

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Baker



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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 our District Improvement and Assistance Plan was a collaborative effort among the following: the District Superintendent, the District Executive Director of Teaching and Learning, the Director of Accountability and Special Programs, School Board Members via peer review workshops, principals of each of the schools, and parents and teachers (through their involvement on the School Advisory Councils and the District Parent Advisory Council).

Title I District Improvement Plan - (Part1_2)

STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

[Click here to see a Detailed Report](#)

Title I District Improvement Plan - (Part 2)

2) Based on the 2011-2012 AMO data and the 2012-2013 achievement objectives, identify the specific academic problems of low-achieving students, the fundamental teaching and learning needs of each subgroup, and how these will be addressed. Also, include why the prior plan did not sufficiently meet these needs. Complete for each subgroup/subject area not making satisfactory progress. Add additional strategies as needed. For English Language Learners (ELL), if the district receives Title III funds see section "Title III District Improvement Plan."

Subgroup not making satisfactory progress.	Subject Area	Specific Teaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
Total	Reading	Remediation in the six areas of reading: Comprehension, Phonics, Phonemic Awareness, Oral Language, Vocabulary and Fluency	Insufficient differentiated instruction; lack of data analysis on progress monitoring, partial CIM implementation.	Implementing FCIM, strategic data analysis, differentiated instruction based upon that data, effective progress monitoring and teacher feedback. District fidelity checks on FCIM, RTI and K-12 Reading Plan	FCIMs training, Data Analysis training and District support meetings, RTI data analysis training. Training on the Essential Six/Explicit Teaching	District Leadership Team, Principals, School Leadership Teams, Reading Coaches, Classroom Teachers
Total	Mathematics	Fluency in using basic math skills; better application of basic concepts to problem solving; improved computation skills	Math instruction remained broad rather than developing deep conceptual understanding. Differentiated instruction was not a consistent practice. Lack of data analysis on progress monitoring.	Implementing FCIM, strategic data analysis, differentiated instruction based upon that data, effective progress monitoring and teacher feedback. District fidelity checks on FCIM, RTI, SUMS and more hands-on math strategies.	FCIMs training, SUMS Training, Data Analysis training and District support meetings, RTI data analysis training. Training in New Generation SSS for Mathematics and Reading in the Math Content Area PD.	District Leadership Team, Principals, School Leadership Teams, Reading Coaches, Classroom Teachers
White	Reading	Remediation in the six areas of reading: Comprehension, Phonics, Phonemic Awareness, Oral Language, Vocabulary and Fluency	Insufficient differentiated instruction; lack of data analysis on progress monitoring, partial CIM implementation	Implementing FCIM, strategic data analysis, differentiated instruction based upon that data, effective progress monitoring and teacher feedback. District fidelity checks on FCIM, RTI and K-12 Reading Plan	FCIMs training, Data Analysis training and District support meetings, RTI data analysis training. Training on the Essential Six/Explicit Teaching	District Leadership Team, Principals, School Leadership Teams, Reading Coaches, Classroom Teachers
					FCIMs training,	

White	Mathematics	Fluency in using basic math skills; better application of basic concepts to problem solving; improved computation skills	Math instruction remained broad rather than developing deep conceptual understanding. Differentiated instruction was not a consistent practice. Lack of data analysis on progress monitoring.	Implementing FCIM, strategic data analysis, differentiated instruction based upon that data, effective progress monitoring and teacher feedback. District fidelity checks on FCIM, RTI, SUMS and more hands-on math strategies.	SUMS Training, Data Analysis training and District support meetings, RTI data analysis training. Training in New Generation SSS for Mathematics and Reading in the Math Content Area PD. Continuing SUMS and Adopted new Math Series to address NGSSS	District Leadership Team, Principals, School Leadership Teams, Reading Coaches, Classroom Teachers
Black	Reading	Remediation in the six areas of reading: Comprehension, Phonics, Phonemic Awareness, Oral Language, Vocabulary and Fluency	Insufficient differentiated instruction; lack of data analysis on progress monitoring, partial CIM implementation	Implementing FCIM, strategic data analysis, differentiated instruction based upon that data, effective progress monitoring and teacher feedback. District fidelity checks on FCIM, RTI and K-12 Reading Plan	FCIMs training, Data Analysis training and District support meetings, RTI data analysis training. Training on the Essential Six/Explicit Teaching	District Leadership Team, Principals, School Leadership Teams, Reading Coaches, Classroom Teachers
Black	Mathematics	Fluency in using basic math skills; better application of basic concepts to problem solving; improved computation skills	Math instruction remained broad rather than developing deep conceptual understanding. Differentiated instruction was not a consistent practice. Lack of data analysis on progress monitoring.	Implementing FCIM, strategic data analysis, differentiated instruction based upon that data, effective progress monitoring and teacher feedback. District fidelity checks on FCIM, RTI, SUMS and more hands-on math strategies.	FCIMs training, SUMS Training, Data Analysis training and District support meetings, RTI data analysis training. Training in New Generation SSS for Mathematics and Reading in the Math Content Area PD.	District Leadership Team, Principals, School Leadership Teams, Reading Coaches, Classroom Teachers
Hispanic	Reading	Remediation in the six areas of reading: Comprehension, Phonics, Phonemic Awareness, Oral Language, Vocabulary and Fluency	Insufficient differentiated instruction; lack of data analysis on progress monitoring, partial CIM implementation	Implementing FCIM, strategic data analysis, differentiated instruction based upon that data, effective progress monitoring and teacher feedback. District fidelity checks on FCIM, RTI and K-12 Reading Plan	FCIMs training, Data Analysis training and District support meetings, RTI data analysis training. Training on the Essential Six/Explicit Teaching	District Leadership Team, Principals, School Leadership Teams, Reading Coaches, Classroom Teachers

Hispanic	Mathematics	Fluency in using basic math skills; better application of basic concepts to problem solving; improved computation skills	Math instruction remained broad rather than developing deep conceptual understanding. Differentiated instruction was not a consistent practice. Lack of data analysis on progress monitoring.	Implementing FCIM, strategic data analysis, differentiated instruction based upon that data, effective progress monitoring and teacher feedback. District fidelity checks on FCIM, RTI, SUMS and more hands-on math strategies.	FCIMs training, SUMS Training, Data Analysis training and District support meetings, RTI data analysis training. Training in New Generation SSS for Mathematics and Reading in the Math Content Area PD. Continuing SUMS and Adopted new Math Series to address NGSSS	District Leadership Team, Principals, School Leadership Teams, Reading Coaches, Classroom Teachers
Asian	Reading	N/A	N/A	N/A	N/A	N/A
Asian	Mathematics	N/A	N/A	N/A	N/A	N/A
American Indian	Reading	N/A	N/A	N/A	N/A	N/A
American Indian	Mathematics	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	Reading	Remediation in the six areas of reading: Comprehension, Phonics, Phonemic Awareness, Oral Language, Vocabulary and Fluency	Insufficient differentiated instruction; lack of data analysis on progress monitoring, partial CIM implementation	Implementing FCIM, strategic data analysis, differentiated instruction based upon that data, effective progress monitoring and teacher feedback. District fidelity checks on FCIM, RTI and K-12 Reading Plan	FCIMs training, Data Analysis training and District support meetings, RTI data analysis training. Training on the Essential Six/Explicit Teaching	District Leadership Team, Principals, School Leadership Teams, Reading Coaches, Classroom Teachers
Economically Disadvantaged	Mathematics	Fluency in using basic math skills; better application of basic concepts to problem solving; improved computation skills	Math instruction remained broad rather than developing deep conceptual understanding. Differentiated instruction was not a consistent practice. Lack of data analysis on progress monitoring.	Implementing FCIM, strategic data analysis, differentiated instruction based upon that data, effective progress monitoring and teacher feedback. District fidelity checks on FCIM, RTI, SUMS and more hands-on math strategies.	FCIMs training, SUMS Training, Data Analysis training and District support meetings, RTI data analysis training. Training in New Generation SSS for Mathematics and Reading in the Math Content Area PD.	District Leadership Team, Principals, School Leadership Teams, Reading Coaches, Classroom Teachers
English Language Learners	Reading	N/A	N/A	N/A	N/A	N/A
English						

Language Learners	Mathematics	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	Reading	Remediation in the six areas of reading: Comprehension, Phonics, Phonemic Awareness, Oral Language, Vocabulary and Fluency	Insufficient differentiated instruction; lack of data analysis on progress monitoring, partial CIM implementation	Implementing FCIM, strategic data analysis, differentiated instruction based upon that data, effective progress monitoring and teacher feedback. District fidelity checks on FCIM, RTI and K-12 Reading Plan	FCIMs training, Data Analysis training and District support meetings, RTI data analysis training. Training on the Essential Six/Explicit Teaching	District Leadership Team, Principals, School Leadership Teams, Reading Coaches, Classroom Teachers
Students with Disabilities	Mathematics	Fluency in using basic math skills; better application of basic concepts to problem solving; improved computation skills	Math instruction remained broad rather than developing deep conceptual understanding. Differentiated instruction was not a consistent practice. Lack of data analysis on progress monitoring.	Implementing FCIM, strategic data analysis, differentiated instruction based upon that data, effective progress monitoring and teacher feedback. District fidelity checks on FCIM, RTI, SUMS and more hands-on math strategies.	FCIMs training, SUMS Training, Data Analysis training and District support meetings, RTI data analysis training. Training in New Generation SSS for Mathematics and Reading in the Math Content Area PD.	District Leadership Team, Principals, School Leadership Teams, Reading Coaches, Classroom Teachers
Other (e.g. Migrant) [as needed]	Reading	N/A				
Other (e.g. Migrant) [as needed]	Mathematics	N/A				

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)
	<p>Comprehensive Core Reading Programs (CCRP): Comprehensive Core Reading Programs are the instructional tools used to provide high quality instruction in K-5 classrooms. The CCRP correlates to all Reading and Language Arts Sunshine State Standards and addresses the five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. The CCRP contains instructional design components including explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, aligned student materials, and assessment to guide instruction.</p> <p>All comprehensive core reading programs (CCRP) used in the Baker District elementary schools have been approved by Just Read Florida! The CCRPs serve as the basis for all reading instruction in all of the elementary</p>

ELEMENTARY	<p>schools. Each of the reading programs 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 introduce concepts at grade level and then use the guidance provided in the programs to differentiate instruction in small, flexible groups according to data acquired through FAIR, teacher observation, and diagnostic assessment information.</p> <p>Baker County Pre-K/K Center</p> <p>Macmillan/McGraw-Hill FL Treasures Reading Kindergarten Level is used at the Baker County Pre-K/K Center. The series addresses the five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. During the 90 minute reading block, 30 minutes is dedicated to the Macmillan/McGraw-Hill FL Treasures Reading Program. Teachers will incorporate Common Core State Standards for English Language Arts into their lesson plans.</p> <p>Macclenny Elementary and Westside Elementary (Grades 1, 2, and 3)</p> <p>During the 90 minute reading block, 45 minutes is dedicated to Macmillan/McGraw-Hill FL Treasures Reading in all classrooms grades 1-3. Macmillan/McGraw-Hill FL Treasures Reading is research based and approved by Just Read Florida. It addresses the five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers will incorporate Common Core State Standards for English Language Arts into their lesson plans.</p> <p>Keller Intermediate (Grades 4 and 5)</p> <p>During the 90 minute reading block, 45 minutes is dedicated to the Macmillan/McGraw-Hill Reading Series. This curriculum is researched based and provides activities to instruct the whole group, small groups needing extra support, challenge activities for accelerated students, and resources for English Language Learners. Leveled Readers build fluency, comprehension, and vocabulary.</p>
MIDDLE	<p>MacMillan/McGraw-Hill Treasures Series is the developmental reading program for all 6th grade students, including those scoring Level 3 and above. The Treasures Series is research based and approved by Just Read Florida. The Treasures Series provides activities to instruct the whole group, small groups needing extra support, and challenging activities for accelerated students. The program emphasizes differentiating instruction with ongoing progress-monitoring and small group instruction.</p> <p>Glencoe Florida Treasures Series is a developmental reading program used to provide high quality instruction to all 7th and 8th grade students, including those scoring Level 3 and above. The Treasures Series correlates to the Sunshine State Standards and addresses all Reading and Language Arts benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT).</p> <p>The materials/text in the SIPR(s) and CIRP(s) will be analyzed using the Qualitative Dimension Scale and ATOS to determine text complexity. If additional exposure to complex text is needed, materials will be accessed from classroom libraries, nonfiction articles, news websites, textbooks, newspapers, and nonfiction books so that students can learn to extract and use information from increasingly complex text.</p>
HIGH	<p>Since we use CIRPs designed for students reading below grade level, they provide the text complexity needed for only our most struggling students. We focus on vocabulary enhancement with our students and select texts that support them in vocabulary acquisition. Our intensive reading teachers supplement the CIRP with classroom magazines and materials from the internet to assure that students are challenged by complex text and that the level of complexity increases through the school year as students gain confidence and skills with increasingly complex supplemental reading materials.</p> <p>Our content-area reading teachers use their textbooks as one source of complex text, but they also provide supplemental reading material, such as articles, primary sources, internet resources to provide increasingly complex texts through the course of the year.</p> <p>Both intensive reading and content-area teachers will work toward a 70/30 ratio of informational text to literary text, though English teachers will utilize more literary texts, while science, social studies, and technical teachers will utilize more informational texts.</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>N/A</p> <p>FAIR aides in determining fluency growth, vocabulary and comprehension levels and determines growth. These assessments guide selections of available materials. There is active student engagement in a variety of reading-based activities, which connect to the five essential components of reading and to overall, clearly articulated academic goals according to progress monitoring and diagnostic assessment. Classroom libraries with a variety of text structures and interests are used. Accelerated Reader motivates students to read and promotes parental involvement. Through the Reading Leadership Team/Reading Coach, emphasis will be placed on increasing the availability of complex texts to our students.</p> <p>The differentiation of instruction in small, flexible groups, using FRI/CRISS strategies and SIRP/CIRP materials, will address the need for immediate intensive intervention for students struggling in reading. Students will be served 30 minutes daily in the classroom with a classroom teacher, resource teacher, or a paraprofessional in a small group setting.</p>
MIDDLE	The materials/text in the SIPR(s) and CIRP(s) will be analyzed using the Qualitative Dimension Scale and ATOS to determine text complexity. If additional exposure to complex text is needed, materials will be accessed from classroom libraries, nonfiction articles, news websites, textbooks, newspapers, and nonfiction books so that students can learn to extract and use information from increasingly complex text.
HIGH	<p>Since we use CIRPs designed for students reading below grade level, they provide the text complexity needed for only our most struggling students. We focus on vocabulary enhancement with our students and select texts that support them in vocabulary acquisition. Our intensive reading teachers supplement the CIRP with classroom magazines and materials from the internet to assure that students are challenged by complex text and that the level of complexity increases through the school year as students gain confidence and skills with increasingly complex supplemental reading materials.</p> <p>Our content-area reading teachers use their textbooks as one source of complex text, but they also provide supplemental reading material, such as articles, primary sources, internet resources to provide increasingly complex texts through the course of the year.</p> <p>Both intensive reading and content-area teachers will work toward a 70/30 ratio of informational text to literary text, though English teachers will utilize more literary texts, while science, social studies, and technical teachers will utilize more informational texts.</p>
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
	After school tutoring, Extended Day Enrichment Program homework		

ELEMENTARY	<p>assistance, and mentoring programs will provide additional support and enhance students academic and social performance. Additional reading instruction will be provided to reinforce the skills being taught in class during the regular school day.</p> <p>Teachers must be highly qualified as defined by the federal government and certified in-field by the state of Florida.</p>	at least 2x's per week for a total of 4hrs instruction	District Title I Director, school site principals, and reading coaches
	<p>Our elementary schools are not part of the 100 lowest-performing elementary schools based on the state reading assessment. However, our district does provide additional time outside of the school day for reading intervention such as: After school tutoring (teacher classrooms and group labs) in the areas of reading, home work help, and FCAT prep. Family Literacy Nights, Accelerated Reader Nights, Book Fair Family Night, After School Readers Club, Scientific Learning's FastForward and Reading Assistant, Extended Day Enrichment Program homework assistance. Throughout our elementary grade levels, teachers volunteer to offer after school tutoring for their students.</p>		
MIDDLE	<p>Students in need of decoding and text reading efficiency at the middle school level are placed in an intensive reading course, and as needed, extended intervention time will be provided through differentiated instruction by all core subject classroom teachers and support facilitators.</p> <p>Tutoring programs will include after-school sessions in classroom and lab settings, homework help sessions, and Saturday (FCAT review) sessions.</p>	at least 2x's per week for a total of 5 hrs instruction.	District Director and School site principals.
HIGH	<p>We will provide an individual diagnostic assessment, using the FAIR Toolkit for each student who scores at the 15th percentile or below on the three maze tests administered during the previous school year. The students who are identified as disfluent readers will be placed in intensive reading class for two periods, in order to provide time for the reading instructors to address areas of weakness related to decoding and fluency.</p> <p>Pending the availability of funding, tutoring sessions will be scheduled to match the needs of the learner, but will generally take place after school up to four days a week during selected periods of the school year. Tutors may include certified teachers, paraprofessionals, volunteers, and peers. Materials to be used include Jamestown's Critical Reading Series, The Six-Way Paragraph, the Great Leaps program and non-fiction at the student's independent reading level or at a more challenging level in order to prepare for the range of text complexity on the FCAT. CRISS and other strategies for comprehension and vocabulary will be incorporated into lessons that meet the needs of the individual learner and foster higher-level reasoning.</p>	see narrative to left	District Director and School site principals.
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
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ELEMENTARY	Only two schools in the LEA are Title I. The key areas of focus in our DIP is reading and math for our economically disadvantaged.	Daily during school day and afterschool extended learning opportunities.	Site based administrator, classroom teachers, and extended learning teachers.
MIDDLE	N/A	N/A	N/A
HIGH	N/A	N/A	N/A

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	Macmillan McGraw-Hill Florida Math Connects Mathematics SUMS Investigations	ThinkLink, FCAT Explorer, Orchard Math Lab, Study Island	Training in Next Generation SSS, SUMS PD, PD in ThinkLink
MIDDLE			
HIGH			

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
After School	Level 1,2 and bubble 3	4-5 times per wk, some Saturday Schools for secondary, twice weekly for elementary	Title I, SAI, District, Principals, Lead Teacher Adult/Vocational Education
Our after school program targets reading. Math intervention is during the school day.			

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	Scott Foresman Science Text SUMS Investigations	ThinkLink, Discovery Education, Study Island, SRA Science Kits SUMS Experiments	NEFEC SUMS PD, ThinkLink PD, Discovery Streaming/Media Share PD, PLC's, NG SSS PD
MIDDLE	PROMISE and SUMS Investigations	ThinkLink, Discovery Education, SRA Science Kits, Promise	NEFEC PROMISE PD, ThinkLink PD, Discovery Streaming/Media Share PD, PLC's, NG SSS PD

HIGH	ThinkLink, Discovery Education, SRA Science Kits	NEFEC Science PD, ThinkLink PD, Discovery Streaming/Media Share PD, PLC's, NG SSS PD
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Describe the extended learning opportunities for science that will be provided before school, after school, during the summer, or during an extension of the school year.

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
After School -Science content is utilized to gain needed skills in Reading or Math.	Level 1, 2 and bubble 3 in reading or math	4-5 times per week and some Saturday Schools for secondary, twice weekly for elementary	Title I, District, Principals, Reading Coaches

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	ELEMENTARY Treasures Reading Core Writing Activities Writers in Control	CRISS Power Writing WOW, School-wide cross-curriculum writing, peer tutor sessions with peer editing Writing integration within the basal reading program. Components of the writing process. A District-Developed K-5 Writing Program based on sound research evidenced practices that are aligned to NGSS, Common Core Standards, and the 2012 FCAT Writing Calibration Scoring Guides.	PD in CRISS, PD in WOW, PD for Writers in Control
MIDDLE	Writers in Control WOW I'm a Writer	CRISS Power Writing WOW, School-wide cross-curriculum writing, peer tutor sessions with peer editing	Writing integration across curriculum. Components of the writing process, PD in CRISS, PD in WOW, PD for Writers in Control
HIGH	Writers in Control WOW I'm a Writer	CRISS Power Writing WOW, School-wide cross-curriculum writing, peer tutor sessions with peer editing, out sourced writing scoring and feedback	Writing integration across curriculum. Components of the writing process, PD in CRISS, PD in WOW, PD for Writers in Control, Outside consultant PD and feedback from outsourced writing prompt scores.

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

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
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After School	Level 1, 2 and bubble 3 in reading or math-writing skills are integrated into the Reading or Math lessons.	4-5 times per week and some Saturday Schools for secondary, twice weekly for elementary	Title I, District, Principals, Reading Coaches
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Title I District Improvement Plan - (Part 7)

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

Our LEA is not required to spend 10% on professional development. Only two of our six schools are Title I. All of our Title I schools professional development needs are met utilizing collaborative efforts among all funding sources in our District.

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 assistance in the best ways to be involved in their child's education. Communicating to and including parents in understanding the NGSSS/Common Core Standards grade level expectations, promotion requirements, school curriculum and activities, and home routines and activities that build academic success.	2010-2011 Annual Parent Survey results, 2010-2011 parent involvement activities evaluations, local SAC parent involvement input.	Increase positive parent contacts, use newsletters and websites to communicate, mail letters for important communication, hold Open House, Parent Conferences, hold FCAT Parent Nights, hold Academic Recitals, increase the participation of parent volunteers in the classroom, and offer parents book studies held at their child's school.	Parent Surveys and Parent Evaluations	Director of Accountability and Special Programs, Principals, Assistant Principals, Teachers, and SAC/DPAC Members

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)

N/A

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

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