FLORIDA DEPARTMENT OF EDUCATION
Differentiated Accountability
2012-2013 District Improvement and Assistance Plan
District: Pasco

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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 District School Board of Pasco County (DSBPC) generates input and disseminates information to stakeholders in several venues including district design teams, steering committees, advisory councils (e.g., District Vision Committee, IDEA Steering committee, ESE Parent Advisory Board, District Parent Involvement Committee, Town Hall meetings, Communications Committee, etc.). Implications and new initiatives are shared in these meetings. Systemic changes within the district are filtered through the vision committee and design teams for each level. These committees, made up of district and school staff members, parents, and students, address issues related to operational practices that result in increased student achievement. Additionally, district departments develop action plans aligned with the district's strategic plan and based on the goals addressed at the school level (e.g., School Improvement Plans). Taken together, this provides a mechanism aligning the work of the district office with the goals of the schools resulting in a community which works together so all Pasco County students will reach their highest potential.

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 Ttaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
Total	Reading	Pasco's CCRP, MMH Treasures, is designed to support differentiated instructional strategies to ensure all learners reach the same high level literacy outcomes. Based on review of relevant data, and with the assistance of the K-12 Literacy Coach at each school, schools identify the needs of their students. School Improvement Plans reflect the primary literacy goals of the schools. Weekly professional development in reading is essential for building teacher capacity to	Tier level support was in varying stages of implementation. Previous focus on building foundational knowledge for consistent instructional routines and explicit instruction needs to develop to encompass the varied demands of increasingly complex text.	K-12 Literacy Coaches Increase volume of independent reading to include "combined with student conferencing Implementation with fidelity to K-12 reading plan Lesson Study and collaborative planning units of study with the end in mind, using core resources MTSS (RtI) Coaches Incorporating extending thinking activities from the core reading program Research and Inquiry performance tasks Integration of reading and writing curriculum Increase volume of independent reading	Introduction to Leading the Common Core State Standards Initiative, Independent Reading and Student Conferencing, Domain 1: Classroom Strategies and Behaviors, Learning Focused Strategies (LFS)	Curriculum and Instructional Services (CIS),Exceptional Student Services (ESE),Research and Evaluation Services Dept. (R&E),Staff Development Dept. (SD), Student Services Dept. (SS),MTSS(RtI) Supervisor, Title 1 Supervisor

		reach all students. Deepen teacher understanding of curricular objectives through collaborative lesson planning and analysis of formative assessment tools.		Utilize cooperative learning activities such as: Partner/Pair Practice to increase elaborated responses about content. Literature discussion groups using multicultural literacy to foster character analysis through character study journals		
Total	Mathematics	Students need to increase their depth of knowledge within the mathematics content and process standards. Fluency in using basic math skills needs to increase along with applications of math concepts to problem solving.	Tier level support continues in development stages. Fidelity to curriculum implementation was lacking. Implementation of NGSSS was in the initial stage.	District instructional trainer/coaches in math. Math instructional trainer/coaches assigned to select schools. Progress monitoring tools Math Resource Teachers MTSS(RtI) Coaches Learning Focused Strategies (LFS) - comprehensive school improvement model that uses exemplary practices within framework of learning - cross curricular Training for Mathematics NGSSS/CCSS Implementation of Mathematics NGSSS/CCSS Use of Instructional	Domain 1: Classroom Strategies and Behaviors, Learning Focused Strategies (LFS)	Curriculum and Instructional Services (CIS),Exceptional Student Services (ESE),Research and Evaluation Services Dept. (R&E),Staff Development Dept. (SD), Student Services Dept. (SS),MTSS(RtI) Supervisor, Title 1 Supervisor

				Materials that correlate with the Mathematics NGSSS/CCSS.		
White	Reading					
				Learning Focused Strategies (LFS) - comprehensive school improvement model that uses exemplary practices within framework of learning - cross curricular		
				Training for Mathematics NGSSS/CCSS		
				Implementation of Mathematics NGSSS/CCSS		
				Use of Instructional Materials that correlate with the Mathematics NGSSS/CCSS		
				District instructional trainer/coaches in math		
			Students need to increase their	Math instructional trainer/coaches		

| White | Mathematics | depth of knowledge within the mathematics content and process standards.

Fluency in using basic math skills needs to increase along with applications of math concepts to problem solving. | Tier level support continues in development stages.

Fidelity to curriculum implementation was lacking.

Implementation of NGSSS was in the initial stage. | assigned to select schools.

Progress monitoring tools

Training teachers to use data to drive their instruction

MTSS(RtI) Coaches

Multitiered System of Support (Problem Solving/RtI)

School based content and pedagogy training focus on math

Cooperative Learning Strategies: Cooperative Pairs, Small group interactions

The use of Graphic Organizers

Scaffolded instruction and materials use

Implement mathematics strategies that lead to higher order thinking

Addition of Mathematics Resource teachers in select schools | Domain 1: Classroom Strategies and Behaviors, Learning Focused Strategies (LFS) | Curriculum and Instructional Services (CIS),Exceptional Student Services (ESE),Research and Evaluation Services Dept. (R&E),Staff Development Dept. (SD), Student Services Dept. (SS),MTSS(RtI) Supervisor, Title 1 Supervisor |
| | | Reading Pasco's CCRP, MMH Treasures, is designed to support | | | | |

| Black | Reading | differentiated instructional strategies to ensure all learners reach the same high-level literacy outcomes.

Ensuring culturally responsive teaching to increase student engagement, creating learning experiences that students can relate to, understanding that students have different backgrounds that are culturally and linguistically based.

Based on review of relevant data, and with the assistance of the K-12 Literacy Coach at each school, schools identify the needs of their students.

School Improvement Plans reflect the primary literacy goals of the schools. Weekly professional development in reading is essential for building teacher capacity to reach all students.

Deepen teacher | Tier level support was in varying stages of implementation.

Previous focus on fidelity of instructional routines built an infrastructure for consistent method of delivery now needs to shift focus to understanding content. | | Domain 1: Classroom Strategies and Behaviors, Learning Focused Strategies (LFS) | Curriculum and Instructional Services (CIS),Exceptional Student Services (ESE),Research and Evaluation Services Dept. (R&E),Staff Development Dept. (SD), Student Services Dept. (SS),MTSS(RtI) Supervisor, Title 1 Supervisor |
|---|---|---|---|---|---|---|

		understanding of curricular objectives through collaborative lesson planning and analysis of formative assessment tools. FAIR BDI TDI onsite			
		Students need to increase their depth of knowledge within the mathematics content and process standards. Fluency in using basic math skills needs to increase along with applications of math concepts to problem solving. Students need a focused, challenging progression of mathematics learning. Difficulty with fractions (including decimals and percents) is a major obstacle to further progress in mathematics,	Tier level support continues in developmental stages.	MTSS (Problem Solving/RtI)	

| Black | Mathematics | including algebra. What is developmentally appropriate to learn is largely contingent on prior opportunities. Economically disadvantaged students need greater access and opportunities.

Students need appropriate instructional groupings, specific teacher guidance and direction, and motivational strategies to increase their performance.

Students need teachers to use formative assessments to improve student learning by using data to drive instruction.

Students need extensive practice in newly learned strategies and skills, with opportunities to think aloud about the steps they take. | Data analysis was not consistently utilized to guide and improve instruction

A need for increased use of differentiated instruction exists.

Inconsistent fidelity to curriculum implementation exists.

Implementation of NGSSS is in the initial stage. | Training for NGSSS/CCSS

LFS - comprehensive school improvement model that uses exemplary practices within framework of learning - cross curricular

School based content and pedagogy training focus on math | Domain 1: Classroom Strategies and Behaviors, Learning Focused Strategies (LFS) | Curriculum and Instructional Services (CIS),Exceptional Student Services (ESE),Research and Evaluation Services Dept. (R&E),Staff Development Dept. (SD), Student Services Dept. (SS),MTSS(RtI) Supervisor, Title 1 Supervisor |
| | | Reading Pasco's CCRP, MMH Treasures, is designed to | | | | |

		support differentiated instructional strategies to ensure all learners reach the same high-level literacy outcomes.				
Hispanic	Reading	Ensuring culturally responsive teaching to increase student engagement, creating learning experiences that students can relate to, and understanding that students have different backgrounds that are culturally and linguistically based. Based on review of relevant data, and with the assistance of the K-12 Literacy Coach at each school, schools identify the needs of their students. School Improvement Plans reflect the primary literacy goals of the schools. Weekly professional development in reading is essential for building teacher capacity to reach all students.	Tier level support was in varying stages of implementation. Previous focus on fidelity of instructional routines built an infrastructure for consistent method of delivery now needs to shift focus to understanding content.	School based literacy coaches District-wide student achievement coaches (literacy at secondary level) Implementation with fidelity to K-12 reading plan MTSS (RtI) Coaches Increase student engagement in independent reading of self selected text from a culturally relevant classroom library. Develop self-monitoring strategies for effectively comprehending text including predicting, summarizing, asking questions, and visualizing.	Domain 1: Classroom Strategies and Behaviors, Learning Focused Strategies (LFS)	Curriculum and Instructional Services (CIS),Exceptional Student Services (ESE),Research and Evaluation Services Dept. (R&E),Staff Development Dept. (SD), Student Services Dept. (SS),MTSS(RtI) Supervisor, Title 1 Supervisor

		Deepen teacher understanding of curricular objectives through collaborative lesson planning and analysis of formative assessment tools. FAIR BDI TDI onsite			
		Students need to increase their depth of knowledge within the mathematics content and process standards. Fluency in using basic math skills needs to increase along with applications of math concepts to problem solving. Students need a focused, challenging progression of mathematics learning. Difficulty with fractions (including decimals and percents) is a major obstacle to further progress in	Tier level support continues in developmental stages.	Learning Focused Strategies (LFS) - comprehensive school improvement model that uses exemplary practices within framework of learning - cross curricular Training for Mathematics NGSSS/CCSS. Implementation of Mathematics NGSSS/CCSS. Use of Instructional Materials that correlate with the Mathematics NGSSS/CCSS. District instructional trainer/coaches in math. Math instructional trainer/coaches assigned to select	

Hispanic	Mathematics	mathematics, including algebra. What is developmentally appropriate to learn is largely contingent on prior opportunities. Economically disadvantaged students need greater access and opportunities. Students need appropriate instructional groupings, specific teacher guidance and direction, and motivational strategies to increase their performance. Students need teachers to use formative assessments to improve student learning by using data to drive instruction. Students need extensive practice in newly learned strategies and skills, with opportunities to think aloud about the steps they take.	Data analysis not consistently utilized to guide and improve instruction. Need for increased use of differentiated instruction exists. Inconsistent fidelity to curriculum implementation exists. Implementation of NGSSS in the initial stage.	schools. Pre/Post math assessments at the elementary level Progress monitoring tools Training teachers to use data to drive their instruction MTSS(RtI) Coaches MTSS(Problem Solving/RtI) School based content and pedagogy training focus on math Cooperative Learning Strategies: Cooperative Pairs, Small group interactions The use of Graphic Organizers Scaffold instruction and materials use Implement mathematics strategies that lead to higher order thinking Addition of Mathematics Resource teachers in select schools	Domain 1: Classroom Strategies and Behaviors, Learning Focused Strategies (LFS)	Curriculum and Instructional Services (CIS),Exceptional Student Services (ESE),Research and Evaluation Services Dept. (R&E),Staff Development Dept. (SD), Student Services Dept. (SS),MTSS(RtI) Supervisor, Title 1 Supervisor
Asian	Reading					
Asian	Mathematics					
		Reading Pasco's CCRP, MMH Treasures, is				

| American Indian | Reading | designed to support differentiated instructional strategies to ensure all learners reach the same high-level literacy outcomes.

Based on review of relevant data, and with the assistance of the K-12 Literacy Coach at each school, schools identify the needs of their students. School Improvement Plans reflect the literacy goals of the schools. As schools implement their plans of action to improve literacy, they include weekly professional development in reading to build teachers' capacity to help students. Develop consistent routines for scaffolding student learning including the use of teacher think alouds for demonstration of effective literacy strategies.
FAIR
BDI
TDI | Tier level support was in varying stages of implementation.

Previous focus on fidelity of instructional routines built an infrastructure for consistent method of delivery now needs to shift focus to understanding content. | School based literacy coaches

District-wide student achievement coaches (literacy at secondary level)

Implementation with fidelity to K-12 reading plan

MTSS (RtI) Coaches Increase student engagement in independent reading of self selected text from a culturally relevant classroom library.

Develop self-monitoring strategies for effectively comprehending text including predicting, summarizing, asking questions, and visualizing. | Domain 1: Classroom Strategies and Behaviors, Learning Focused Strategies (LFS) | Curriculum and Instructional Services (CIS),Exceptional Student Services (ESE),Research and Evaluation Services Dept. (R&E),Staff Development Dept. (SD), Student Services Dept. (SS),MTSS(RtI) Supervisor, Title 1 Supervisor |
| American Indian | Mathematics | | | | | |

| Economically Disadvantaged | Reading | Reading Pasco's CCRP, MMH Treasures, is designed to support differentiated instructional strategies to ensure all learners reach the same high-level literacy outcomes.

Combine explicit and systematic vocabulary instruction with active study and numerous experiences with words to build background necessary for effectively comprehending text. | Tier level support was in varying stages of implementation.

Previous focus on fidelity of instructional routines built an infrastructure for consistent method of delivery now needs to shift focus to understanding content.

Implementation of new initiatives

Time needed to implement

Amount of time spent engaged in independent reading tasks

Fidelity of explicit vocabulary routines before, during, and after reading | School based literacy coaches

District-wide student achievement coaches (literacy at secondary level)

Implementation with fidelity to K-12 reading plan

MTSS (RtI) Coaches

Increase volume of independent reading of self selected.

Read-Aloud Anthology

Concept sorts and word sorts

Word morphology

Develop self-monitoring strategies for effectively comprehending text including predicting, summarizing, asking questions, and visualizing. | Domain 1: Classroom Strategies and Behaviors, Learning Focused Strategies (LFS) | Curriculum and Instructional Services (CIS),Exceptional Student Services (ESE),Research and Evaluation Services Dept. (R&E),Staff Development Dept. (SD), Student Services Dept. (SS),MTSS(RtI) Supervisor, Title 1 Supervisor |
| | | Students need to increase their depth of knowledge within the mathematics content and process standards.

Fluency in using basic math skills needs to increase along with applications of | | Learning Focused Strategies (LFS) - comprehensive school improvement model that uses exemplary practices within framework of learning - cross curricular

Training for Mathematics NGSSS/CCSS. | | |

| Economically Disadvantaged | Mathematics | math concepts to problem solving.

Students need a focused, challenging progression of mathematics learning.

Difficulty with fractions (including decimals and percents) is a major obstacle to further progress in mathematics, including algebra.

What is developmentally appropriate to learn is largely contingent on prior opportunities. Economically disadvantaged students need greater access and opportunities.

Students need appropriate instructional groupings, specific teacher guidance and direction, and motivational strategies to increase their performance.

Students need teachers to use formative assessments to improve student learning by using data to drive | Tier level support still in developmental stages.

Data analysis not consistently utilized to guide and improve instruction.

A need for increased use of differentiated instruction exists.

Inconsistent fidelity to curriculum implementation exists.

Implementation of NGSSS is in the initial stage. | Implementation of Mathematics NGSSS/CCSS.

Use of Instructional Materials that correlate with the Mathematics NGSSS/CCSS.

District instructional trainer/coaches in math.

Math instructional trainer/coaches assigned to select schools.

Pre/Post math assessments at the elementary level

Progress monitoring tools

Training teachers to use data to drive their instruction

MTSS(RtI) Coaches

MTSS(Problem Solving/RtI)

School based content and pedagogy training focus on math

Cooperative Learning Strategies: Cooperative Pairs, Small group interactions

The use of Graphic Organizers

Scaffold instruction and materials use

Direct mathematical vocabulary | Domain 1: Classroom Strategies and Behaviors, Learning Focused Strategies (LFS) | Curriculum and Instructional Services (CIS),Exceptional Student Services (ESE),Research and Evaluation Services Dept. (R&E),Staff Development Dept. (SD), Student Services Dept. (SS),MTSS(RtI) Supervisor, Title 1 Supervisor |

		instruction. Students need extensive practice in newly learned strategies and skills, with opportunities to think aloud about the steps they take.		instruction Implement mathematics strategies that lead to higher order thinking Addition of Mathematics Resource teachers in select schools		
		Reading Pasco's CCRP, MMH Treasures, is designed to support differentiated instructional strategies to ensure all learners reach the same high-level literacy outcomes. Instruction focused on developing academic English that is differentiated to meet their academic and linguistic needs	Tier level support was in varying stages of implementation.	School based literacy coaches District-wide student achievement coaches (literacy at secondary level)		Curriculum and

English Language Learners	Reading	To increase conceptual understanding and the background knowledge necessary for successful comprehension of text, the teacher will learn to infuse oral language development strategies before textual reading. To develop strong reading vocabulary teachers will learn how to utilize explicit instruction for introducing Tier 2 vocabulary and provide multiple opportunities for reading words in context. FAIR BDI TDI	Previous focus on fidelity of instructional routines built an infrastructure for consistent method of delivery now needs to shift focus to understanding content. Implementation of new initiatives Time needed to implement	MTSS (RtI) Coaches Increase student engagement in independent reading of self selected text Treasure chest language acquisition program Non-linguistic representations to the think-aloud component of the vocabulary routines ESOL Resource Teachers	Domain 1: Classroom Strategies and Behaviors, Learning Focused Strategies (LFS)	Instructional Services (CIS),Exceptional Student Services (ESE),Research and Evaluation Services Dept. (R&E),Staff Development Dept. (SD), Student Services Dept. (SS),MTSS(RtI) Supervisor, Title 1 Supervisor, ESOL Supervisor
		Many ELL students' performance in mathematics reflects their lack of English language proficiency. ELL students' mathematics achievement when using mathematics vocabulary is hindered by their lack of language		Learning Focused Strategies (LFS) - comprehensive school improvement model that uses exemplary practices within		

| English Language Learners | Mathematics | proficiency.

Students need to increase their depth of knowledge within the mathematics content and process standards.

Fluency in using basic math skills needs to increase along with applications of math concepts to problem solving.

Students need a focused, challenging progression of mathematics learning.

Difficulty with fractions (including decimals and percents) is a major obstacle to further progress in mathematics, including algebra.

What is developmentally appropriate to learn is largely contingent on prior opportunities. Economically disadvantaged students need greater access and opportunities.

Students need appropriate | Tier level support still in developmental stages.

Data analysis not consistently utilized to guide and improve instruction.

A need for increased use of differentiated instruction exists.

Inconsistent fidelity to curriculum implementation exists.

Implementation of NGSSS is in the initial stage. | framework of learning - cross curricular

Training for Mathematics NGSSS/CCSS.

Implementation of Mathematics NGSSS/CCSS.

Use of Instructional Materials that correlate with the Mathematics NGSSS/CCSS.

District instructional trainer/coaches in math.

Math instructional trainer/coaches assigned to select schools.

Pre/Post math assessments at the elementary level

Progress monitoring tools

Training teachers to use data to drive their instruction

MTSS(RtI) Coaches

MTSS(Problem Solving/RtI)

School based content and pedagogy training focus on math

Cooperative Learning Strategies: Cooperative Pairs, Small group interactions

The use of Graphic | Domain 1: Classroom Strategies and Behaviors, Learning Focused Strategies (LFS) | Curriculum and Instructional Services (CIS),Exceptional Student Services (ESE),Research and Evaluation Services Dept. (R&E),Staff Development Dept. (SD), Student Services Dept. (SS),MTSS(RtI) Supervisor, Title 1 Supervisor, ESOL Supervisor |

		instructional groupings, specific teacher guidance and direction, and motivational strategies to increase their performance. Students need teachers to use formative assessments to improve student learning by using data to drive instruction. Students need extensive practice in newly learned strategies and skills, with opportunities to think aloud about the steps they take.		Organizers Scaffold instruction and materials use Direct mathematical vocabulary instruction Implement mathematics strategies that lead to higher order thinking Addition of Mathematics Resource teachers in select schools ESOL Resource Teachers	
		Reading Pasco's CCRP, MMH Treasures, is designed to support differentiated instructional strategies to ensure all learners reach the same high-level literacy outcomes. Pasco has adopted a strong core comprehensive reading program and conducts fidelity		Additional resources: speech language pathologist, provide additional supports	

| Students with Disabilities | Reading | checks to insure that all students are receiving strong initial instruction.

Based on review of relevant data, and with the assistance of the K-12 Literacy Coach at each school, schools identify the needs of their students. School Improvement Plans reflect the literacy goals of the schools. As schools implement their plans of action to improve literacy, they include weekly professional development in reading to build teachers' capacity to help students.

To develop strong reading vocabulary teachers will learn how to utilize explicit instruction for introducing Tier 2 vocabulary and provide multiple opportunities for reading words in context.

Develop consistent routines for scaffolding student learning including the | Level Progress Monitoring inconsistent and lacked differentiation based on need.

Tier level support was in varying stages of implementation.

Fidelity to curriculum implementation

Implementation of new initiatives

Time needed to implement

Scheduling and allocation needed to be realigned.

Time needed for teachers to attend PD that targeted recent research in area of intervention, design, and selection. | to targeted populations.

K-12 Literacy Coaches

Continuum of services

Increasing exposure to general education curriculum

Positive behavior support – continue to develop district wide

Reading intervention program for students reading below grade level – Triumphs and Kaleidoscope & Stevenson language

Instructional trainer coaches

Flexible grouping patterns using leveled reading materials to enhance student learning

Increase use of progress monitoring and data analysis that accurately targets area of instruction or directs team to engage in further analysis. | Domain 1: Classroom Strategies and Behaviors, Learning Focused Strategies (LFS) | Curriculum and Instructional Services (CIS),Exceptional Student Services (ESE),Research and Evaluation Services Dept. (R&E),Staff Development Dept. (SD), Student Services Dept. (SS),MTSS(RtI) Supervisor, Title 1 Supervisor |

		use of teacher think alouds for demonstration of effective literacy strategies. FAIR BDI TDI				
		Specific instructional strategies need to be selected based on the impact of the student's disability and diverse learning styles. Students need to increase their depth of knowledge within the mathematics content and process standards. Fluency in using basic math skills needs to increase along with applications of math concepts to problem solving. Students need a focused, challenging progression of mathematics learning.		Learning Focused Strategies (LFS) - comprehensive school improvement model that uses exemplary practices within framework of learning - cross curricular Training for Mathematics NGSSS/CCSS. Implementation of Mathematics NGSSS/CCSS. Use of Instructional Materials that correlate with the Mathematics NGSSS/CCSS. District instructional trainer/coaches in math. Math instructional trainer/coaches assigned to select schools. Pre/Post math assessments at the elementary level Progress monitoring tools Training teachers to		

| Students with Disabilities | Mathematics | Difficulty with fractions (including decimals and percents) is a major obstacle to further progress in mathematics, including algebra.

Students with disabilities students need greater access and opportunities.

Students need appropriate instructional groupings, specific teacher guidance and direction, and motivational strategies to increase their performance.

Students need teachers to use formative assessments to improve student learning by using data to drive instruction.

Students need extensive practice in newly learned strategies and skills, with opportunities to think aloud about the steps they take. | Tier level support continues in early development stages.

Fidelity to curriculum implementationwas lacking.

Implementation of NGSSS was in the initial stage. | use data to drive their instruction

MTSS(RtI) Coaches

MTSS(Problem Solving/RtI)

School based content and pedagogy training focus on math

Cooperative Learning Strategies: Cooperative Pairs, Small group interactions

The use of Graphic Organizers

Scaffold instruction and materials use

Direct mathematical vocabulary instruction

Implement mathematics strategies that lead to higher order thinking

Review and analyze individual student and classroom assessment data to determine appropriate curriculum, instruction and schedules.

Ongoing systematic communication and collaboration between SWD providers, general education teachers, and coaches

Addition of Mathematics Resource teachers | Domain 1: Classroom Strategies and Behaviors, Learning Focused Strategies (LFS) | Curriculum and Instructional Services (CIS),Exceptional Student Services (ESE),Research and Evaluation Services Dept. (R&E),Staff Development Dept. (SD), Student Services Dept. (SS),MTSS(RtI) Supervisor, Title 1 Supervisor |

	in select schools		
Other (e.g. Migrant) [as needed]	Reading		
Other (e.g. Migrant) [as needed]	Mathematics		

Title I District Improvement Plan - (Part3_1)

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

Grade Level	Core Reading and Scientifically Research-Based Program(s)
ELEMENTARY	The CCRP serves as the foundational Curriculum, Instruction, and Assessment resource for Tier 1. The CCRP correlates to all Reading and Language Arts Sunshine State Standards and includes instructional content based on the five essential components of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension. The CCRP contains instructional design components that are based on reading research and include explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, aligned student materials, and multiple modes of assessment to guide instructional decision making. Macmillan/McGraw-Hill, Treasures, is a comprehensive core program utilized for students K-5 (see school materials chart). This is a fully integrated Language Arts program that includes explicit instruction in all 5 areas of reading in alignment with the Sunshine State Standards. The program is designed to deliver instruction to students using research based instructional routines including teacher read alouds, modeling, think alouds, word work, guided student practice with instructional level text, independent practice with leveled readers and opportunities for applying new learning in workstations and inquiry projects. Opportunities for and examples of corrective feedback during instruction ensures all students have opportunities to learn essential skills. Scott Foresman, Reading Street is a comprehensive core program utilized for students in K (see materials chart). Scott Foresman is an integrated Language Arts program that includes explicit instruction in all 5 areas of reading in alignment with the Sunshine State Standards. The program is designed to deliver literacy instruction that is integrated with national science and social studies standards. Research based instructional routines are clearly defined for teachers and supported through citation and additional references. Instructional routines include guiding questions, teacher modeling, read alouds, shared reading, guided reading, and independent reading. Daily progress monitoring guides ensure that all students are on target for successfully mastering benchmark assessments and that grouping is flexible to meet the needs of a diverse class. Teachers in K-2 will supplement the CCRP in order to align their instruction with the CCSS by increasing the use of informational texts during read alouds, incorporating text dependent questions into instruction and discussions, and by providing opportunities for shared and independent writing in response to text. In addition, Kindergarten teachers will model how to generate and ask questions related to text using big books and read alouds.
	Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade. The study of short texts is particularly useful to enable students at a wide range of reading levels to participate in the close analysis of more demanding text. Place a high priority on the close, sustained reading of complex text. Such reading emphasizes the particular over the general and strives to focus on what lies within the four corners of the text. Such close reading often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text. Scaffolds enable all students to experience the complexity of the text, rather than avoid it. Many students will need careful instruction— including effective scaffolding—to enable them to read at the appropriate level of text complexity. However,

MIDDLE	the scaffolding should not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading the text; that is, the scaffolding should not itself become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully. Effective scaffolding aligned with the Standards should result in the reader encountering the text on its own terms, providing helpful directions that focus students on the text. Follow-up support should guide the reader when encountering places in the text where he or she might struggle. When productive struggle with the text is exhausted, questions rather than explanations can help focus the student's attention to key phrases and statements in the text, or the organization of ideas in the paragraph.

The only middle grades reading course required for students scoring Level 3 and above on FCAT Reading is 6th grade Developmental Reading, which utilizes Florida Treasures reading series from Macmillan/McGraw-Hill. Treasures is a research-based Comprehensive Core Reading Program that enables teachers to provide explicit, systematic reading instruction for students scoring at achievement levels 3, 4, & 5. Teachers will provide a variety of methods to develop strategies and critical thinking skills for continued literacy development that reaches outside the boundaries of 6th grade reading.

During whole group lessons, teachers will conduct mini-lessons that introduce, model, teach, and review skills and strategies as it relates to a specific text. Teacher-led small group instruction provides opportunities to differentiate and support learning presented in whole group utilizing common text at the instructional level of the students in the group. A variety of resources including various genres and structures of text are accessed to ensure appropriate levels and needs are selected to meet the instructional ranges of the groups. Leveled readers and articles, trade books, and science and social studies leveled text provide students guided practice with a range of genres and topics. This guided practice allows students to grapple with text in order to understand the purpose of the skill and strategy and its potential success within a specific text.

Cross-Curricular Workstations will be used to provide independent, meaningful practice and activities that reinforce key reading skills and concepts using varying text. Here students are challenged to work with text with provided scaffolds that enhance their ability to read more complex and longer text. Teachers are guided to ask questions that prompt reflection and experimentation in order to develop the sense of how to attack a piece of text that might occur outside the reading classroom. The Workstation activities also provide opportunities for independent reading, independent writing, fluency practice, building vocabulary, technology integration, and critical thinking.

Multiple texts that the students can read accurately, fluently and with comprehension are provided for independent application of skills and strategies previously taught during the mini-lesson. Independent level texts are available from Treasures trade book library or acquired from the school library, classroom library, and various online leveled resources like EBSCO HOST. Independent reading practice should provide opportunities for student choice, conversation, and collaboration. Providing these opportunities also supports building stamina for sustained reading. Teacher/student conferencing during independent reading will provide monitoring of appropriate text selection and strategy transfer.

The district will provide resources to support the increased use of informational texts, including text for read-alouds, selecting and purchasing materials, and recruiting teachers to develop text-based questions and writing connections to the selected texts. K-12 literacy coaches will provide resources and support as teachers plan for instruction/intervention of learners. K-12 literacy coaches will support the selection of text to ensure that a variety of complexity levels are utilized during instructional sequences. In addition, K-12 literacy coaches will continue to provide guidance to teachers regarding flexible grouping, and regrouping, of students as they expose them to increasingly complex texts in instruction over time. |
| HIGH | The district will provide resources to support the increased use of informational texts, including text for read-alouds, selecting and purchasing materials, and recruiting teachers to develop text-based questions and writing connections to the selected texts. K-12 literacy coaches will provide resources and support as teachers plan for instruction/intervention of learners. K-12 literacy coaches will support the selection of text to ensure that a variety of complexity levels are utilized during instructional sequences. In addition, K-12 literacy coaches will continue to provide guidance to teachers regarding flexible grouping, and regrouping, of students as they expose them to increasingly complex texts in instruction over time. |

Additional Information	• Under High school- there is a reference to Read XL- This should be Read 180

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	Reading intervention during the one hour extended day will follow the gradual release of responsibility instructional model in order to develop mastery of foundational skills in primary students, and to strengthen the abilities of intermediate students to cognitively engage with text using close and careful reading and writing to learn to convey understanding. The district will select research based materials in conjunction with the school-based literacy leaders in order to assure that the materials selected will meet the needs of the school's population and will align with the core instruction.

The district will provide resources to support the increased use of informational texts for read-alouds for grades K-2, selecting and purchasing materials, and recruiting teachers to develop text-based questions and writing connections to the selected texts. K-12 literacy coaches will provide resources and support as teachers plan for instruction/intervention of learners. K-12 literacy coaches will support the selection of text to ensure that a variety of complexity levels are utilized during instructional sequences. In addition, K-12 literacy coaches will continue to provide guidance to teachers regarding flexible grouping, and regrouping, of students as they expose them to increasingly complex texts in instruction over time.

Using a flexible services model, immediate intensive intervention (iii) will be provided to all students who are not meeting standards. Immediate intensive intervention is initiated when assessment data indicates students are having difficulty learning essential literacy skills. Utilizing the Multi Tiered Systems of Support (MTSS), resources (time, materials, expertise, grouping structures, assessment & feedback) are proportionally allocated to match the intensity of the literacy problem, thereby providing students with more explicit instruction to reach the same learning outcomes.
Immediate intensive intervention may be accomplished through targeted instruction during the reading block or more intensive Tier 2 supports as an extension of the reading block. The goal of iii is to provide students with the amount of intensive instruction necessary in order to support the student's acquisition of essential learning goals in Tier 1. Some students will need more instruction and more practice in order to reach the same outcomes as their peers. Students may require greater support with the acquisition of certain skills than others. Once students demonstrate successful application of reading skills with independent level text, they are presented with increasingly complex text on which to apply those skills.

Screening, progress monitoring, and unit assessments should guide iii services. This data will be analyzed as part of the school's progress monitoring plan to help identify students in grades K-5 who require additional support services. The Assessment/Curriculum Decision Tree will be used to determine if services should be provided strategically (within the 90 minute block) or if a more comprehensive intervention must be added to the 90 minute block in order for students to make progress at the rate of their peers toward grade level standards. |
| MIDDLE | The district will provide resources to support the increased use of informational texts, including text for read-alouds, selecting and purchasing materials, and recruiting teachers to develop text-based questions and writing connections to the selected texts. K-12 literacy coaches will provide resources and support as teachers plan for instruction/intervention of learners. K-12 literacy coaches will support the selection of text to ensure that a variety of complexity levels are utilized during instructional sequences. In addition, K-12 literacy coaches will continue to provide guidance to teachers regarding flexible grouping, and regrouping, of students as they expose them to increasingly complex texts in instruction over time. |
| HIGH | The district will provide resources to support the increased use of informational texts, including text for read-alouds, selecting and purchasing materials, and recruiting teachers to develop text-based questions and writing connections to the selected texts. K-12 literacy coaches will provide resources and support as teachers plan for instruction/intervention of learners. K-12 literacy coaches will support the selection of text to ensure that a |

	variety of complexity levels are utilized during instructional sequences. In addition, K-12 literacy coaches will continue to provide guidance to teachers regarding flexible grouping, and regrouping, of students as they expose them to increasingly complex texts in instruction over time.
Additional Information	Under Supplemental reading and Scientifically research Based Programs- the reference to CCC (Computer Curriculum Corporation) lab should be removed as we no longer use this program.

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

Title I District Improvement Plan - (Part 3_2)

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

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
ELEMENTARY	Extended school day programs offer Pasco County students additional support in the acquisition of key literacy skills and concepts. Assessment data, including FCAT achievement levels, Running Records, and FAIR, are used to prioritize student participation in these tutoring programs and serves as the basis for instructional planning. State achievement level standards and district matrices are used for determining proficiency ranges. Early intervention ensures that students receive additional support before they are too far behind and when their motivational level is still high. When at all possible, before, after, and summer school reading activities will target these beginning at–risk readers. (See also, Pasco's Summer Reading Camp application. Some schools may choose to use Title I funding to offer K-2, or 4-5 students the opportunity to participate in summer reading camps.) The district is encouraging school based leaders to hire teachers with the following qualifications: Evidence of prior success teaching reading to struggling readers as indicated by various assessment data and student work samples over time; reading certified or endorsed; or expertise in tailoring instruction to meet individual students' needs as well as in accelerating their learning. In addition, it is recommended that teachers have successfully completed the district's Independent Reading & Student Conferencing professional development in order to teach in the Summer Reading Camp or one hour extended day program for 3rd-5th grades. The district will use Supplemental Academic Instruction (SAI) categorical funding and K-12 Reading categorical funding to provide an additional hour of intensive reading instruction beyond the normal school day for each day of the entire school year for students in any		Curriculum and Instructional Services (CIS)

	Pasco County elementary school in the 100 lowest-performing elementary schools in the state.			
MIDDLE	The district will continue to monitor how schools allocate time for needed intensive intervention based on student performance data. Students in need of decoding and text reading efficiency receive extended intervention time. The purpose of before, after and extended school year is to expand the amount of time students are exposed to high quality reading instruction and provide increased opportunities for skill development. Assessment data prioritizes student participation in these programs and serves as the basis for instructional planning. Schools may offer assistance in reading, content area reading and FCAT preparation. A previewing model may be used to familiarize students with vocabulary and to activate or build background knowledge of content they will need during the school year. Tutoring, mentoring, and cross-age programs for students who are struggling in the area of reading occur through our District Volunteer Program which includes Youth, Adult, and Senior Volunteers, the Retired and Senior Volunteer Program, the Teen Trendsetter Program, "Take Stock in Children" and Big Brothers/Big Sisters. These volunteers provide struggling readers the motivation and opportunity for additional practice in using reading strategies learned in the classroom during the school day. These programs occur before, during, or after school, as well as during extended school year.		Curriculum and Instructional Services (CIS)	
HIGH	The district will continue to monitor how schools allocate time for needed intensive intervention based on student performance data. Students in need of decoding and text reading efficiency receive extended intervention time. The purpose of before, after and extended school year is to expand the amount of time students are exposed to high quality reading instruction and provide increased opportunities for skill development. Assessment data prioritizes student participation in these programs and serves as the basis for instructional planning. Schools may offer assistance in reading, content area reading and FCAT preparation. A previewing model may be used to familiarize students with vocabulary and to activate or build background knowledge of content they will need during the school year. Tutoring, mentoring and cross-age programs for students who are struggling in the area of reading occur through our District Volunteer Program which includes Youth, Adult, and Senior Volunteers, the Retired and Senior Volunteer Program, the Teen Trendsetter Program, "Take Stock in Children" and Big Brothers/Big Sisters. These volunteers provide struggling readers the motivation and opportunity for additional practice in using reading strategies learned in the classroom during the school day. These programs occur before, during or after school, as well as during extended school year.		Curriculum and Instructional Services (CIS)	

Additional Information	

Title I District Improvement Plan - (Part 3_3)

3_3) Describe the reading opportunities that will be provided for targeted groups and grade level as it relates to sections 3_1 and 3_2. Provide the frequency, duration, and person responsible for monitoring.

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	Elementary Students not meeting standards in reading or math Elementary students that receive a Level 1 Students at eligible Title I schools who are eligible for free/reduced lunch Elementary migrant students Migrant students identified for priority for services Level 1 and level 2 for grades 3 and up	16 hours per week for 6 week SES – based on per pupil allocation and fees charged by providers 3 hours per week for Elementary	Curriculum and Instructional Services (CIS)
MIDDLE	Secondary students not meeting standards in reading or math or require credit recovery	3 hours per week and Secondary 16 hours per week for 6 week Secondary allows for rotation of students served based on credit recovery needs (approx. 3 hours per week)	Curriculum and Instructional Services (CIS)
HIGH	Secondary students not meeting standards in reading or math or require credit recovery	3 hours per week and Secondary 16 hours per week for 6 week Secondary allows for rotation of students served based on credit recovery needs (approx. 3 hours per week)	Curriculum and Instructional Services (CIS)

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
		-Every Day Counts Calendar Math -Timez Attack -FASTT Math	

ELEMENTARY	Houghton Mifflin Harcourt Go Math! Florida	-Center Stage Math -Everyday Math -Mountain Math -Aha! Math -AIMS (Activities that Integrate Math and Science) -Hands-On Equations -Hands-On Standards -Now I Get It! -Math Process Standards Series -Number Worlds -Accelerated Math -Holt McDougal Math (Advanced STudents) -Educity (Math)	Mathematics instructional/trainer coaches and resource teachers will provide teacher training on best practices and content with follow up support. Houghton Mifflin Harcourt will continue to provide professional development upon request. Mathematics NGSSS/CCSS training will continued to be offered.
MIDDLE	Big Ideas Math Prentice Hall Mathematics Algebra I(Honors)	-Every Day Counts Calendar Math - Algebra Prep -Mountain Math -AIMS (Activities that Integrate Math and Science) -Hands-On Equations -Momentum Math -Pizzazz Series -Accelerated Math -Study Island	Mathematics instructional/trainer coaches will provide teacher training on best practices and content with follow up support. Big Ideas Math and Prentice Hall will continue to provide professional development upon request. Mathematics NGSSS training will continued to be offered.
HIGH	Prentice Hall Mathematics	-Hands On Equations -Pizzazz Series -The Geometer's Sketchpad -Apangea Learning -Accelerated Math -Study Island -Inside Algebra -Apex Learning -Geogebra	Mathematics instructional/trainer coaches will provide training on best practices and content with follow up support. Prentice Hall will continue to provide professional development upon request. Mathematics NGSSS training will continued to be offered.

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
Course Recovery in Math at the Middle School Level	Students that did not pass their courses	Ongoing	Curriculum and Instructional Services (CIS)
Credit Recovery in Adult Education and summer school programs – High School	Students that did not pass their courses	Ongoing	Curriculum and Instructional Services (CIS) Career and Technical Education (CTE)
Cohort Credit Recovery	Students that did not pass their courses	Ongoing	CIS- Graduation Enhancement

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	Harcourt Science	FCAT Explorer Study Island Pasco Environmental Programs AIMS Project Wet and Wild StarLab Geocaching Florida Focus Achieves	NGSSS training Science Fair Training MSPD –Math/Science Professional Development Human Growth and Development Inquiry Training Science, Tobacco, and You StarLab Training Marine Explorers and Science Notebook
MIDDLE	Holt Science and Technology	FCAT Explorer Study Island Pasco Environmental Programs AIMS Project Wet and Wild StarLab Geocaching L.I.F.E. Florida Focus Achieves	NGSSS training Science Fair Training MSPD – math/science professional development Watershed Ambassador Program Human Growth and Development Inquiry Training Science, Tobacco, and You StarLab Training
HIGH	Glencoe/McGraw Hill-Physical Science with Earth Science) Holt, Rinehart, and Winston-Biology (Florida Holt Biology), Environmental Science (Florida Holt Environmental Science), Physics, and Biology Honors Pearson/Prentice Hall-Chemistry Gradual release models, Understanding by Design District developed curriculum maps aligned to NGSSS Support from textbook resources: Physical Science-Glencoe/McGraw Hill, Physical Science Honors- Holt; Biology and Biology Honors – Pearson/Prentice Hall; Chemistry- Pearson and Chemistry Honors- Holt McDougal; and Environmental Science-Pearson/Prentice Hall; Anatomy and Physiology- McGraw Hill, Anatomy and Physiology Honors- Pearson/Prentice Hall; Marine Science- McGraw-Hill; Physics- Holt Physics	FCAT Explorer Pasco Environmental Programs AIMS Starlab Geocaching Florida Focus Achieves	NGSSS training Science Fair Training Project Wet and Wild StarLab Training Pasco Water Web

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

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
Extended Year - Pasco Environmental Academic Camp Experience Extended Year – Cotee River Estuary and Watershed Extended Year and Extended Day - Course Recovery in Science - Middle School Extended Year and Extended Day - Credit Recovery in Adult Education and summer school programs – High School	Eligible Title I students (PEACE Grades 4 and 5) Fee based (CREW Grades 2 through 12) Students who did not pass their courses	Week long PEACE & CREW Ongoing Extended year and Extended day	Curriculum and Instructional Services (CIS) Career and Technical Education (CTE)

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	Six Traits of Effective Writing Treasures – reading series has a writing component	Lucy Cawkins Tampa Bay Area Writing Project Treasures Language Arts Program	Tampa Bay Area Writing – Training MMH writers workshop for teachers
MIDDLE	Six Traits of Effective Writing	DRAPES Killgallon Sentence Composing Six Traits of Effective writing	Tampa Bay Area Writing – Training
HIGH	Six Traits of Effective Writing	DRAPES Killgallon Sentence Composing Six Traits of Effective writing	Tampa Bay Area Writing – Training

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

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.

All Title I schools identified as being a school in need of improvement have set aside ten percent of their Title I budgets for professional development. The remaining Title I schools have also set aside varying percentages of their Title I budgets for professional development. The budgets for every Title I school are reviewed at the annual Title I LEA Technical Assistance meeting to ensure that each school required to set aside the 10% for professional development has done so. All Title I schools have also written professional development activities into their School Improvement Plans focusing on their specific areas of deficiency. The DSBPC analyzes student performance trend data, teacher performance data, teacher professional development plans, teacher certification needs, support staff job competencies, federal and state mandates, and the district strategic plan in order to identify and prioritize the professional development needs of teachers at schools identified as in need of improvement. Each Title I school also participates in a school-wide data disaggregation activity and utilizes this data to determine professional development needs.

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
Communication	Parent Survey	Connect Schools – technology used to communicate with parents, District website, Parenting Tips, SAC Brochures, School Success Resources, RtI/MTSS parent brochure, ESOL Parent Communications, Title I brochure, Migrant News letter, Families first guide, School Profile, ESE News Letter	Parent Survey Town Hall meetings	Communications Exceptional Student Education (ESE) Student Services (SS) CIS/ESOL/Title I
Academics and Behavioral Support	District Parent Survey, Annual ESE parent survey, Title I needs assessment, Migrant needs assessment, ELL needs assessment	Science Parent Workshops, ESOL Parent Meetings, Migrant advisory Council,Literacy Parent Workshops, Math Parent Workshops,Science Parent Workshops	Participation in academic workshops,Attendance in ESOL Parent Meetings, Attendance Migrant advisory Council	Communications,Exceptional Student Education (ESE), Student Services (SS), Instructional Media and Technology Dept (IMT), CIS/Title I
Volunteering & Parenting Skills	Survey	Active Parenting Participation in great American teach in	Volunteer Hours,Attendance in active parenting, Participation in great American teach in	Communications Exceptional Student Education (ESE) Student Services (SS)

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)

For academic years 2009-2010 and 2010-2011, English Language Learners (ELLs) in the District School Board of Pasco County showed mixed results in attaining the No Child Left Behind (NCLB) Title III Annual Measurable Achievement Objectives (AMAO) 1, 2, and 3. AMAO 1, percentage of students showing progress in English language acquisition, as measured on the Comprehensive English Language Learning Assessment (CELLA), was not met in 2009-2010, but was met in 2010-2011. For AMAO 2, progress in the percentage of ELLs attaining proficiency in English, the District met the criteria in all grade clusters in 2009-2010, however, did not meet the criteria for grade cluster 3-5 in 2010-2011. The District did not meet the criteria for AMAO 3, performance on the attainment of academic standards based on FCAT proficiency level 3 in reading and mathematics for both the 2009-2010 and 2010-2011 school years.

The greatest barrier to ELLs in all grade clusters meeting AMAO 3 has been the turnover of students whose primary language is not English. Though many exit from services each year, a great number of new ELLs replenish the population and they need additional time to move towards English language proficiency. In terms of their ability to perform on AMAO 3, when compared to the District's non-ELL population, this pattern calls for added time to reach academic proficiency. A secondary factor involves ESOL Resource Teachers, spread over more and more campuses, who have been systematically readdressing the manner in which they consult with and coach classroom teachers. This is an ongoing and multi-year rollout. The cause for this has been a District-wide shift to a coaching model and a rapid and sustained increase in the District's student population, which has begun to level off only in the past couple of years. Nonetheless, Pasco remains in a modest growth mode when compared to the rest of Florida.

The District ELL Plan, board approved in September 2008, and certified by the Florida Department of Education, details the District's efforts on behalf of ELL achievement in attaining the AMAO's of Title III. The Plan includes references to program exits criteria based upon the Comprehensive English Language Learning Assessment (CELLA), the measure used for determining AMAO 1 and 2, as well as the FCAT for determining AMAO 3. The final two questions of the Plan address the District's goal in meeting these objectives.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
SBR Resources: Allocate additional resources to purchase SBR-designed supplemental resources for use in classrooms (e.g., Imagine Learning, BrainPOP ESL, Tell Me More software, Non-fiction leveled libraries, Bilingual libraries). Data Analysis: Monthly Imagine Learning Reports, FAIR Data, Classroom teacher assessments. Coaching: Conduct site visits, continue to support and train teachers, attend planning meetings and data chats.	ESOL Supervisor, ESOL Resource Teachers/Coaches	SY 2012 and forward	Title III LEA funds

3. Describe scientifically based research strategies to improve academic achievement	Personnel Responsible	Timeline	Funding Source

in reading/language arts. (AMAO 3; FCAT)			

Grade Level	Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)			
K-2	Grade K-2 Chart	ESOL Supervisor, ESOL Resource Teachers/Coaches, Reading Supervisor, Literacy Coaches	SY 2012 and forward	Title III LEA funds Title II, Part A K-12 Reading Plan
3-5	Grade 3-5 Chart			
6-8	Grade 6-8 Chart			
9-12	Grade 9-12 Chart			

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
SBR Resources: Allocate additional resources to purchase SBR-designed supplemental resources for use in classrooms (e.g., BrainPOP ESL, Tell Me More software, ESOL in the 21st century Math Classroom development). Data Analysis: Monthly reports from programs, classroom teacher assessments. Coaching: Conduct site visits, continue to support and train teachers, attend planning meetings and data chats.	ESOL Supervisor, ESOL Resource Teachers/Coaches	SY 2012 and forward	Title III LEA funds

5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.	Personnel Responsible	Timeline	Funding Source
Professional Development for content area teachers: Develop training for content specific ESOL trainings (e.g., ESOL in the 21st Century Math Classroom, ESOL in the 21st Century Social Studies Classroom, ESOL in the 21st Century Science Classroom). Professional Development for Instructional Assistants: Training in the use of SBR instructional strategies for ELLs (aligned with WIDA, NGSS, and CCSS). Professional Development (non-mandated, non-endorsement) for classroom teachers (Danny Brassell). Follow-up coaching of IA's and teachers by school-based ESOL Resource Teachers.	ESOL Supervisor, ESOL Resource Teachers/Coaches, Professional Consultant	SY 2012 and forward	Title III Title I (collaboration) LEA funds

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
Coordinate and implement Tell Me More for parents. Author, publish and distribute ESOL Family Handbook and FAQ's podcast accessible to all ELL families (bilingual English and Spanish). Author, publish and implement parent resources webpage. PLC expansion to include teaming with other school functions and Title I parent involvement coordinators (where applicable).	ESOL Supervisor, ESOL Resource Teachers/Coaches, District Translation/Interpretation Specialist, Title I Parent Involvement Coordinator	SY 2012 and forward	Title III Title I (collaboration) IDEA LEA funds

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

District Assistance and Intervention Plan: Differentiated Accountability

Section 1001.42(18), Florida Statutes

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

Accountability.

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

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