress monitoring to review individual school data and identify ongoing school needs. Provided academic coaches/intervention teachers are assigned to specific grade levels to progress monitor to assist in RtI and provide professional development.</p>	<p>Learning Focused Extended Thinking strategies, Development of Acquisition Lessons, Thinking Maps, Reading in the Content Areas, NGCAR-PD training for middle and high school teachers. Training through PD 360 an online professional development tool for all content areas. Academic Coaches will provide on-going support through PLCs to target data analysis and progress monitoring for individual students to support MTSS. CIS training will be provided by reading coaches at all schools. District staff present FCAT 2.0 item specifications and understanding question stems. District staff will provide ongoing professional development on FCAT 2.0 test question stems. Developing district leadership teams to train on Common Core. District staff will train on text complexity.</p>	<p>District Curriculum Department, School Administration, Academic Coaches</p>
				<p>Focus on Differentiated Instruction, problem-solving and extended</p>		

Total	Mathematics	Teaching and learning needs include a comprehensive, research based curriculum and effective teaching strategies, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Need for increased differentiated instruction, Instruction and Extended Thinking/Problem-Solving Strategies. Need for comprehensive data analysis to help disaggregate data to identify needs and drive instruction. Implementation of Common Core Standards K-2 and blended curriculum 3-5. Need for District Math specialist.	thinking strategies, use of error analysis. Utilizing Performance Matters to disaggregate data to identify needs and drive instruction. Continued professional development in effective use of Pearson math with an emphasis on Step Up and Investigations components. Content Area PLCs to focus on data and standards based instruction for all secondary schools. Implement math specialist at Title I schools. Develop focus calendars and common benchmark assessments that align with FCAT 2.0 item specifications.	Dr. Chew- Inquiry based math lessons for grades K-6, Sherry Colarusso-Algebra Connections, Tim Kenney- Math Investigations for grade 6, Common Core Implementation for grades K-4, Curriculum Mapping and Common Assessments for grades K-8, Math Data Disaggregation to Drive Instruction, Math Content for grades K-6, Differentiated Math Instruction for grades K-6, Vertical Planning K-8.	District Curriculum Department, School Administration
				Focus on Differentiated Instruction, Cognitive Complexity and extended thinking strategies, lesson study and professional development to focus on text complexity and comprehension in all content areas. Utilizing Performance Matters to disaggregate data to	Learning Focused Extended Thinking strategies, Development of	

White	Reading	<p>Rigorous Instruction using Webb's Depth of Knowledge, Increased academic vocabulary and improved comprehension strategies targeting informational texts, reading strategies in the content areas.</p>	<p>Need for increased professional development in differentiation of instruction, extended thinking strategies, and Common Core. Understanding FCAT 2.0 Item Specifications and question stems. Need for common benchmark driven assessments and focus calendars.</p>	<p>identify needs and drive instruction. Content Area PLCs to focus on data and standards based instruction for all secondary schools. Development and implementation of grade level benchmark assessments based on FCAT 2.0 item specifications and complex texts using Common Core Lexile leveling. District teams will visit each school on a quarterly basis following progress monitoring to review individual school data and identify ongoing school needs. Provided academic coaches/intervention teachers are assigned to specific grade levels to progress monitor to assist in RtI and provide professional development.</p>	<p>Acquisition Lessons, Thinking Maps, Reading in the Content Areas, NGCAR-PD training for middle and high school teachers. Training through PD 360 an online professional development tool for all content areas. Reading Coaches will provide on-going support through PLCs to target data analysis and progress monitoring for individual students to support MTSS.</p>	<p>District Curriculum Department, School Administration, Reading Coaches</p>
				<p>Focus on Differentiated Instruction, problem-solving and extended</p>		

White	Mathematics	Teaching and learning needs include a comprehensive, research based curriculum and effective teaching strategies, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Need for increased differentiated instruction, Instruction and Extended Thinking/Problem-Solving Strategies. Need for comprehensive data analysis to help disaggregate data to identify needs and drive instruction. Implementation of Common Core Standards K-2 and blended curriculum 3-5.	thinking strategies, use of error analysis. Utilizing Performance Matters to disaggregate data to identify needs and drive instruction. Continued professional development in effective use of Pearson math with an emphasis on Step Up and Investigations components. Content Area PLCs to focus on data and standards based instruction for all secondary schools. Implement math specialist at Title I schools. Develop focus calendars and common benchmark assessments that align with FCAT 2.0 item specifications.	Dr. Chew- Inquiry based math lessons for grades K-6, Sherry Colarusso-Algebra Connections, Tim Kenney- Math Investigations for grade 6, Common Core Implementation for grades K-4, Curriculum Mapping and Common Assessments for grades K-8, Math Data Disaggregation to Drive Instruction, Math Content for grades K-6, Differentiated Math Instruction for grades K-6, Vertical Planning K-8.	District Curriculum Department, School Administration
				Focus on Differentiated Instruction,		

Black	Reading	Rigorous Instruction using Webb's Depth of Knowledge, Increased academic vocabulary and improved comprehension strategies targeting informational texts, reading strategies in the content areas.	Need for increased professional development in differentiation of instruction, extended thinking strategies, and Common Core. Understanding FCAT 2.0 Item Specifications and question stems. Need for common benchmark driven assessments and focus calendars.	Cognitive Complexity and extended thinking strategies, lesson study and professional development to focus on text complexity and comprehension in all content areas. Utilizing Performance Matters to disaggregate data to identify needs and drive instruction. Content Area PLCs to focus on data and standards based instruction for all secondary schools. Development and implementation of grade level benchmark assessments based on FCAT 2.0 item specifications and complex texts using Common Core Lexile leveling. District teams will visit each school on a quarterly basis following progress monitoring to review individual school data and identify ongoing school needs. Provided academic coaches/intervention teachers are assigned to specific grade levels to progress monitor to assist in MTSS and provide professional development.	Learning Focused Extended Thinking strategies, Development of Acquisition Lessons, Thinking Maps, Reading in the Content Areas, NGCAR-PD training for middle and high school teachers. Training through PD 360 an online professional development tool for all content areas. Academic Coaches will provide on-going support through PLCs to target data analysis and progress monitoring for individual students to support MTSS. CIS training will be provided by reading coaches at all schools. District staff present FCAT 2.0 item specifications and understanding question stems. District staff will provide ongoing professional development on FCAT 2.0 test question stems. Developing district leadership teams to train on Common Core. District staff will train on text complexity.	District Curriculum Department, School Administration, Reading Coaches
				Focus on Differentiated Instruction, problem-solving and extended		

Black	Mathematics	Teaching and learning needs include a comprehensive, research based curriculum and effective teaching strategies, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Need for increased differentiated instruction, Instruction and Extended Thinking/Problem-Solving Strategies. Need for comprehensive data analysis to help disaggregate data to identify needs and drive instruction. Implementation of Common Core Standards K-2 and blended curriculum 3-5.	thinking strategies, use of error analysis. Utilizing Performance Matters to disaggregate data to identify needs and drive instruction. Continued professional development in effective use of Pearson math with an emphasis on Step Up and Investigations components. Content Area PLCs to focus on data and standards based instruction for all secondary schools. Implement math specialist at Title I schools. Develop focus calendars and common benchmark assessments that align with FCAT 2.0 item specifications.	Dr. Chew- Inquiry based math lessons for grades K-6, Sherry Colarusso-Algebra Connections, Tim Kenney- Math Investigations for grade 6, Common Core Implementation for grades K-4, Curriculum Mapping and Common Assessments for grades K-8, Math Data Disaggregation to Drive Instruction, Math Content for grades K-6, Differentiated Math Instruction for grades K-6, Vertical Planning K-8.	District Curriculum Department, School Administration
				Focus on Differentiated Instruction,		

Hispanic	Reading	Rigorous Instruction using Webb's Depth of Knowledge, Increased academic vocabulary and improved comprehension strategies targeting informational texts, reading strategies in the content areas.	Need for increased professional development in differentiation of instruction, extended thinking strategies, and Common Core. Understanding FCAT 2.0 Item Specifications and question stems. Need for common benchmark driven assessments and focus calendars.	<p>Cognitive Complexity and extended thinking strategies, lesson study and professional development to focus on text complexity and comprehension in all content areas. Utilizing Performance Matters to disaggregate data to identify needs and drive instruction. Content Area PLCs to focus on data and standards based instruction for all secondary schools. Development and implementation of grade level benchmark assessments based on FCAT 2.0 item specifications and complex texts using Common Core Lexile leveling. District teams will visit each school on a quarterly basis following progress monitoring to review individual school data and identify ongoing school needs. Provided academic coaches/intervention teachers are assigned to specific grade levels to progress monitor to assist in RtI and provide professional development.</p>	<p>Learning Focused Extended Thinking strategies, Development of Acquisition Lessons, Thinking Maps, Reading in the Content Areas, NGCAR-PD training for middle and high school teachers. Training through PD 360 an online professional development tool for all content areas. Academic Coaches will provide on-going support through PLCs to target data analysis and progress monitoring for individual students to support RtI. CIS training will be provided by reading coaches at all schools. District staff present FCAT 2.0 item specifications and understanding question stems. District staff will provide ongoing professional development on FCAT 2.0 test question stems. Developing district leadership teams to train on Common Core. District staff will train on text complexity.</p>	District Curriculum Department, School Administration, Reading Coaches
				Focus on Differentiated Instruction, problem-solving and extended		

Hispanic	Mathematics	Teaching and learning needs include a comprehensive, research based curriculum and effective teaching strategies, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Need for increased differentiated instruction, Instruction and Extended Thinking/Problem-Solving Strategies. Need for comprehensive data analysis to help disaggregate data to identify needs and drive instruction. Implementation of Common Core Standards K-2 and blended curriculum 3-5.	thinking strategies, use of error analysis. Utilizing Performance Matters to disaggregate data to identify needs and drive instruction. Continued professional development in effective use of Pearson math with an emphasis on Step Up and Investigations components. Content Area PLCs to focus on data and standards based instruction for all secondary schools. Implement math specialist at Title I schools. Develop focus calendars and common benchmark assessments that align with FCAT 2.0 item specifications.	Dr. Chew- Inquiry based math lessons for grades K-6, Sherry Colarusso-Algebra Connections, Tim Kenney- Math Investigations for grade 6, Common Core Implementation for grades K-4, Curriculum Mapping and Common Assessments for grades K-8, Math Data Disaggregation to Drive Instruction, Math Content for grades K-6, Differentiated Math Instruction for grades K-6, Vertical Planning K-8.	District Curriculum Department, School Administration
Asian	Reading					
Asian	Mathematics					
American Indian	Reading					
American Indian	Mathematics					
				Focus on Differentiated Instruction,		

Economically Disadvantaged	Reading	Rigorous Instruction using Webb's Depth of Knowledge, Increased academic vocabulary and improved comprehension strategies targeting informational texts, reading strategies in the content areas.	Need for increased professional development in differentiation of instruction, extended thinking strategies, and Common Core. Understanding FCAT 2.0 Item Specifications and question stems. Need for common benchmark driven assessments and focus calendars.	<p>Cognitive Complexity and extended thinking strategies, lesson study and professional development to focus on text complexity and comprehension in all content areas. Utilizing Performance Matters to disaggregate data to identify needs and drive instruction. Content Area PLCs to focus on data and standards based instruction for all secondary schools. Development and implementation of grade level benchmark assessments based on FCAT 2.0 item specifications and complex texts using Common Core Lexile leveling. District teams will visit each school on a quarterly basis following progress monitoring to review individual school data and identify ongoing school needs. Provided academic coaches/intervention teachers are assigned to specific grade levels to progress monitor to assist in RtI and provide professional development.</p>	<p>Learning Focused Extended Thinking strategies, Development of Acquisition Lessons, Thinking Maps, Reading in the Content Areas, NGCAR-PD training for middle and high school teachers. Training through PD 360 an online professional development tool for all content areas. Academic Coaches will provide on-going support through PLCs to target data analysis and progress monitoring for individual students to support MTSS. CIS training will be provided by reading coaches at all schools. District staff present FCAT 2.0 item specifications and understanding question stems. District staff will provide ongoing professional development on FCAT 2.0 test question stems. Developing district leadership teams to train on Common Core. District staff will train on text complexity.</p>	District Curriculum Department, School Administration, Reading Coaches
				Focus on Differentiated Instruction, problem-solving and extended		

Economically Disadvantaged	Mathematics	Teaching and learning needs include a comprehensive, research based curriculum and effective teaching strategies, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Need for increased differentiated instruction, Instruction and Extended Thinking/Problem-Solving Strategies. Need for comprehensive data analysis to help disaggregate data to identify needs and drive instruction. Implementation of Common Core Standards K-2 and blended curriculum 3-5.	thinking strategies, use of error analysis. Utilizing Performance Matters to disaggregate data to identify needs and drive instruction. Continued professional development in effective use of Pearson math with an emphasis on Step Up and Investigations components. Content Area PLCs to focus on data and standards based instruction for all secondary schools. Implement math specialist at Title I schools. Develop focus calendars and common benchmark assessments that align with FCAT 2.0 item specifications.	Dr. Chew- Inquiry based math lessons for grades K-6, Sherry Colarusso-Algebra Connections, Tim Kenney- Math Investigations for grade 6, Common Core Implementation for grades K-4, Curriculum Mapping and Common Assessments for grades K-8, Math Data Disaggregation to Drive Instruction, Math Content for grades K-6, Differentiated Math Instruction for grades K-6, Vertical Planning K-8.	District Curriculum Department, School Administration
				Focus on Differentiated Instruction,		

English Language Learners	Reading	Rigorous Instruction using Webb's Depth of Knowledge, Increased academic vocabulary and improved comprehension strategies targeting informational texts, reading strategies in the content areas.	Need for increased Differentiation of Instruction and Extended Thinking Strategies. Need for comprehensive data analysis tool to help disaggregate data to identify needs and drive instruction.	Cognitive Complexity and extended thinking strategies, lesson study and professional development to focus on text complexity and comprehension in all content areas. Utilizing Performance Matters to disaggregate data to identify needs and drive instruction. Content Area PLCs to focus on data and standards based instruction for all secondary schools. Development and implementation of grade level benchmark assessments based on FCAT 2.0 item specifications and complex texts using Common Core Lexile leveling. District teams will visit each school on a quarterly basis following progress monitoring to review individual school data and identify ongoing school needs. Provided academic coaches/intervention teachers are assigned to specific grade levels to progress monitor to assist in RtI and provide professional development.	Learning Focused Extended Thinking strategies, Development of Acquisition Lessons, Thinking Maps, Reading in the Content Areas, NGCAR-PD training for middle and high school teachers. Training through PD 360 an online professional development tool for all content areas. Academic Coaches will provide on-going support through PLCs to target data analysis and progress monitoring for individual students to support RtI. CIS training will be provided by reading coaches at all schools. District staff present FCAT 2.0 item specifications and understanding question stems. District staff will provide ongoing professional development on FCAT 2.0 test question stems. Developing district leadership teams to train on Common Core. District staff will train on text complexity.	District Curriculum Department, School Administration, Reading Coaches
				Focus on Differentiated Instruction, problem-solving and extended		

English Language Learners	Mathematics	Teaching and learning needs include a comprehensive, research based curriculum and effective teaching strategies, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Need for increased differentiated instruction, Instruction and Extended Thinking/Problem-Solving Strategies. Need for comprehensive data analysis to help disaggregate data to identify needs and drive instruction. Implementation of Common Core Standards K-2 and blended curriculum 3-5.	thinking strategies, use of error analysis. Utilizing Performance Matters to disaggregate data to identify needs and drive instruction. Continued professional development in effective use of Pearson math with an emphasis on Step Up and Investigations components. Content Area PLCs to focus on data and standards based instruction for all secondary schools. Implement math specialist at Title I schools. Develop focus calendars and common benchmark assessments that align with FCAT 2.0 item specifications.	Dr. Chew- Inquiry based math lessons for grades K-6, Sherry Colarusso-Algebra Connections, Tim Kenney- Math Investigations for grade 6, Common Core Implementation for grades K-4, Curriculum Mapping and Common Assessments for grades K-8, Math Data Disaggregation to Drive Instruction, Math Content for grades K-6, Differentiated Math Instruction for grades K-6, Vertical Planning K-8.	District Curriculum Department, School Administration
					Learning Focused Extended Thinking strategies, Development of Acquisition Lessons, Thinking Maps, Reading in the Content Areas, NGCAR-PD training for middle and high school teachers. Training through PD 360 an online professional development tool for all content areas. Academic Coaches will provide on-going	

Students with Disabilities	Reading	Rigorous Instruction using Webb's Depth of Knowledge, Increased academic vocabulary and improved comprehension strategies targeting informational texts, reading strategies in the content areas.	Need for increased professional development in differentiation of instruction, extended thinking strategies, and Common Core. Understanding FCAT 2.0 Item Specifications and question stems. Need for common benchmark driven assessments and focus calendars.	MTSS and provide professional development. Continued implementation of Unique Learning Systems for students with significant disabilities.	support through PLCs to target data analysis and progress monitoring for individual students to support MTSS. CIS training will be provided by reading coaches at all schools. District staff present FCAT 2.0 item specifications and understanding question stems. District staff will provide ongoing professional development on FCAT 2.0 test question stems. Developing district leadership teams to train on Common Core. District staff will train on text complexity. Training for ESE teachers in the implementation of Unique Learning Systems. On-going training to support ESE teachers and students in reading.	District Curriculum Department, School Administration, Reading Coaches, District ESE Staff
				Focus on Differentiated Instruction, problem-solving and extended		

Students with Disabilities	Mathematics	Teaching and learning needs include a comprehensive, research based curriculum and effective teaching strategies, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Need for increased differentiated instruction, Instruction and Extended Thinking/Problem-Solving Strategies. Need for comprehensive data analysis to help disaggregate data to identify needs and drive instruction. Implementation of Common Core Standards K-2 and blended curriculum 3-5.	thinking strategies, use of error analysis. Utilizing Performance Matters to disaggregate data to identify needs and drive instruction. Continued professional development in effective use of Pearson math with an emphasis on Step Up and Investigations components. Content Area PLCs to focus on data and standards based instruction for all secondary schools. Implement math specialist at Title I schools. Develop focus calendars and common benchmark assessments that align with FCAT 2.0 item specifications. Continued implementation of Unique Learning Systems for students with significant disabilities.	Dr. Chew- Inquiry based math lessons for grades K-6, Sherry Colarusso-Algebra Connections, Tim Kenney- Math Investigations for grade 6, Common Core Implementation for grades K-4, Curriculum Mapping and Common Assessments for grades K-8, Math Data Disaggregation to Drive Instruction, Math Content for grades K-6, Differentiated Math Instruction for grades K-6, Vertical Planning K-8. Training for ESE teachers in the implementation of Unique Learning Systems. On-going training to support ESE teachers and students in math.	District Curriculum Department, School Administration, District ESE Staff
Other (e.g. Migrant) [as needed]	Reading					
Other (e.g. Migrant) [as needed]	Mathematics					

Title I District Improvement Plan - (Part3_1)

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

Grade Level	Core Reading and Scientifically Research-Based Program(s)
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ELEMENTARY	The comprehensive core reading program (CCRP) for the elementary schools in Flagler County grades K-6 is Harcourt Storytown. This program has been reviewed and is on the state adopted list. The CCRP serves as the basis for all reading/language arts instruction in all of the elementary schools. The reading program provides direction and ancillary materials that address differentiation of instruction in reading for advanced and struggling readers. The program provides additional support materials to meet the needs of students with disabilities and LEP students. Using the CCRP as a guide, elementary school teachers will introduce concepts at grade level and then use the guidance provided in the program to differentiate instruction in small, flexible groups according to data acquired through core program assessments, FAIR, Scholastic Reading Inventory, teacher observation, and diagnostic assessment information.
MIDDLE	Programs currently in use in our middle schools include comprehensive intervention reading programs and supplemental intervention reading programs. Our district is currently in the process of attending professional development on analyzing complex text and creating text dependent questions. Professional development will be shared with staff to level novels and develop text dependent questions to support the novels. Students will have increased exposure to complex text by integrating more informational texts in the core reading and language arts classes, along with cross curricular planning to integrate more complex literary text in science and social studies classes.
HIGH	In addition to Read 180 and supplemental materials such as Impact!, Timed Readings Plus, etc., our intensive reading classes supplement their materials with exemplar texts from or based on the appendix to the Common Core as well as content area text books, specifically biology for 9th grade, world history for 10th grade and American history for 11/12th grade.
Additional Information	SRA Reading Mastery is a direct instruction program provided to students with mild and moderate disabilities. The program addresses the five areas of reading. Unique Learning Systems has been implemented at all levels. ULS is a standards based curriculum designed specifically for students with significant disabilities. ULS is aligned with the NGSSS access points. All schools are receiving training on implementing Common Core State Standards.

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>Flagler County is not in the lowest 100 performing schools, therefore is not extending the school day.</p> <p>Motivational programs such as Reading Counts (RC) may be used as one tool for motivating students to read widely outside of the reading block. The use of programs such as RC will be confined to their originally intended use and not limit students' access to a variety of text such as other books, magazines, newspapers and other genre not included in the library of such programs. All schools also participate in a variety of Literacy Celebrations (for example Read Across America & National Poetry Month) that model a love of reading for all students. School media centers work to provide a wide variety of materials to increase student interest in reading. Many schools provide an opportunity for students to participate in "Book Clubs" that may meet before or after school, or during lunch or recess.</p> <p>Struggling students may require additional intensive intervention at a time outside of the 90-minute reading block. (Recommendation: For grades K-5, immediate intensive intervention will be provided according to need 20 minutes or more a day beyond the 90-minute reading block, five days a week. The intervention will be provided in a small group setting with 4-7 students or through one-on-one tutoring. Students in grade 6 will be placed in a 90 minute block combining the reading and language arts course codes. Thus providing extended time.) This intervention may take the place of the "wheel" class for a student, as long as the services are flexible in nature. Intensive intervention will be provided in a reduced pupil teacher ratio. Additional support personnel, not limited to ESE Inclusion, ESOL, or Title 1, may provide this intervention in addition to the classroom teacher.</p>
MIDDLE	Our district is currently in the process of attending professional development on analyzing complex text and creating text dependent questions. Professional development will be shared with staff to level novels and develop text dependent questions to support the novels. Students will have increased exposure to complex text by integrating more informational texts in the core reading and language arts classes, along with cross curricular planning to integrate more complex literary text in science and social studies classes.

HIGH	In addition to Read 180 and supplemental materials such as Impact!, Timed Readings Plus, etc., our intensive reading classes supplement their materials with exemplar texts from or based on the appendix to the Common Core as well as content area text books, specifically biology for 9th grade, world history for 10th grade and American history for 11/12th grade.
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	Professional development days provide training in differentiated instruction and support facilitation to address the needs of SWD.

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>Students eligible for before or after-school programs are identified through their reading data. These programs may be provided through SAI, SAC, or SES funds. Each program must focus on reading deficits of each student and the criteria for participation are determined by the specific program. Flagler County Public Schools has a large resource of volunteers that work with students in reading as well as other subjects. These volunteers provide ongoing support during the school year and during 3rd grade summer reading camp. Eligibility for third grade summer reading camp will be determined from Grade 3 2012 FCAT.</p> <p>Teachers must be highly qualified in their field.</p> <p>Currently, our district does not have a school within the 100 lowest-performing elementary schools based on the state reading assessment. Efforts are being made to provide additional time outside of the school day for reading intervention through teacher/reading coach led before and after school tutoring, extended-day programs, and online technology focused on reading that can be accessed outside of the school day.</p>	Weekly	Director of Federal Programs, District Literacy Specialist, Director of Curriculum and Instruction Elementary and Middle School, School-Based Administrators
	<p>Students scoring a level 1 or 2 on FCAT reading who are disfluent are schedule an intensive reading class in addition to the language arts class.</p> <p>Students identified as in need of intensive intervention through their reading data will be provided opportunities for</p>		Director of Federal Programs, District Literacy Specialist,

MIDDLE	additional tutoring that may occur before or after school or during non-instructional time within the school day. These programs may be funded through SAI or SES dollars and will include consultation with the reading intervention teacher and reading coach. Mentoring programs that assist students with their identified reading deficits will also include consultation with the reading intervention provider and reading coach.		Director of Curriculum and Instruction Elementary and High School and Virtual Schools, School-Based Administrators
HIGH	<p>Our students who need extra time due to decoding and text reading efficiency issues are placed in an intensive reading class double blocked with an English class taught by a teacher certified in both. This allows the teacher flexibility in meeting the reading needs of the students and provides extended intervention to students. In addition, we offer reading tutoring two days a week immediately after school.</p> <p>Students eligible for before or after-school programs are identified through their reading data. These programs may be provided through SAI dollars and may target students who have not met the graduation requirements and/or achieved grade level proficiency on the FCAT. Flagler County Adult and Community Education offers Individual Advancement Classes as a co-enrolled grade forgiveness program. In addition, seniors who did not pass the FCAT are provided with the opportunity for FCAT remediation under the 12th grade Option Incentive program also offered through Adult Education.</p> <p>Additional FCAT remediation tutoring opportunities are provided at various times for those students seeking such assistance.</p>		Director of Federal Programs, District Literacy Specialist, Director of Curriculum and Instruction of High School and Virtual Schools, School-Based Administrators
Additional Information	Brainchild will be used to provide tutoring for SWD. Extended School Year services will be provided to SWD who meet criteria in the areas related to their individual educational plan and ability level.		ESE Staff

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	Students in grades 3-10 are elig. if they scored Level 1 and 2 on FCAT 2012 (R/M/SC). Eligible students will be enrolled through open enrollment until all funds are exhausted. These services are available before and after school, on site, off site and in the home according to parent preference. Parents may request tutoring in Math, Reading or Science based on FCAT eligibility.	Weekly, October-May	Coordinator of Federal Programs, District Curriculum Specialist, Director of Curriculum and Instruction Elementary and Middle School, School-Based Administrators, SES Parent Provider Liaisons
	Students in grades 3-10 are elig. if they scored Level 1 and 2 on FCAT 2012 (R/M/SC). Eligible students will be enrolled through open enrollment until all funds are exhausted. These services are		

MIDDLE	<p>available before and after school, on site, off site and in the home according to parent preference. Parents may request tutoring in Math, Reading or Science based on FCAT eligibility.</p> <p>Additional secondary programs include sessions before and after school that focus on homework assistance and FCAT retake classes. Mentors from the African American Cultural Society also offer tutoring on both high school and middle schools campuses to students who have struggled with FCAT or want to pursue higher scores on the PSAT and SAT.</p>	<p>Weekly, October-MAY</p> <p>Throughout the school year and through the summer as scheduled.</p>	District Literacy Specialist, Director of Curriculum and Instruction Elementary and Middle School, School-Based Administrators, SES Parent Provider Liaisons
HIGH	<p>Students in grades 3-10 are elig. if they scored Level 1 and 2 on FCAT 2012 (R/M/SC). Eligible students will be enrolled through open enrollment until all funds are exhausted. These services are available before and after school, on site, off site and in the home according to parent preference. Parents may request tutoring in Math, Reading or Science based on FCAT eligibility.</p> <p>Additional secondary programs include sessions before and after school that focus on homework assistance and FCAT retake classes. Mentors from the African American Cultural Society also offer tutoring on both high school and middle schools campuses to students who have struggled with FCAT or want to pursue higher scores on the PSAT and SAT.</p>	<p>Throughout the school year and through the summer as scheduled.</p>	Director of Federal Programs, District Literacy Specialist, Director of Curriculum and Instruction of High School and Virtual Schools, School-Based Administrators, SES Parent Provider Liaisons

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	<p>Our Elementary schools utilize the Pearson Envision Math series as their core math program. It is a research based program and we are in our second year of the adoption cycle. In addition to using our core math program, our elementary schools have Investigations as part of the math adoption. We will utilize benchmark tests that will be used district wide and are aligned to the NGSSS. ULS is a standards based curriculum designed specifically for students with significant disabilities. ULS is aligned with the NGSSS access points.</p>	<p>Mathematics, in general, lacks many scientifically research-based supplemental programs. However, we are using FASTT Math, Compass, Successmaker, and Riverdeep as supplemental programs in targeted areas across the district. We are also using the Scholastic Math Inventory and Do Math (Marilyn Burns) in targeted schools.</p>	<p>Learning Focused Comprehensive Math, Pearson Math, Learning Focused Extended Thinking, Investigation Math. Targeted Title I schools will receive AIMS training. ULS training for ESE teachers. Professional development days provide training in differentiated instruction and support facilitation to address the needs of SWD.</p>

MIDDLE	Our Middle schools utilize the Pearson Connected Math series as their core math program. It is a National Science Foundation grant-funded, research based program and we are in our first year of the adoption cycle. The series focuses on the conceptual development of mathematical ideas and less on the direct instruction of mathematic algorithms. ULS is a standards based curriculum designed specifically for students with significant disabilities. ULS is aligned with the NGSSS access points.	Similar to elementary, math lacks scientifically research-based supplemental programs. Buddy Taylor MS is piloting the College Board Springboard Curriculum in math grades 7-8.	Learning Focused, Pearson Math, Learning Focused Extended Thinking, Springboard Math, ULS training for ESE teachers. Professional development days provide training in differentiated instruction and support facilitation to address the needs of SWD.
HIGH	Our High schools utilize the Pearson Algebra & Geometry series as their core math program. It is a research based program and we are in our first year of the adoption cycle. The series is rich with technology strategies that allow students to investigate and manipulate the mathematics involved. ULS is a standards based curriculum designed specifically for students with significant disabilities. ULS is aligned with the NGSSS access points.	Similar to elementary, math lacks scientifically research-based supplemental programs. We do not use additional supplemental programs in High school.	Learning Focused, Pearson Math, Learning Focused Extended Thinking, ULS training for ESE teachers. Professional development days provide training in differentiated instruction and support facilitation to address the needs of SWD.

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
The district provided a remedial Math camp for students struggling in grades 2-6. In addition, schools offer before school remediation in different settings throughout the school year.	Math summer camp targeted students scoring in the bottom quartile on GMADE or a Level 1 or 2 on FCAT Math.	Camp was held for 2 weeks in June 2012.	District Curriculum Department
Brainchild will be used to provide tutoring for SWD. Extended School Year services will be provided to SWD who meet criteria in the areas related to their individual educational plan and ability level.	Eligible SWD	ESY is held for 4-6 weeks in the summer.	District ESE Staff

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
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ELEMENTARY	Our elementary schools use the Discovery Education Science Techbook as their scientifically research-based program	<p>Integration of content areas to develop STEM instruction.</p> <p>Service learning as a vehicle to engage students in problem based learning and STEM.</p> <p>Professional development activities include teachers training in strategies to embed Science, Technology, Engineering & Mathematics in their curriculum</p> <p>Each school received school wide access to the Happy Scinecetist interactive science website.</p> <p>Each Title I School received class sets of the DK Science Encyclopedias to support science content and reading of informational text.</p> <p>AIMS math/science materials.</p>	<p>Inquiry based instruction, professional development through UCF- SUMMIT (Science Understanding Mathematics, Mentoring Integrating technolgy Grant (Grades 3-5). Professional development activities include teacher training in strategies to embed Science, Technology, Engineering, and Mathematics (STEM) in their curriculum. NASA Innovations in Climate Eduction Program- Professional development; train the trainer Grade 6. AIMS Math/Science training,</p>
MIDDLE	Our Middle schools utilizes the Discovery Education Science Techbook as an online scientifically research-based Program along with their text.	<p>Integration of content areas to develop STEM instruction.</p> <p>Service learning as a vehicle to engage students in problem based learning and STEM.</p>	<p>Professional development activities include teacher training in strategies to embed Science, Technology, Engineering, and Mathematics (STEM) in their curriculum, culimating in the STEM/SUMMIT Challenge. UFUTURES- UF collaborative grant to train the trainer in using the I-Quest curriculum. Development of curriculum maps and pacing guides. AIMS math/science training grade 6.</p>
HIGH	Our High schools utilize a variety of publishers as their scientifically research-based program and United Streaming as a supplement.	<p>Integration of content areas to develop STEM instruction.</p> <p>Service learning as a vehicle to engage students in problem based learning and STEM.</p>	<p>Professional development activities include teacher training in strategies to embed Science, Technology, Engineering & Mathematics in their curriculum.</p> <p>Content area PLCs to support the move to EOCs. Biology teachers are working with the District Science Curriculum Specialist to create curriculum maps and pacing guides for Biology.</p>

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
Each year the district science specialist coordinates Science & Engineering fairs at the schools (elementary, middle & high school). Additionally, training and support is provided to teachers and school fair coordinators throughout the year. Top performing students can go on to the Tomoka Regional Science & Engineering Fair and to the State Science & Engineering Fair. Science Olympiad Teams will be implemented at all schools. Science/STEM club at Wadsworth Elementary.	All students from k-12 have the opportunity to participate in their schools' STEM Challenge. Students from 6-12 have the opportunity to participate in the regional science fair. Students from 6-12 have the opportunity to participate in the State Science fair if selected at the regional fair.	Once per school year.	District Science/Service Learning Curriculum Specialist/District Curriculum Staff
Matanzas High School STEM Academy. This service-learning project-based academy provides students with opportunities to participate in environmental-based community projects.	High school students 9-12	Different events/projects through the school year	Melissa Fox and Wendy Vidor(Matanzas High School)
K-8 Evening Science/STEM Night for students and their families to participate in hands on activities learn from each other and share Science projects.	All students K-8	Varies	Science Coordinators

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	The district is utilizing Writers in Control through PDA as the basis for the writing program in elementary school in grades K-6.	Write Score is utilized as the progress monitor tool for specific feedback to teachers and administrators of students in grades 3 and 4. The prompt is administered district wide 3 times per year with timely feedback provided to district and school administrators and teachers. Fifth and sixth grade teachers utilize 6 Traits Writing as a Supplemental instructional tool.	District will provide on-going support for schools in aligning instruction to the new FCAT writing specs. Teachers will work in grade level groups to calibrate writing scoring to the new scoring guidelines.
MIDDLE	Writing in the Content Area by Learning-Focused, a scientifically-researched continuous improvement program.	Write Score is utilized as the progress monitor tool for specific feedback to teachers and administrators of students in grade 8.	District will provide on-going support for schools in aligning instruction to the new FCAT writing specs. Teachers will work in grade level groups to calibrate writing scoring to the new scoring guidelines.
HIGH	Writing in the Content Area by Learning-Focused, a scientifically-researched continuous improvement program.	Write Score is utilized as the progress monitor tool for specific feedback to teachers and administrators of students in grade 10.	District will provide on-going support for schools in aligning instruction to the new FCAT writing specs. Teachers will work in grade level groups to calibrate writing scoring to the

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
All schools have a limited allocation from Supplemental Academic Instructional dollars to support before and/or after school tutoring programs.	Students in all grades, K-12 with preference given to students not doing well on writing prompts at grades 4,8 and 10.	October-May as scheduled by school administration.	District Curriculum Dept., School-Based Administration
Mentors from the African American Cultural Society also offer tutoring on both high school and middle schools campuses to students who have struggled with FCAT or want to pursue higher scores on the PSAT and SAT.	African American students in our middle and high schools.	School year	District Volunteer Coordinator and School Administration

Title I District Improvement Plan - (Part 7)

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

Each school receiving Title I dollars is allocated Title I funds for professional development purposes. Each of the Title I schools will provide additional training through outside consultants or school-based coaches in the areas of reading, math, and writing. Teachers in the Title I Schools also are receiving additional time to analyze their data and meet with their professional learning communities and data days to review school, class and individual student data a minimum of once a quarter. The district has also set aside additional professional development monies for LEA wide math instruction.

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 need to participate in the planning of the School Improvement Plans at the school that their student attends.	District Climate Survey, School Surveys and individual parent requests.	Parents are notified of regularly scheduled SAC meetings at each school. They are allowed input into the SIPs. Parents are given individual student assessment reports, assessment results and report cards. Reports are posted on the school websites for school wide results and notices are placed in the newspapers. Each parent also has access to the "Parent Portal" that will let parents review grades and assignments in each class.	Sign In sheets at each SAC meetings. Parent attendance at parent teacher conferences.	School Administration, District Level staff, School website coordinators and the Technology Department.

Parents have a need to understand the school data.	Parent surveys and individual requests.	Schools post AMOs and School grades on school announcement boards, public notices are posted in the newspapers, school newsletters are sent, results are posted on school websites, school board meetings are televised, and letters are sent to parents. Title I Schools send parent notifications of school grade results and explain what the results mean.	Survey results.	School Administration, Title I Coordinator
Parents have a need to understand their individual student's data and academic achievement.	Parent surveys and parent/teacher meetings.	Open door policy for parent/teacher meetings. Elementary Schools hold 2 parent/teacher conferences per year. Each parent has access to a "Parent Portal" where they can check student grades and student assignments. Parent workshops to explain testing, standards and progress monitoring.	Title I Schools- yearly parent survey, all schools have school wide surveys and sign in sheets for parent conferences.	School administration, classroom teachers, Title I schools and district staff.
ESE parent need an opportunity to discuss programmatic concerns with the Director of ESE and district staff.	Parent feedback to ESE Director	Tea with Tracy- Parent Night with ESE Director, Active Parenting Workshop will be offered to allow parents to discuss various aspects of raising a student with disabilities	Parent evaluation at the end of the series	District ESE staff
Parents need additional information on graduation requirements and changes in requirements.	District Climate Survey, School Surveys and individual parent requests.	The Title I Parent Guide is distributed to all families in order to provide parents with current information on the importance of attendance, parent involvement, and promotion/graduation requirements. High schools hold freshmen orientation to inform students and parents about graduation requirements, attendance, and programs available to students.	Parent/community/staff feedback	District staff and school staff.

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)

Flagler County Schools met Annual Measurable Achievement Objective #1 (AMAO 1), progress toward English Language Acquisition as measured by CELLA. State objective is to have at least 77% if ELLs making gains in Listening/Speaking, Flagler had 89%; state objective is to have 61% making gains in writing, Flagler had 64%; and state objective is to have 63% making gains in Reading, Flagler had 66%.

However, analysis of 2011-2012 AMO data shows that Flagler did not make AMOs in reading for ELL students. Percent scoring satisfactory in reading was 28%, up from 25% in 2010-2011, with the target being 31%. While the data supports continuing the interventions and professional development put in place as outlined in district ELL plan and Title III Grant, this still remains an area of focus for ELLs.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
Use of instructional technology for reading and vocabulary to increase language learning opportunities for ELLs. General education teachers use the ELL components of the elementary core reading series during the small group portion of the elementary reading block for elementary ELL students. Use of the MTSS model across the district to provide support for those students showing academic difficulties. Teachers use appropriate instructional strategies to scaffold and accommodate the curriculum to provide comprehensible instruction for ELLs.	District Curriculum Specialists, School-based reading coaches, Classroom teachers	SY 2012-2013	Title I, II, and III
Teachers will participate in trainings that have been identified by various needs assessments: Writing Strategies for ELL Students, Reading Strategies for ELL Students, Training for new ELL teachers to support components in the core reading and math programs, and Thinking Maps: Paths to Proficiency training. Elementary teachers will have the opportunity to participate in a book study using English Language Learners Day by Day, K-6: A Complete Guide to Literacy, Content-Area, and Language Instruction, by Christina M. Celic. Training will be delivered by ESOL endorsed teachers in collaboration with Reading Coaches in before and after school workshops, planning period mini-workshops (PLCs), and book studies (PLCs). These trainings are in addition to other reading and literacy trainings provided to all teachers. ELL teachers, reading coaches, and classroom teachers directly tied to ELL's will receive training in Thinking Maps® and Thinking Maps®: Paths to Proficiency for English Language Learners in order to increase language proficiency of ELLs.	District Curriculum Specialists, School-based reading coaches, Classroom teachers	SY 2012-2013	Title I and III

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			
3-5	Grade 3-5 Chart			
6-8	Grade 6-8 Chart			
9-12	Grade 9-12 Chart			
All teachers will participate in ongoing training in the effective use of reading				

strategies, conceptual math instruction, and STEM education provided through Title I and Title II. Title III will provide additional intervention materials specific to ELL students. These materials will be above and beyond what the district provides through the core reading and math intervention components. Reading materials will include enhanced classroom libraries, magazines and other informational texts, and high interest low readability materials. Math materials will include hands-on manipulatives to support conceptual math in order to teach concrete to abstract.	District Curriculum Specialists, School-based reading coaches, Classroom teachers	SY 2012-2013	Title I and III
	District Curriculum Specialists, School-based reading coaches, Classroom teachers	SY 2012-2013	Title I and III

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
Teaching and learning needs include a comprehensive, research based curriculum and effective teaching strategies, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Classroom teachers, District Curriculum Specialists, School-based Admin.	SY 2012-2013	Titles I, II and III.
Focus on Differentiated Instruction, problem-solving and extended thinking strategies, use of error analysis.	Classroom teachers, District Curriculum Specialists, School-based Admin.	SY 2012-2013	Titles I, II and III.
All teachers will participate in ongoing training in the effective use of reading strategies, conceptual math instruction, and STEM education provided through Title I and Title II. Title III will provide additional intervention materials specific to ELL students. These materials will be above and beyond what the district provides through the core reading and math intervention components. Math materials will include hands-on manipulatives to support conceptual math in order to teach concrete to abstract.	Classroom teachers, District Curriculum Specialists, School-based Admin.	SY 2012-2013	Title I, II, and III

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
Learning Focused Extended Thinking strategies, Development of Acquisition Lessons,	Classroom teachers, District Curriculum Specialists, School-based Admin.	SY 2012-2013	Titles I, II and III.
Learning Focused Extended Thinking strategies, Development of Acquisition Lessons, Thinking Maps, Reading in the Content Areas.	Classroom teachers, District Curriculum Specialists, School-based Admin., and Reading Coaches	SY 2012-2013	Titles I, II and III.
ESOL Endorsement Coursework Supporting the Needs of ELLs Rosetta Stone Data-Driven Instructional Decision Making Training	Classroom teachers, District Curriculum Specialists, School-based Admin., and Reading Coaches	SY 2012-2013	Titles I, II and III.

6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.	Personnel Responsible	Timeline	Funding Source
Parents have a need to understand their individual student's data and academic achievement- Family Literacy Nights and FCAT Nights.	School administration, classroom teachers, Title I schools and district staff.	SY 2012-2013	Title I and Title III

Open door policy for parent/teacher meetings. Elementary Schools hold 2 parent/teacher conferences per year. Each parent has access to a "Parent Portal" where they can check student grades and student assignments. Parent workshops to explain testing, standards and progress monitoring.	School administration, classroom teachers, Title I schools and district staff.	SY 2012-2013	Title I and Title III
Translators available for parent conferences and workshops.	School Admin. and Classroom Teachers	SY 2012-2013	Title III
Parents are notified of regularly scheduled SAC meetings at each school. They are allowed input into the SIPs. Parents are given individual student assessment reports, assessment results and report cards. Reports are posted on the school websites for school wide results and notices are placed in the newspapers. Each parent also have access to the "Parent Portal" that will let parents review grades and assignments in each class.	School Administration, District Level staff, School website coordinators and the Technology Department.	SY 2012-2013	General Fund

7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
N/A			

District Assistance and Intervention Plan: Differentiated Accountability

Section 1001.42(18), Florida Statutes

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

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

No Attached district's Differentiated Accountability Checklist of Compliance.