

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Bay



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Last Modified on: 12-10-2012

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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 this plan was a collaborative effort of every department within the Division of Teaching and Learning. District staff in turn involved school staff. Parents were asked to complete the district's climate survey and parents at Title I schools were asked to complete a spring parent involvement survey and results were used in the development of this plan. Members of the District Assistance Team, specifically constituted to provide support for all schools in pursuit of AMO, served to inform subject specific sections of the plan and to give insight and lend support regarding the choice and implementation of instructional strategies, interventions, and supplemental programs.

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
				<p>a. Continue to disperse and embed the Language Arts Next Generation SSS into the reading curriculum adding NGSSS Civics standards and Science standards to the ELA curriculum. In Kindergarten and 1st Grade, the Common Core State Standards have been embedded into the ELA curriculum.</p> <p>b. Implement Discovery Education Assessment (DEA) district wide using the data to drive classroom instruction.</p> <p>c. Tenets of text complexity will be emphasized K-12 across the curriculum to help improve students' reading</p>		

Total	Reading	For the total population, 57% of students scored at or above proficiency in reading.	<p>In the prior year, Bay District Schools implemented the Next Generation Sunshine State Standards into the Language Arts curriculum in order to align the curriculum with FCAT 2.0 for Reading. Also, ELA/CCSS for Kindergarten was implemented into the curriculum. New pacing guides are available on the District's webpage to include the NGSSS for Language Arts as well as ELA/CCSS and Literacy/CCSS in an effort to update content</p>	<p>comprehension in all subjects.</p> <p>d. Literacy Coaches will be provided by the district at required DA status schools as well as to other district schools with the greatest reading need based on data.</p> <p>e. Continue to implement intensive intervention for reading and math, Level 1 and Level 2 students, with the ASPIRE Program (Academic Success Prevention Intervention Enrichment) at the secondary level.</p> <p>f. RtI/MTSS Interventionists will be provided by the district at the elementary level and secondary level. RtI/MTSS teams have been established as documented in each school's School Improvement Plan.</p> <p>g. Select district staff will be assigned to each school for fidelity and accountability.</p> <p>h. The FOCUS database will be provided to district administration, school administration, and instructional staff for data analysis, student performance monitoring, and data chats.</p> <p>i. Continue implementation of Bay District's K-12 Reading Instructional Framework.</p> <p>j. Monthly ELA/CCSS/Writing and Text Complexity staff development will be offered to District teachers and staff.</p> <p>k. All teachers will use GradeBook via FOCUS to communicate attendance and student progress to parents who sign up for Parent Portal.</p> <p>l. Instructional staff for all district schools will be provided the opportunity to</p>	See below.	District Staff: Division of Teaching and Learning
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Focus Calendars at the school level. Updating and blending the Next Generation Sunshine State Standards with the English Language Arts Common Core State Standards may have had an impact on Reading FCAT 2.0	<p>enroll and receive Reading Endorsement courses free of charge as well as CAR-PD/NGCAR-PD courses for secondary content area teachers.</p> <p>m. Pacing guides are available to district staff for English Language Arts in order to align curriculum to the Next Generation Sunshine State Standards as well as the Common Core State Standards.</p> <p>n. Literacy by the Bay, a Google website is available to assist Bay District teachers and staff with ELA/Reading/Literacy/Writing information.</p> <p>o. Two ELA/STS (Elementary/Secondary) positions have been added to provide staff development for ELA/CCSS.</p> <p>p. A District English Language Arts Team has been established to include Elementary/Middle/Secondary teachers and will meet on a quarterly basis during the academic year.</p> <p>q. Implementation of Lesson Study will enhance the vertical alignment of curriculum within the schools as well as the school district.</p> <p>r. Continue to provide CRISS training with the intent of becoming a CRISS District.</p> <p>s. Kagan training has been provided to both elementary and secondary staff within the District.</p> <p>t. Initiatives offered by Just Read, Florida! will be supported by the District to include: Celebrate Literacy Week, Summer Reading Initiative, Million</p>
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				Minute Marathon, etc.		
				<p>a. A math leadership team comprised of K -12th grade teachers, administrators, and instructional specialists in the areas of: elementary and secondary mathematics, RTI and ESE issues, literacy, and CCSS, has being created with the express purpose of developing a district action plan for supporting and increasing teacher capacity through a comprehensive professional development plan. The secondary purpose of this team will be to ensure that all stakeholders are aware and supported as we transition to CCSS.</p> <p>b. A Math Frameworks was developed based on the CCSS Mathematical Practices and a Guided Math framework for instruction. Professional development was created to support this framework and was offered to K – 12 teachers this past summer. All new teachers are required to participate in the math frameworks training this fall and spring. Also, the training will be offered to schools as well to groups of teachers upon request.</p> <p>c. The ASPIRE program (Academic Success Prevention Intervention Remediation, and Enrichment) will continue to implement intensive intervention for math for our Level 1 and Level2 students in the middle schools.</p>		

Total	Mathematics	<p>Although the prior district plan had many strategies and actions in place to address the full implementation of the Next Generation Sunshine State Standards for mathematics, FCAT 2.0 and Algebra 1 End of Course Assessment, the lack of teacher content knowledge especially at the elementary level was greater than anticipated. It was determined that this lack of content knowledge affected the teacher's ability to address the rigor and relevance necessary with NGSSS as well as the CCSS for mathematics. Another issue was the lack of prerequisite skills of students which was directly impacted by the transition to the NGSSS for grades 3 – 8 and Algebra 1 in a single year. As would be expected, this lack was most profound in our middle grades</p> <p>For the total population, 57% of students scored at or above proficiency in mathematics.</p>	<p>d. Teachers from the ASPIRE program, as well as teachers from our alternative middle and high school, and high school Algebra 1 teachers participated in a 3-day summer training on Kagan Cooperative Learning: It's All About Engagement. As a follow-up to this training, there will be monthly support group meetings after school as well as a follow-up visit this fall from a Kagan coach. Classroom walkthroughs and observations will be done routinely to anecdotally collect information on student engagement.</p> <p>e. New mathematics curriculum guides were developed for grades K – 8th as well as Algebra 1 Honors, Algebra 1A/1B, Geometry, Geometry Honors, and Algebra 2. These guides included hyperlinks to standards, test item specifications, lesson activities and resources, as well as the K – 3rd grade formative assessments from CPALMS. Essential questions and task analyses were also included on the K – 5th grade guides. The First Grade math curriculum guide was completely aligned to CCSS and included Learning Targets.</p> <p>f. Dashboard databases provided to district and school administration and instructional staff for data analysis, student performance monitoring and data chats.</p> <p>g. Discovery Education Assessment Services will continue to provide a common assessment for baseline and mid-year data requirements for Differentiated Accountability. These on-line assessments were made available for ALL schools to use. Continued training will be offered to administrators and</p>	See below.	Division of Teaching and Learning.
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classrooms and hindered many teachers from following the district pacing guides and the schools' focus calendars.

Many of our schools still did not focus on the test specific items nor did teachers focus on content limitations for instruction and assessment.

Finally, a lack of student engagement was also recognized as a major problem especially in the secondary mathematics classroom.

teachers in data analysis of benchmark assessment reports. Schools are also being trained in using this service to create common formative assessments.

h. MTSS Interventionists for both elementary and secondary have been provided by the district. Both elementary and secondary administrators will be provided training on the data-based problem-solving process. Staff training specialists for MTSS have been assigned to sets of schools to work closely with administrators and teachers on providing necessary supports for mathematics.

i. SME5(SuccessMaker) and Classworks software has been purchased by the district for use at all elementary and middle schools for Tier 2 support in mathematics.

j. Transmath, researched-based acceleration mathematics program will continue to be used in middle grades ESE classes.

Continued training and district assistance will be provided.

k. The district supported K – 5 teachers to attend summer ER & D training in the Thinking Mathematics project.

A primary purpose was to train teachers who would be able to lead an on-going Thinking Math course at schools during the school year. G. Math professional development.

l. Several technology training sessions were offered this summer with ThinkCentral (online Harcourt technology resources) and ConnectEd (online Glencoe technology resources.) One piece of this technology is the online textbook curriculum for all grade-levels.

m. Lesson study will continue in all schools. o. Student progress and attendance will

				<p>continue to be available to parent/guardians via Parent Portal website.</p> <p>p. A “family math night” curriculum called Math CAMP (Creating Awesome Mathematicians through Parent involvement) has been written to give to our elementary schools to help schools with parent involvement.</p> <p>q. Continued and ongoing training with Number Worlds, our primary RTI resource for Tier 3.</p>		
			<p>In the prior year, Bay District Schools implemented the Next Generation Sunshine State Standards into the Language Arts curriculum in order to</p>	<p>a. Continue to disperse and embed the Language Arts Next Generation SSS into the reading curriculum adding NGSSS Civics standards and Science standards to the ELA curriculum. In Kindergarten and 1st Grade, the Common Core State Standards have been embedded into the ELA curriculum. b. Implement Discovery Education Assessment (DEA) district wide using the data to drive classroom instruction. c. Tenets of text complexity will be emphasized K-12 across the curriculum to help improve students' reading comprehension in all subjects. d. Literacy Coaches will be provided by the district at required DA status schools as well as to other district schools with the greatest reading need based on data. e. Continue to implement intensive intervention for reading and math, Level 1 and Level 2 students, with the ASPIRE Program (Academic Success Prevention Intervention Enrichment) at the secondary level. f. RtI/MTSS Interventionists will be provided by the district at the elementary level and secondary level. RtI/MTSS teams have been established as documented in each school's School Improvement</p>		

White	Reading	<p>Students belonging to this population who were not considered proficient on the Reading FCAT 2.0 are as follows: Elementary-34% Middle School-35% High School-39%</p>	<p>align the curriculum with FCAT 2.0 for Reading. Also, ELA/CCSS for Kindergarten was implemented into the curriculum. New pacing guides are available on the District's webpage to include the NGSSS for Language Arts as well as ELA/CCSS and Literacy/CCSS in an effort to update content Focus Calendars at the school level. Updating and blending the Next Generation Sunshine State Standards with the English Language Arts Common Core State Standards may have had an impact on Reading FCAT 2.0</p>	<p>Plan. g. Select district staff will be assigned to each school for fidelity and accountability. h. The FOCUS database will be provided to district administration, school administration, and instructional staff for data analysis, student performance monitoring, and data chats. i. Continue implementation of Bay District's K-12 Reading Instructional Framework. j. Monthly ELA/CCSS/Writing and Text Complexity staff development will be offered to District teachers and staff. k. All teachers will use GradeBook via FOCUS to communicate attendance and student progress to parents who sign up for Parent Portal. l. Instructional staff for all district schools will be provided the opportunity to enroll and receive Reading Endorsement courses free of charge as well as CAR-PD/NGCAR-PD courses for secondary content area teachers. m. Pacing guides are available to district staff for English Language Arts in order to align curriculum to the Next Generation Sunshine State Standards as well as the Common Core State Standards. n. Literacy by the Bay, a Google website is available to assist Bay District teachers and staff with ELA/Reading/Literacy/Writing information. o. Two ELA/STS (Elementary/Secondary) positions have been added to provide staff development for ELA/CCSS. p. A District English Language Arts Team has been established to include Elementary/Middle/Secondary teachers and will meet on a quarterly basis during the academic year. q. Implementation of Lesson Study will enhance the vertical alignment of curriculum within the schools as well as the</p>	See below.	District Staff: Teaching and Learning Division
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			<p>school district. r. Continue to provide CRISS training with the intent of becoming a CRISS District. s. Kagan training has been provided to both elementary and secondary staff within the District. t. Initiatives offered by Just Read, Florida! will be supported by the District to include: Celebrate Literacy Week, Summer Reading Initiative, Million Minute Marathon, etc.</p>	
			<p>a. A math leadership team comprised of K -12th grade teachers, administrators, and instructional specialists in the areas of: elementary and secondary mathematics, RTI and ESE issues, literacy, and CCSS, is being created with the express purpose of developing a district action plan for supporting and increasing teacher capacity through a comprehensive professional development plan. The secondary purpose of this team will be to ensure that all stakeholders are aware and supported as we transition to CCSS.</p> <p>b. A Math Frameworks was developed based on the NCTM Math Processes and the 5 Strands of Mathematical Proficiency (Adding It Up: NRC). The Mathematical Practices associated with the K -12 CCSs has also been embedded into our framework. Professional development was created to support this framework and was offered to K – 12 teachers this past summer. All new teachers will be required to participate in the math frameworks training this fall and spring. Also, the training will be offered to schools as well to groups of teachers upon request.</p> <p>c. The ASPIRE program (Academic Success Prevention Intervention Remediation, and Enrichment)</p>	

will continue to implement intensive intervention for math for our Level 1 and Level2 students in the middle schools.

d. Teachers from the ASPIRE program, as well as teachers from our alternative middle and high school, and select high school Algebra 1 teachers participated in a 5-day summer training on Kagan Cooperative Learning: It's All About Engagement. As a follow-up to this training, there will be monthly support group meetings after school as well as a follow-up visit this fall from a Kagan coach.

Classroom walkthroughs and observations will be done routinely to anecdotally collect information on student engagement.

e. New mathematics curriculum guides were developed for grades K – 8th as well as Algebra 1 Honors, Algebra 1A/1B, Geometry, Geometry Honors, and Algebra 2. These guides included hyperlinks to standards, test item specifications, lesson activities and resources, as well as the K – 3rd grade formative assessments from CPALMS. Essential questions and task analyses were also included on the K – 5th grade guides.

The kindergarten math curriculum guide was completely aligned to CCSS.

f. Snapshot and/or Dashboard databases provided to district and school administration and instructional staff for data analysis, student performance monitoring and data chats.

g. Discovery Education Assessment Services was purchased last year to provide a common assessment for baseline and mid-year data requirements for Differentiated Accountability. These on-line assessments were made

Although the prior district plan had many strategies and actions in place to address the full implementation of the Next Generation Sunshine State Standards for mathematics, FCAT 2.0 and Algebra 1 End of Course Assessment, the lack of teacher content knowledge especially at the elementary level was greater than anticipated. It was determined that this lack of content knowledge affected the teacher's ability to address the rigor and relevance necessary with NGSSS as

White	Mathematics	<p>For this population 32% scored a level 1 or 2 in grades 3-5 and 34% scored a level 1 or 2 in grades 6 – 8.</p> <p>well as the CCSS for mathematics. Another issue was the lack of prerequisite skills of students which was directly impacted by the transition to the NGSSS for grades 3 – 8 and Algebra 1 in a single year. As would be expected, this lack was most profound in our middle grades math classrooms and hindered many teachers from following the district pacing guides and the schools’ focus calendars. Many of our schools still did not focus on the test specific items nor did teachers focus on content limitations for instruction and assessment. Finally, a lack of student engagement was also recognized as a major problem especially in the secondary mathematics classroom.</p>	<p>available for ALL schools to use. Continued training will be offered to administrators and teachers in data analysis of benchmark assessment reports. Schools are also being trained in using this service to create common formative assessments.</p> <p>h. RTI Interventionists for both elementary and secondary have been provided by the district. Both elementary and secondary administrators will be provided training on the data-based problem-solving process. Staff training specialists for RTI have been assigned to sets of schools to work closely with administrators and teachers on providing necessary supports for mathematics.</p> <p>i. SME4(SuccessMaker) and Classworks software has been purchased by the district for use at all elementary and middle schools for Tier 2 support in mathematics.</p> <p>j. Transmath, researched-based acceleration mathematics program will continue to be used in middle grades ESE classes and one ASPIRE 6th grade class. Continued training and district assistance will be provided.</p> <p>k. The district supported K – 8 teachers to attend summer ER & D training in the Thinking Mathematics project. A primary purpose was to train teachers who would be able to lead an on-going Thinking Math course at schools during the school year. Two elementary schools have scheduled monthly Thinking Math professional development.</p> <p>l. Several technology training sessions were offered this summer with ThinkCentral (online Harcourt technology resources) and ConnectEd (online Glencoe technology resources.) Also, Teachers on</p>
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Special Assignment (TOSAs) have been assigned to every school with the sole purpose of helping teachers integrate the use of technology into their curriculum and classrooms. One piece of this technology is the online textbook curriculum for all grade-levels.

m. In response to the increase in student engagement with the use of the 4MAT 4 Algebra supplemental curriculum used in one Algebra 1A/1B course last year, teachers from each high school were trained this summer on the 4MAT 4 Algebra philosophy for brain-based learning. Three teachers are participating in an online course for 4Mat 4 Algebra this fall and using the curriculum in their Algebra 1A/1B classrooms with the intent to increase student achievement through engagement.

n. Lesson study was piloted in 5 schools last year (2 elementary, 2 middle, 1 high). This year, every school in the district will participate in at least 1 cycle of Lesson study in reading, writing or mathematics according to school data.

o. Student progress and attendance will continue to be available to parent/guardians via Parent Portal website.

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reading curriculum adding NGSSS Civics standards and Science standards to the ELA curriculum. In Kindergarten and 1st Grade, the Common Core State Standards have been embedded into the ELA curriculum. b. Implement Discovery Education Assessment (DEA) district wide using the data to drive classroom instruction. c. Tenets of text complexity will be emphasized K-12 across the curriculum to help improve students' reading comprehension in all subjects. d. Literacy Coaches will be provided by the district at required DA status schools as well as to other district schools with the greatest reading need based on data. e. Continue to implement intensive intervention for reading and math, Level 1 and Level 2 students, with the ASPIRE Program (Academic Success Prevention Intervention Enrichment) at the secondary level. f. RtI/MTSS Interventionists will be provided by the district at the elementary level and secondary level. RtI/MTSS teams have been established as documented in each school's School Improvement Plan. g. Select district staff will be assigned to each school for fidelity and accountability. h. The FOCUS database will be provided to district administration, school

Black	Reading	<p>Students belonging to this population who were not considered proficient on the FCAT Reading 2.0 are as follows: Elementary-60% Middle School-60% High School-71%</p>	<p>Kindergarten was implemented into the curriculum. New pacing guides are available on the District's webpage to include the NGSSS for Language Arts as well as ELA/CCSS and Literacy/CCSS in an effort to update content Focus Calendars at the school level. Updating and blending the Next Generation Sunshine State Standards with the English Language Arts Common Core State Standards may have had an impact on Reading FCAT 2.0</p>	<p>administration, and instructional staff for data analysis, student performance monitoring, and data chats. i. Continue implementation of Bay District's K-12 Reading Instructional Framework. j. Monthly ELA/CCSS/Writing and Text Complexity staff development will be offered to District teachers and staff. k. All teachers will use GradeBook via FOCUS to communicate attendance and student progress to parents who sign up for Parent Portal. l. Instructional staff for all district schools will be provided the opportunity to enroll and receive Reading Endorsement courses free of charge as well as CAR-PD/NGCAR-PD courses for secondary content area teachers. m. Pacing guides are available to district staff for English Language Arts in order to align curriculum to the Next Generation Sunshine State Standards as well as the Common Core State Standards. n. Literacy by the Bay, a Google website is available to assist Bay District teachers and staff with ELA/Reading/Literacy/Writing information. o. Two ELA/STS (Elementary/Secondary) positions have been added to provide staff development for ELA/CCSS. p. A District English Language Arts Team has been established to include Elementary/Middle/Secondary teachers and will meet on a quarterly basis during the academic year. q. Implementation of Lesson Study will enhance the vertical alignment of curriculum within the schools as well as the school district. r. Continue to provide CRISS training with the intent of becoming a CRISS District. s. Kagan training has been provided to both elementary and</p>	See below.	District Staff: Division of Teaching and Learning
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				secondary staff within the District. t. Initiatives offered by Just Read, Florida! will be supported by the District to include: Celebrate Literacy Week, Summer Reading Initiative, Million Minute Marathon, etc.		
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Special Assignment (TOSAs) have been assigned to every school with the sole purpose of helping teachers integrate the use of technology into their curriculum and classrooms. One piece of this technology is the online textbook curriculum for all grade-levels.

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reading curriculum adding NGSSS Civics standards to the ELA curriculum. In Kindergarten, the Common Core State Standards have been embedded into the ELA curriculum.

b. Implement Discovery Education Assessment (DEA) district wide using the data to drive classroom instruction.

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f. RtI Interventionists will be provided by the district at the elementary level and secondary level. RtI teams have been established as documented in each school's School Improvement Plan.

In the prior year, Bay District Schools implemented the Next Generation Sunshine State Standards into the Language Arts curriculum in order to

Hispanic	Reading	<p>Students belonging to this population who were not considered proficient on the FCAT Reading 2.0 are as follows: Elementary-47% Middle School-41% High School-48%</p>	<p>align the curriculum with FCAT 2.0 for Reading. In addition, new pacing guides were dispersed to include the NGSSS for Language Arts in an effort to update content Focus Calendars at the school level. Updating from the Sunshine State Standards to the Next Generation Sunshine State Standards may have had an impact on Reading FCAT scores as schools prepared for Reading FCAT 2.0</p>	<p>g. Select district staff will be assigned to each school for fidelity and accountability.</p> <p>h. SnapShot and /or Dashboard databases are provided to district administration, school administration, and instructional staff for data analysis, student performance monitoring, and data chats.</p> <p>i. Continue implementation of Bay District's K-12 Reading Instructional Framework.</p> <p>j. All teachers will use GradeBook to communicate attendance and student progress to parents who sign up for Parent Portal.</p> <p>k. Instructional staff for all district schools will be provided the opportunity to enroll and receive Reading Endorsement courses free of charge as well as CAR-PD/NGCAR-PD courses for secondary content area teachers.</p> <p>l. Pacing guides are available to district staff for Language Arts/Reading in order to align curriculum to the Next Generation Sunshine State Standards.</p> <p>m. Literacy by the Bay, a Google website is available to assist Bay District teachers and staff with Reading/Literacy information.</p> <p>n. Implementation of Lesson Study will enhance the vertical alignment of curriculum within the schools as well as the school district.</p> <p>o. Continue to provide CRISS training with the intent of becoming a CRISS District.</p> <p>p. Initiatives offered by Just</p>	See below.	District Staff: Division of Teaching and Learning
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			Read, Florida! will be supported by the district to include: Celebrate Literacy Week, Summer Reading Initiative, Million Minute Marathon, etc.		
			<p>a. A math leadership team comprised of K -12th grade teachers, administrators, and instructional specialists in the areas of: elementary and secondary mathematics, RTI and ESE issues, literacy, and CCSS, is being created with the express purpose of developing a district action plan for supporting and increasing teacher capacity through a comprehensive professional development plan. The secondary purpose of this team will be to ensure that all stakeholders are aware and supported as we transition to CCSS.</p> <p>b. A Math Frameworks was developed based on the NCTM Math Processes and the 5 Strands of Mathematical Proficiency (Adding It Up: NRC). The Mathematical Practices associated with the K -12 CCSs has also been embedded into our framework. Professional development was created to support this framework and was offered to K – 12 teachers this past summer. All new teachers will be required to participate in the math frameworks training this fall and spring. Also, the training will be offered to schools as well to groups of teachers upon request.</p> <p>c. The ASPIRE program (Academic Success Prevention Intervention Remediation, and Enrichment) will continue to implement intensive intervention for math for our Level 1 and Level2 students in the middle schools.</p> <p>d. Teachers from the ASPIRE program, as well as teachers from our alternative middle</p>		

Although the prior district plan had many strategies and actions in place to address the full implementation of the Next Generation Sunshine State Standards for mathematics, FCAT 2.0 and Algebra 1 End of Course Assessment, the lack of teacher content knowledge especially at the elementary level was greater than anticipated. It was determined that this lack of content knowledge affected the teacher's ability to address the rigor and relevance necessary with NGSSS as

and high school, and select high school Algebra 1 teachers participated in a 5-day summer training on Kagan Cooperative Learning: It's All About Engagement. As a follow-up to this training, there will be monthly support group meetings after school as well as a follow-up visit this fall from a Kagan coach.

Classroom walkthroughs and observations will be done routinely to anecdotally collect information on student engagement.

e. New mathematics curriculum guides were developed for grades K – 8th as well as Algebra 1 Honors, Algebra 1A/1B, Geometry, Geometry Honors, and Algebra 2. These guides included hyperlinks to standards, test item specifications, lesson activities and resources, as well as the K – 3rd grade formative assessments from CPALMS. Essential questions and task analyses were also included on the K – 5th grade guides.

The kindergarten math curriculum guide was completely aligned to CCSS.

f. Snapshot and/or Dashboard databases provided to district and school administration and instructional staff for data analysis, student performance monitoring and data chats.

g. Discovery Education Assessment Services was purchased last year to provide a common assessment for baseline and mid-year data requirements for Differentiated Accountability. These on-line assessments were made

Hispanic	Mathematics	<p>For this population 45% scored a level 1 or 2 in grades 3-5, and 48% scored a level 1 or 2 in grades 6-8.</p> <p>well as the CCSS for mathematics. Another issue was the lack of prerequisite skills of students which was directly impacted by the transition to the NGSSS for grades 3 – 8 and Algebra 1 in a single year. As would be expected, this lack was most profound in our middle grades math classrooms and hindered many teachers from following the district pacing guides and the schools’ focus calendars. Many of our schools still did not focus on the test specific items nor did teachers focus on content limitations for instruction and assessment. Finally, a lack of student engagement was also recognized as a major problem especially in the secondary mathematics classroom.</p>	<p>available for ALL schools to use. Continued training will be offered to administrators and teachers in data analysis of benchmark assessment reports. Schools are also being trained in using this service to create common formative assessments.</p> <p>h. RTI Interventionists for both elementary and secondary have been provided by the district. Both elementary and secondary administrators will be provided training on the data-based problem-solving process. Staff training specialists for RTI have been assigned to sets of schools to work closely with administrators and teachers on providing necessary supports for mathematics.</p> <p>i. SME4(SuccessMaker) and Classworks software has been purchased by the district for use at all elementary and middle schools for Tier 2 support in mathematics.</p> <p>j. Transmath, researched-based acceleration mathematics program will continue to be used in middle grades ESE classes and one ASPIRE 6th grade class. Continued training and district assistance will be provided.</p> <p>k. The district supported K – 8 teachers to attend summer ER & D training in the Thinking Mathematics project. A primary purpose was to train teachers who would be able to lead an on-going Thinking Math course at schools during the school year. Two elementary schools have scheduled monthly Thinking Math professional development.</p> <p>l. Several technology training sessions were offered this summer with ThinkCentral (online Harcourt technology resources) and ConnectEd (online Glencoe technology resources.) Also, Teachers on</p>	See below.	Division of Teaching and Learning
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Special Assignment (TOSAs) have been assigned to every school with the sole purpose of helping teachers integrate the use of technology into their curriculum and classrooms. One piece of this technology is the online textbook curriculum for all grade-levels.

m. In response to the increase in student engagement with the use of the 4MAT 4 Algebra supplemental curriculum used in one Algebra 1A/1B course last year, teachers from each high school were trained this summer on the 4MAT 4 Algebra philosophy for brain-based learning. Three teachers are participating in an online course for 4Mat 4 Algebra this fall and using the curriculum in their Algebra 1A/1B classrooms with the intent to increase student achievement through engagement.

n. Lesson study was piloted in 5 schools last year (2 elementary, 2 middle, 1 high). This year, every school in the district will participate in at least 1 cycle of Lesson study in reading, writing or mathematics according to school data.

o. Student progress and attendance will continue to be available to parent/guardians via Parent Portal website.

p. A “family math night” curriculum called Math CAMP (Creating Awesome Mathematicians through Parent involvement) has been written to give to our elementary schools to help schools with parent involvement.

q. Continued and ongoing training with Number Worlds, our primary RTI resource for Tier 3.

a. Continue to disperse and embed the Language Arts Next Generation SSS into the

In the prior year, Bay District Schools implemented the Next Generation Sunshine State Standards into the Language Arts curriculum in order to align the curriculum with FCAT 2.0 for Reading. Also, ELA/CCSS for

reading curriculum adding NGSSS Civics standards and Science standards to the ELA curriculum. In Kindergarten and 1st Grade, the Common Core State Standards have been embedded into the ELA curriculum. b. Implement Discovery Education Assessment (DEA) district wide using the data to drive classroom instruction. c. Tenets of text complexity will be emphasized K-12 across the curriculum to help improve students' reading comprehension in all subjects. d. Literacy Coaches will be provided by the district at required DA status schools as well as to other district schools with the greatest reading need based on data. e. Continue to implement intensive intervention for reading and math, Level 1 and Level 2 students, with the ASPIRE Program (Academic Success Prevention Intervention Enrichment) at the secondary level. f. RtI/MTSS Interventionists will be provided by the district at the elementary level and secondary level. RtI/MTSS teams have been established as documented in each school's School Improvement Plan. g. Select district staff will be assigned to each school for fidelity and accountability. h. The FOCUS database will be provided to district administration, school

Asian	Reading	<p>Students belonging to this population who were not considered proficient on the Reading FCAT 2.0 are as follows: Elementary-37% Middle School-34% High School-30%</p>	<p>Kindergarten was implemented into the curriculum. New pacing guides are available on the District's webpage to include the NGSSS for Language Arts as well as ELA/CCSS and Literacy/CCSS in an effort to update content Focus Calendars at the school level. Updating and blending the Next Generation Sunshine State Standards with the English Language Arts Common Core State Standards may have had an impact on Reading FCAT 2.0</p>	<p>administration, and instructional staff for data analysis, student performance monitoring, and data chats. i. Continue implementation of Bay District's K-12 Reading Instructional Framework. j. Monthly ELA/CCSS/Writing and Text Complexity staff development will be offered to District teachers and staff. k. All teachers will use GradeBook via FOCUS to communicate attendance and student progress to parents who sign up for Parent Portal. l. Instructional staff for all district schools will be provided the opportunity to enroll and receive Reading Endorsement courses free of charge as well as CAR-PD/NGCAR-PD courses for secondary content area teachers. m. Pacing guides are available to district staff for English Language Arts in order to align curriculum to the Next Generation Sunshine State Standards as well as the Common Core State Standards. n. Literacy by the Bay, a Google website is available to assist Bay District teachers and staff with ELA/Reading/Literacy/Writing information. o. Two ELA/STS (Elementary/Secondary) positions have been added to provide staff development for ELA/CCSS. p. A District English Language Arts Team has been established to include Elementary/Middle/Secondary teachers and will meet on a quarterly basis during the academic year. q. Implementation of Lesson Study will enhance the vertical alignment of curriculum within the schools as well as the school district. r. Continue to provide CRISS training with the intent of becoming a CRISS District. s. Kagan training has been provided to both elementary and</p>	See below	District Staff: Division of Teaching and Learning
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				secondary staff within the District. t. Initiatives offered by Just Read, Florida! will be supported by the District to include: Celebrate Literacy Week, Summer Reading Initiative, Million Minute Marathon, etc.		
Asian	Mathematics	For this population, 18% were not considered proficient in grades 3 - 5, and 18% in grade 6 - 8.				
				<p>a. Continue to disperse and embed the Language Arts Next Generation SSS into the reading curriculum adding NGSSS Civics standards to the ELA curriculum. In Kindergarten, the Common Core State Standards have been embedded into the ELA curriculum.</p> <p>b. Implement Discovery Education Assessment (DEA) district wide using the data to drive classroom instruction.</p> <p>c. Tenets of text complexity will be emphasized K-12 across the curriculum to help improve students' reading comprehension in all subjects.</p> <p>d. Literacy Coaches will be provided by the district at required DA status schools as well as to other district schools with the greatest reading need based on data.</p> <p>e. Continue to implement intensive intervention for reading and math, Level 1 and Level 2 students, with the ASPIRE Program (Academic Success Prevention Intervention Enrichment) at the secondary level.</p>		
			In the prior year, Bay District Schools			

American Indian	Reading	<p>Students belonging to this population who were not considered proficient on the FCAT Reading 2.0 are as follows: Elementary-39% Middle School-None High School-None Reported</p> <p>implemented the Next Generation Sunshine State Standards into the Language Arts curriculum in order to align the curriculum with FCAT 2.0 for Reading. In addition, new pacing guides were dispursed to include the NGSSS for Language Arts in an effort to update content Focus Calendars at the school level. Updating from the Sunshine State Standards to the Next Generation Sunshine State Standards may have had an impact on Reading FCAT scores as schools prepared for Reading FCAT 2.0</p>	<p>f. RtI Interventionists will be provided by the district at the elementary level and secondary level. RtI teams have been established as documented in each school's School Improvement Plan.</p> <p>g. Select district staff will be assigned to each school for fidelity and accountability.</p> <p>h. SnapShot and /or Dashboard databases are provided to district administration, school administration, and instructional staff for data analysis, student performance monitoring, and data chats.</p> <p>i. Continue implementation of Bay District's K-12 Reading Instructional Framework.</p> <p>j. All teachers will use GradeBook to communicate attendance and student progress to parents who sign up for Parent Portal.</p> <p>k. Instructional staff for all district schools will be provided the opportunity to enroll and receive Reading Endorsement courses free of charge as well as CAR-PD/NGCAR-PD courses for secondary content area teachers.</p> <p>l. Pacing guides are available to district staff for Language Arts/Reading in order to align curriculum to the Next Generation Sunshine State Standards.</p> <p>m. Literacy by the Bay, a Google website is available to assist Bay District teachers and staff with Reading/Literacy information.</p> <p>n. Implementation of Lesson Study will enhance the vertical alignment of curriculum within the schools as well as the</p>	See below.	District Staff: Division of Teaching and Learning
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			<p>school district.</p> <p>o. Continue to provide CRISS training with the intent of becoming a CRISS District.</p> <p>p. Initiatives offered by Just Read, Florida! will be supported by the district to include: Celebrate Literacy Week, Summer Reading Initiative, Million Minute Marathon, etc.</p>		
American Indian	Mathematics	For this population, 43% were not considered proficient in grades 3 - 5, and 45% in grades 6 - 8.		See below.	a. District Staff and Division of Teaching and Learning
			<p>a. Continue to disperse and embed the Language Arts Next Generation SSS into the reading curriculum adding NGSSS Civics standards to the ELA curriculum. In Kindergarten, the Common Core State Standards have been embedded into the ELA curriculum.</p> <p>b. Implement Discovery Education Assessment (DEA) district wide using the data to drive classroom instruction.</p> <p>c. Tenets of text complexity will be emphasized K-12 across the curriculum to help improve students' reading comprehension in all subjects.</p> <p>d. Literacy Coaches will be provided by the district at required DA status schools as well as to other district schools with the greatest reading need based on data.</p> <p>e. Continue to implement intensive intervention for reading and math, Level 1 and Level 2 students, with the</p>		

Economically Disadvantaged	Reading	<p>Students belonging to this population who were not considered proficient on the FCAT Reading 2.0 are as follows: Elementary- 50% Middle School- 54% High School- 59%.</p>	<p>In the prior year, Bay District Schools implemented the Next Generation Sunshine State Standards into the Language Arts curriculum in order to align the curriculum with FCAT 2.0 for Reading. In addition, new pacing guides were dispursed to include the NGSSS for Language Arts in an effort to update content Focus Calendars at the school level. Updating from the Sunshine State Standards to the Next Generation Sunshine State Standards may have had an impact on Reading FCAT scores as schools prepared for Reading FCAT 2.0</p>	<p>ASPIRE Program (Academic Success Prevention Intervention Enrichment) at the secondary level.</p> <p>f. RtI Interventionists will be provided by the district at the elementary level and secondary level. RtI teams have been established as documented in each school's School Improvement Plan.</p> <p>g. Select district staff will be assigned to each school for fidelity and accountability.</p> <p>h. SnapShot and /or Dashboard databases are provided to district administration, school administration, and instructional staff for data analysis, student performance monitoring, and data chats.</p> <p>i. Continue implementation of Bay District's K-12 Reading Instructional Framework.</p> <p>j. All teachers will use GradeBook to communicate attendance and student progress to parents who sign up for Parent Portal.</p> <p>k. Instructional staff for all district schools will be provided the opportunity to enroll and receive Reading Endorsement courses free of charge as well as CAR-PD/NGCAR-PD courses for secondary content area teachers.</p> <p>l. Pacing guides are available to district staff for Language Arts/Reading in order to align curriculum to the Next Generation Sunshine State Standards.</p> <p>m. Literacy by the Bay, a Google website is available to assist Bay District teachers and staff with Reading/Literacy information.</p>	See below.	District Staff: Division of Teaching and Learning
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			<p>n. Implementation of Lesson Study will enhance the vertical alignment of curriculum within the schools as well as the school district.</p> <p>o. Continue to provide CRISS training with the intent of becoming a CRISS District.</p> <p>p. Initiatives offered by Just Read, Florida! will be supported by the district to include: Celebrate Literacy Week, Summer Reading Initiative, Million Minute Marathon, etc.</p>		
			<p>a. A math leadership team comprised of K -12th grade teachers, administrators, and instructional specialists in the areas of: elementary and secondary mathematics, RTI and ESE issues, literacy, and CCSS, is being created with the express purpose of developing a district action plan for supporting and increasing teacher capacity through a comprehensive professional development plan. The secondary purpose of this team will be to ensure that all stakeholders are aware and supported as we transition to CCSS.</p> <p>b. A Math Frameworks was developed based on the NCTM Math Processes and the 5 Strands of Mathematical Proficiency (Adding It Up: NRC). The Mathematical Practices associated with the K -12 CCSs has also been embedded into our framework. Professional development was created to support this framework and was offered to K – 12 teachers this past summer. All new teachers will be required to participate in the math frameworks training this fall and spring. Also, the training will be offered to schools as well to groups of teachers upon request.</p>		

<p>Although the prior district plan had many strategies and actions in place to address the full implementation of the Next Generation Sunshine State Standards for mathematics, FCAT 2.0 and Algebra 1 End of Course Assessment, the lack of teacher content knowledge especially at the elementary level was greater than anticipated. It was determined that this lack of content knowledge affected the teacher's ability to address the</p>	<p>c. The ASPIRE program (Academic Success Prevention Intervention Remediation, and Enrichment) will continue to implement intensive intervention for math for our Level 1 and Level 2 students in the middle schools.</p> <p>d. Teachers from the ASPIRE program, as well as teachers from our alternative middle and high school, and select high school Algebra 1 teachers participated in a 5-day summer training on Kagan Cooperative Learning: It's All About Engagement. As a follow-up to this training, there will be monthly support group meetings after school as well as a follow-up visit this fall from a Kagan coach. Classroom walkthroughs and observations will be done routinely to anecdotally collect information on student engagement.</p> <p>e. New mathematics curriculum guides were developed for grades K – 8th as well as Algebra 1 Honors, Algebra 1A/1B, Geometry, Geometry Honors, and Algebra 2. These guides included hyperlinks to standards, test item specifications, lesson activities and resources, as well as the K – 3rd grade formative assessments from CPALMS. Essential questions and task analyses were also included on the K – 5th grade guides. The kindergarten math curriculum guide was completely aligned to CCSS.</p> <p>f. Snapshot and/or Dashboard databases provided to district and school administration and instructional staff for data analysis, student performance monitoring and data chats.</p> <p>g. Discovery Education Assessment Services was purchased last year to provide a common assessment for</p>
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Economically Disadvantaged	Mathematics	<p>For this population 52% scored a level 1 or 2 in grades 3-5, and 56% scored a level 1 or 2 in grades 6-8.</p> <p>rigor and relevance necessary with NGSSS as well as the CCSS for mathematics. Another issue was the lack of prerequisite skills of students which was directly impacted by the transition to the NGSSS for grades 3 – 8 and Algebra 1 in a single year. As would be expected, this lack was most profound in our middle grades math classrooms and hindered many teachers from following the district pacing guides and the schools’ focus calendars. Many of our schools still did not focus on the test specific items nor did teachers focus on content limitations for instruction and assessment. Finally, a lack of student engagement was also recognized as a major problem especially in the secondary mathematics classroom.</p>	<p>baseline and mid-year data requirements for Differentiated Accountability. These on-line assessments were made available for ALL schools to use. Continued training will be offered to administrators and teachers in data analysis of benchmark assessment reports. Schools are also being trained in using this service to create common formative assessments.</p> <p>h. RTI Interventionists for both elementary and secondary have been provided by the district. Both elementary and secondary administrators will be provided training on the data-based problem-solving process. Staff training specialists for RTI have been assigned to sets of schools to work closely with administrators and teachers on providing necessary supports for mathematics.</p> <p>i. SME4(SuccessMaker) and Classworks software has been purchased by the district for use at all elementary and middle schools for Tier 2 support in mathematics.</p> <p>j. Transmath, researched-based acceleration mathematics program will continue to be used in middle grades ESE classes and one ASPIRE 6th grade class. Continued training and district assistance will be provided.</p> <p>k. The district supported K – 8 teachers to attend summer ER & D training in the Thinking Mathematics project. A primary purpose was to train teachers who would be able to lead an on-going Thinking Math course at schools during the school year. Two elementary schools have scheduled monthly Thinking Math professional development.</p> <p>l. Several technology training sessions were offered this summer with ThinkCentral</p>	See below.	a. District Staff and Division of Teaching and Learning
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(online Harcourt technology resources) and ConnectEd (online Glencoe technology resources.) Also, Teachers on Special Assignment (TOSAs) have been assigned to every school with the sole purpose of helping teachers integrate the use of technology into their curriculum and classrooms. One piece of this technology is the online textbook curriculum for all grade-levels.

m. In response to the increase in student engagement with the use of the 4MAT 4 Algebra supplemental curriculum used in one Algebra 1A/1B course last year, teachers from each high school were trained this summer on the 4MAT 4 Algebra philosophy for brain-based learning. Three teachers are participating in an online course for 4Mat 4 Algebra this fall and using the curriculum in their Algebra 1A/1B classrooms with the intent to increase student achievement through engagement.

n. Lesson study was piloted in 5 schools last year (2 elementary, 2 middle, 1 high). This year, every school in the district will participate in at least 1 cycle of Lesson study in reading, writing or mathematics according to school data.

o. Student progress and attendance will continue to be available to parent/guardians via Parent Portal website.

p. A “family math night” curriculum called Math CAMP (Creating Awesome Mathematicians through Parent involvement) has been written to give to our elementary schools to help schools with parent involvement.

q. Continued and ongoing training with Number Worlds, our primary RTI resource for Tier 3.

				<p>a. Continue to disperse and embed the Language Arts Next Generation SSS into the reading curriculum adding NGSSS Civics standards to the ELA curriculum. In Kindergarten, the Common Core State Standards have been embedded into the ELA curriculum.</p> <p>b. Implement Discovery Education Assessment (DEA) district wide using the data to drive classroom instruction.</p> <p>c. Tenets of text complexity will be emphasized K-12 across the curriculum to help improve students' reading comprehension in all subjects.</p> <p>d. Literacy Coaches will be provided by the district at required DA status schools as well as to other district schools with the greatest reading need based on data.</p> <p>e. Continue to implement intensive intervention for reading and math, Level 1 and Level 2 students, with the ASPIRE Program (Academic Success Prevention Intervention Enrichment) at the secondary level.</p> <p>f. RtI Interventionists will be provided by the district at the elementary level and secondary level. RtI teams have been established as documented in each school's School Improvement Plan.</p>		
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English Language Learners	Reading	<p>Students belonging to this population who were not considered proficient on the FCAT Reading 2.0 are as follows: Elementary-77% Middle School-82% High School-83%</p>	<p>align the curriculum with FCAT 2.0 for Reading. In addition, new pacing guides were dispursed to include the NGSSS for Language Arts in an effort to update content Focus Calendars at the school level. Updating from the Sunshine State Standards to the Next Generation Sunshine State Standards may have had an impact on Reading FCAT scores as schools prepared for Reading FCAT 2.0</p>	<p>g. Select district staff will be assigned to each school for fidelity and accountability.</p> <p>h. SnapShot and /or Dashboard databases are provided to district administration, school administration, and instructional staff for data analysis, student performance monitoring, and data chats.</p> <p>i. Continue implementation of Bay District's K-12 Reading Instructional Framework.</p> <p>j. All teachers will use GradeBook to communicate attendance and student progress to parents who sign up for Parent Portal.</p> <p>k. Instructional staff for all district schools will be provided the opportunity to enroll and receive Reading Endorsement courses free of charge as well as CAR-PD/NGCAR-PD courses for secondary content area teachers.</p> <p>l. Pacing guides are available to district staff for Language Arts/Reading in order to align curriculum to the Next Generation Sunshine State Standards.</p> <p>m. Literacy by the Bay, a Google website is available to assist Bay District teachers and staff with Reading/Literacy information.</p> <p>n. Implementation of Lesson Study will enhance the vertical alignment of curriculum within the schools as well as the school district.</p> <p>o. Continue to provide CRISS training with the intent of becoming a CRISS District.</p> <p>p. Initiatives offered by Just</p>	See below.	District Staff: Division of Teaching and Learning
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				<p>Read, Florida! will be supported by the district to include: Celebrate Literacy Week, Summer Reading Initiative, Million Minute Marathon, etc.</p>		
				<p>a. A math leadership team comprised of K -12th grade teachers, administrators, and instructional specialists in the areas of: elementary and secondary mathematics, RTI and ESE issues, literacy, and CCSS, is being created with the express purpose of developing a district action plan for supporting and increasing teacher capacity through a comprehensive professional development plan. The secondary purpose of this team will be to ensure that all stakeholders are aware and supported as we transition to CCSS.</p> <p>b. A Math Frameworks was developed based on the NCTM Math Processes and the 5 Strands of Mathematical Proficiency (Adding It Up: NRC). The Mathematical Practices associated with the K -12 CCSs has also been embedded into our framework. Professional development was created to support this framework and was offered to K – 12 teachers this past summer. All new teachers will be required to participate in the math frameworks training this fall and spring. Also, the training will be offered to schools as well to groups of teachers upon request.</p> <p>c. The ASPIRE program (Academic Success Prevention Intervention Remediation, and Enrichment) will continue to implement intensive intervention for math for our Level 1 and Level2 students in the middle schools.</p> <p>d. Teachers from the ASPIRE program, as well as teachers from our alternative middle</p>		

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and high school, and select high school Algebra 1 teachers participated in a 5-day summer training on Kagan Cooperative Learning: It's All About Engagement. As a follow-up to this training, there will be monthly support group meetings after school as well as a follow-up visit this fall from a Kagan coach.

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The kindergarten math curriculum guide was completely aligned to CCSS. f. Snapshot and/or Dashboard databases provided to district and school administration and instructional staff for data analysis, student performance monitoring and data chats.

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English Language Learners	Mathematics	<p>For this population 69% scored a level 1 or 2 in grades 3-5, 80% scored a level 1 or 2 in grades 6-8.</p> <p>well as the CCSS for mathematics. Another issue was the lack of prerequisite skills of students which was directly impacted by the transition to the NGSSS for grades 3 – 8 and Algebra 1 in a single year. As would be expected, this lack was most profound in our middle grades math classrooms and hindered many teachers from following the district pacing guides and the schools’ focus calendars. Many of our schools still did not focus on the test specific items nor did teachers focus on content limitations for instruction and assessment. Finally, a lack of student engagement was also recognized as a major problem especially in the secondary mathematics classroom.</p>	<p>available for ALL schools to use. Continued training will be offered to administrators and teachers in data analysis of benchmark assessment reports. Schools are also being trained in using this service to create common formative assessments.</p> <p>h. RTI Interventionists for both elementary and secondary have been provided by the district. Both elementary and secondary administrators will be provided training on the data-based problem-solving process. Staff training specialists for RTI have been assigned to sets of schools to work closely with administrators and teachers on providing necessary supports for mathematics.</p> <p>i. SME4(SuccessMaker) and Classworks software has been purchased by the district for use at all elementary and middle schools for Tier 2 support in mathematics.</p> <p>j. Transmath, researched-based acceleration mathematics program will continue to be used in middle grades ESE classes and one ASPIRE 6th grade class. Continued training and district assistance will be provided.</p> <p>k. The district supported K – 8 teachers to attend summer ER & D training in the Thinking Mathematics project. A primary purpose was to train teachers who would be able to lead an on-going Thinking Math course at schools during the school year. Two elementary schools have scheduled monthly Thinking Math professional development.</p> <p>l. Several technology training sessions were offered this summer with ThinkCentral (online Harcourt technology resources) and ConnectEd (online Glencoe technology resources.) Also, Teachers on</p>	See below.	a. District Staff and Division of Teaching and Learning
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Special Assignment (TOSAs) have been assigned to every school with the sole purpose of helping teachers integrate the use of technology into their curriculum and classrooms. One piece of this technology is the online textbook curriculum for all grade-levels.

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p. A “family math night” curriculum called Math CAMP (Creating Awesome Mathematicians through Parent involvement) has been written to give to our elementary schools to help schools with parent involvement.

q. Continued and ongoing training with Number Worlds, our primary RTI resource for Tier 3.

a. Continue to disperse and embed the Language Arts Next Generation SSS into the

reading curriculum adding NGSSS Civics standards to the ELA curriculum. In Kindergarten, the Common Core State Standards have been embedded into the ELA curriculum.

b. Implement Discovery Education Assessment (DEA) district wide using the data to drive classroom instruction.

c. Tenets of text complexity will be emphasized K-12 across the curriculum to help improve students' reading comprehension in all subjects.

d. Literacy Coaches will be provided by the district at required DA status schools as well as to other district schools with the greatest reading need based on data.

e. Continue to implement intensive intervention for reading and math, Level 1 and Level 2 students, with the ASPIRE Program (Academic Success Prevention Intervention Enrichment) at the secondary level.

f. RtI Interventionists will be provided by the district at the elementary level and secondary level. RtI teams have been established as

In the prior year, Bay District Schools implemented the Next Generation Sunshine State Standards into the Language Arts curriculum in order to

Students with Disabilities	Reading	<p>Students belonging to this population who were not considered proficient on the FCAT Reading 2.0 are as follows: Elementary-67% Middle School-77% High School-82%</p>	<p>align the curriculum with FCAT 2.0 for Reading. In addition, new pacing guides were dispersed to include the NGSSS for Language Arts in an effort to update content Focus Calendars at the school level. Updating from the Sunshine State Standards to the Next Generation Sunshine State Standards may have had an impact on Reading FCAT scores as schools prepared for Reading FCAT 2.0</p>	<p>documented in each school's School Improvement Plan.</p> <p>g. Select district staff will be assigned to each school for fidelity and accountability.</p> <p>h. SnapShot and /or Dashboard databases provided to district administration, school administration, and instructional staff for data analysis, student performance monitoring, and data chats.</p> <p>i. Continue implementation of Bay District's K-12 Reading Instructional Framework.</p> <p>j. All teachers will use GradeBook to communicate attendance and student progress to parents who sign up for Parent Portal.</p> <p>k. Instructional staff for all district schools will be provided the opportunity to enroll and receive Reading Endorsement courses free of charge as well as CAR-PD/NGCAR-PD courses for secondary content area teachers.</p> <p>l. Pacing guides are available to district staff for Language Arts/Reading in order to align curriculum to the Next Generation Sunshine State Standards.</p> <p>m. Literacy by the Bay, a Google website is available to assist Bay District teachers and staff with Reading/Literacy information.</p> <p>n. Implementation of Lesson Study will enhance the vertical alignment of curriculum within the schools as well as the school district.</p> <p>o. Initiatives offered by Just Read, Florida! will be supported by the district to</p>	See below.	District Staff: Division of Teaching and Learning
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				include: Celebrate Literacy Week, Summer Reading Initiative, Million Minute Marathon, etc.		
				<p>a. A math leadership team comprised of K -12th grade teachers, administrators, and instructional specialists in the areas of: elementary and secondary mathematics, RTI and ESE issues, literacy, and CCSS, is being created with the express purpose of developing a district action plan for supporting and increasing teacher capacity through a comprehensive professional development plan. The secondary purpose of this team will be to ensure that all stakeholders are aware and supported as we transition to CCSS.</p> <p>b. A Math Frameworks was developed based on the NCTM Math Processes and the 5 Strands of Mathematical Proficiency (Adding It Up: NRC). The Mathematical Practices associated with the K -12 CCSs has also been embedded into our framework. Professional development was created to support this framework and was offered to K – 12 teachers this past summer. All new teachers will be required to participate in the math frameworks training this fall and spring. Also, the training will be offered to schools as well to groups of teachers upon request.</p> <p>c. The ASPIRE program (Academic Success Prevention Intervention Remediation, and Enrichment) will continue to implement intensive intervention for math for our Level 1 and Level2 students in the middle schools.</p> <p>d. Teachers from the ASPIRE program, as well as teachers from our alternative middle and high school, and select high school Algebra 1</p>		

Students with Disabilities	Mathematics	For this population 54% scored a level 1 or 2 in grades 3-5, 70% scored a level 1 or 2 in grades 6-8, and 64% scored a	<p>Although the prior district plan had many strategies and actions in place to address the full implementation of the Next Generation Sunshine State Standards for mathematics, FCAT 2.0 and Algebra 1 End of Course Assessment, the lack of teacher content knowledge especially at the elementary level was greater than anticipated. It was determined that this lack of content knowledge affected the teacher's ability to address the rigor and relevance necessary with NGSSS as well as the CCSS for mathematics. Another issue was the lack of prerequisite skills of students which was directly impacted by</p>	<p>teachers participated in a 5-day summer training on Kagan Cooperative Learning: It's All About Engagement. As a follow-up to this training, there will be monthly support group meetings after school as well as a follow-up visit this fall from a Kagan coach. Classroom walkthroughs and observations will be done routinely to anecdotally collect information on student engagement.</p> <p>e. New mathematics curriculum guides were developed for grades K – 8th as well as Algebra 1 Honors, Algebra 1A/1B, Geometry, Geometry Honors, and Algebra 2. These guides included hyperlinks to standards, test item specifications, lesson activities and resources, as well as the K – 3rd grade formative assessments from CPALMS. Essential questions and task analyses were also included on the K – 5th grade guides. The kindergarten math curriculum guide was completely aligned to CCSS.</p> <p>f. Snapshot and/or Dashboard databases provided to district and school administration and instructional staff for data analysis, student performance monitoring and data chats.</p> <p>g. Discovery Education Assessment Services was purchased last year to provide a common assessment for baseline and mid-year data requirements for Differentiated Accountability. These on-line assessments were made available for ALL schools to use. Continued training will be offered to administrators and teachers in data analysis of benchmark assessment reports. Schools are also being trained in using this service to create common formative assessments.</p> <p>h. RTI Interventionists for</p>	See below.	a. District Staff and Division of Teaching and Learning
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level 1 or 2 in grade 10.	<p>the transition to the NGSSS for grades 3 – 8 and Algebra 1 in a single year. As would be expected, this lack was most profound in our middle grades math classrooms and hindered many teachers from following the district pacing guides and the schools’ focus calendars. Many of our schools still did not focus on the test specific items nor did teachers focus on content limitations for instruction and assessment. Finally, a lack of student engagement was also recognized as a major problem especially in the secondary mathematics classroom.</p> <p>both elementary and secondary have been provided by the district. Both elementary and secondary administrators will be provided training on the data-based problem-solving process. Staff training specialists for RTI have been assigned to sets of schools to work closely with administrators and teachers on providing necessary supports for mathematics.</p> <p>i. SME4(SuccessMaker) and Classworks software has been purchased by the district for use at all elementary and middle schools for Tier 2 support in mathematics.</p> <p>j. Transmath, researched-based acceleration mathematics program will continue to be used in middle grades ESE classes and one ASPIRE 6th grade class. Continued training and district assistance will be provided.</p> <p>k. The district supported K – 8 teachers to attend summer ER & D training in the Thinking Mathematics project. A primary purpose was to train teachers who would be able to lead an on-going Thinking Math course at schools during the school year. Two elementary schools have scheduled monthly Thinking Math professional development.</p> <p>l. Several technology training sessions were offered this summer with ThinkCentral (online Harcourt technology resources) and ConnectEd (online Glencoe technology resources.) Also, Teachers on Special Assignment (TOSAs) have been assigned to every school with the sole purpose of helping teachers integrate the use of technology into their curriculum and classrooms. One piece of this technology is the online textbook curriculum for all grade-levels.</p>
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				<p>m. In response to the increase in student engagement with the use of the 4MAT 4 Algebra supplemental curriculum used in one Algebra 1A/1B course last year, teachers from each high school were trained this summer on the 4MAT 4 Algebra philosophy for brain-based learning. Three teachers are participating in an online course for 4Mat 4 Algebra this fall and using the curriculum in their Algebra 1A/1B classrooms with the intent to increase student achievement through engagement.</p> <p>n. Lesson study was piloted in 5 schools last year (2 elementary, 2 middle, 1 high). This year, every school in the district will participate in at least 1 cycle of Lesson study in reading, writing or mathematics according to school data.</p> <p>o. Student progress and attendance will continue to be available to parent/guardians via Parent Portal website.</p> <p>p. A “family math night” curriculum called Math CAMP (Creating Awesome Mathematicians through Parent involvement) has been written to give to our elementary schools to help schools with parent involvement.</p> <p>q. Continued and ongoing training with Number Worlds, our primary RTI resource for Tier 3.</p>		
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	<p>The CCRP is the core resource for reading instruction. Bay District believes that in order to develop students with strong reading skills, teachers must provide explicit strategic instruction. Teachers will utilize Harcourt StoryTown as the District's approved Comprehensive Core Reading Program. This series is based on a balanced literacy model that integrates all six essential components of reading and also provides: phonics instruction, shared reading opportunities, explicit reading instruction, guided reading strategies, and integrated language arts components. The CCRP provides initial and differentiated instruction through research based strategies and instructional routines that include a gradual release of responsibility from teacher to student through explicit instruction, teacher modeling/demonstration, guided practice, independent practice, and lesson assessment. The CCRP is supported with supplemental and intervention resource materials that are scientifically research based and characterized by their differentiation model. Examples of programs include Harcourt StoryTown and Harcourt Strategic Intervention. Tier 1 interventions and instruction are proactive and preventive in nature and connect to the core, on grade level instruction. A daily 90 minute block of uninterrupted instructional time allows for balanced reading lessons and writing responses which are systematically taught using Bay District's K-12 Reading Instructional Framework, that is correlated to the Next Generation Sunshine State Standards/Benchmarks/Common Core State Standards and is adjusted to meet the differentiated needs of all students. Additionally, the core program, Harcourt StoryTown, interweaves both formative and summative assessments, allowing teachers to plan for differentiated instruction based on the individual needs of the readers.</p>
MIDDLE	<p>Bay District Schools does not currently have a designated middle grades program. Middle schools may choose to purchase a middle grades program from the approved reading adoption list for implementation in school year 2012-2013, or they may continue to use their existing materials in reading courses. Existing materials are provided in the Material List (Chart F) and may include Reader's Handbooks, class sets of novels, leveled classroom libraries, and McDougal Littell - The Language of Literature, etc. In addition, carefully scaffolded essential questions will become part of the reading curriculum allowing for differentiation when students work from at grade level literature and/or informational text. Furthermore, students will use materials that meet the text complexity appropriate for middle grades curriculum to include content area materials with text based questions requiring higher order thinking and responses.</p> <p>(Voyager/Read 180)(Bay District Schools requires all 6th, students who score Level 3 and above are placed in a grade level reading course. Students who score Level 1 or Level 2 are placed into an Intensive Reading Course. Students who are in 7th/8th grade who score Level 3 and above are not required to be placed in a reading course.)The Supplemental Intervention Reading Programs listed on Chart F will be the primary instructional materials used in reading classes. These materials include a variety of research based and/or FCRR approved programs such as Jamestown Critical Reading Series, REWARDS, Great Leaps, Corrective Reading, Reading Rescue, Soar to Success, and Read Naturally. Based on individual student needs, as determined by reading assessments, supplementary materials will be integrated into classroom instruction in the areas of initial instruction (whole group), guided reading (small group), literacy stations (small group), individual instruction, and independent practice. See Chart F for the specific supplemental materials used at each individual school.</p> <p>See Appendix Chart F for the list of instructional materials used to provide reading instruction. Interventions listed for each school on Chart F will be provided for students who exhibit serious basic reading skill deficiencies in any of the six components. Bay District uses the supplemental programs in tandem to provide the equivalent of a CIRP. Appropriate interventions for students will be determined following the district's Curriculum/Assessment Decision Tree.</p>
HIGH	<p>Schools will select the SIRP(s) Supplemental Intervention Reading Programs and CIRP(s) Comprehensive Intervention Reading Programs based on individual student complex text needs as determined by reading assessments. Appropriate interventions addressing complex text for students will be implemented in the areas of initial instruction (whole group), guided reading (small group), literacy stations (small group), individual instruction and independent practice.</p> <p>If additional exposure to complex text is needed, increased amounts of guided reading and individual instruction in classroom instruction and/or tutoring sessions before, during or after school may be provided.</p> <p>See Appendix Chart I for the list of instructional materials used to provide reading instruction.</p>

	<p>Bay District uses the SIRP(s) supplemental programs in tandem to provide the equivalent of a CIRP. However as resources permit, some schools may purchase a newly adopted CIRP, as referenced in Chart I.</p> <p>Appropriate interventions for students will be determined following the District's Curriculum/Assessment Decision Tree.</p> <p>*Additional intervention materials may be added pending DOE or district approval.</p>
Additional Information	DOE Identified Focus schools utilize more intensive core reading programs based on the special needs of their student populations.

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>The importance of additional reading intervention beyond the school day is significant. Bay District supports parental involvement and will partner with local businesses, organizations, the Bay County Public Library, Bay County Reading Association, etc. to offer reading strategies and skills empowering parents to encourage their children to read beyond the school day. Research indicates that an additional 20 minutes or more per day beyond the school day will improve reading comprehension skills and vocabulary skills. Bay District uses Success Maker 4 as a reading intervention during the school day to support increased reading comprehension and vocabulary skills. Students can access this computer program at home for additional time on task beyond the school day. In addition, students at the elementary level read books aligned to the Accelerated Reader (Renissance) program. Another, program that serves as an incentive for reading is the BookIt program hosted by Pizza Hut, Bay District will continue to support this program for teachers, students, and their families to participate and infuse wide reading beyond the school day.</p> <p>The CCRP is supported with supplemental and intervention resource materials that are scientifically research based and characterized by their differentiation model. Examples of programs include Harcourt Storytown and Harcourt Strategic Intervention. Tier 1 interventions and instruction are proactive and preventive in nature and connect to the core, on grade level instruction. A daily 90 minute block of uninterrupted instructional time allows for balanced reading lessons and writing responses which are systematically taught using Bay District's K-12 Reading Instructional Framework, that is correlated to the Next Generation Sunshine State Standards/Benchmarks/Common Core State Standards and is adjusted to meet the differentiated needs of all students. Additionally, the core program, Harcourt StoryTown, interweaves both formative and summative assessments, allowing teachers to plan for differentiated instruction based on the individual needs of the readers.</p> <p>Should additional exposure to complex text be necessary beyond the 90 minute reading block, close reading will be replicated in the content area curriculum and delivery. Furthermore, informational books and materials will be added to the classroom libraries to offer wide reading opportunities and additional exposure. Schools can use informational complex text to support the core curriculum and standards before, during, and after school tutoring.</p> <p>If students are in need of immediate intensive intervention, they will receive explicit and systematic instruction that is guided by continuous assessments and data-based instructional planning. Students will receive additional small group or individualized differentiated instruction based on the foundational reading needs of each student. This might include increased frequency or extended time of the intervention program in an appropriate program and additional use of remediation materials from core reading programs and/or other supplemental reading assistance programs to include informational complex texts. Core instruction will begin inside the 90 minute block and intervention may be provided either within the 90 minute block or extend outside the 90 minute block.</p>
MIDDLE	<p>The Supplemental Intervention Reading Programs listed on Chart F will be the primary instructional materials used in reading classes. These materials include a variety of research based and/or FCRR approved programs such as Jamestown Critical Reading Series, REWARDS, Great Leaps, Corrective Reading, Reading Rescue, Soar to Success, and Read Naturally. Based on individual student needs, as determined by reading assessments, supplementary materials will be integrated into classroom instruction in the areas of initial instruction (whole group), guided reading (small group), literacy stations (small group), individual instruction, and independent practice. See Chart F for the specific supplemental materials used at each individual school.</p> <p>See Appendix Chart F for the list of instructional materials used to provide reading instruction. Interventions listed</p>

	for each school on Chart F will be provided for students who exhibit serious basic reading skill deficiencies in any of the six components. Bay District uses the supplemental programs in tandem to provide the equivalent of a CIRP. Appropriate interventions for students will be determined following the district's Curriculum/Assessment Decision Tree.
HIGH	<p>Schools will select the SIRP(s) Supplemental Intervention Reading Programs and CIRP(s) Comprehensive Intervention Reading Programs based on individual student complex text needs as determined by reading assessments. Appropriate interventions addressing complex text for students will be implemented in the areas of initial instruction (whole group), guided reading (small group), literacy stations (small group), individual instruction and independent practice.</p> <p>If additional exposure to complex text is needed, increased amounts of guided reading and individual instruction in classroom instruction and/or tutoring sessions before, during or after school may be provided.</p> <p>See Appendix Chart I for the list of instructional materials used to provide reading instruction.</p> <p>Bay District uses the SIRP(s) supplemental programs in tandem to provide the equivalent of a CIRP. However as resources permit, some schools may purchase a newly adopted CIRP, as referenced in Chart I.</p> <p>Appropriate interventions for students will be determined following the District's Curriculum/Assessment Decision Tree.</p> <p>*Additional intervention materials may be added pending DOE or district approval.</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
	<p>As resources allow:</p> <ul style="list-style-type: none"> • Tutoring will be offered before, during, or after school to students needing interventions. • Teachers will be reading endorsed, reading certified, or they will have a knowledge base of reading research. • Tutoring will provide students with additional time in reading instruction. • Research based strategies and materials will be used in all school tutorials. • Interaction between the after school tutor and classroom teacher, along with collaboration of data, will ensure a connection of reading instruction 		

ELEMENTARY	<p>during the day to the after school session.</p> <ul style="list-style-type: none"> • After school tutoring may be offered in addition to classroom intervention strategies during the day. <p>Mentoring programs:</p> <ul style="list-style-type: none"> • Reading mentors will be offered to students as available. • Active recruitment will be made to secure and train effective mentors to use with our at risk children. • Mentors will focus on reinforcing reading skills (the six components of reading instruction). <p>Students eligible for tutoring include:</p> <ul style="list-style-type: none"> • All Level 1 and 2 FCAT students, • All retained students, • All good cause students who were exempted from mandatory retention, • All mid-year promotion students, • All students with an “F” in a core subject, • All students with a GPA below 2.0, and • All students not meeting district proficiencies. <p>Interaction between the tutor/teacher and the classroom teacher, along with discussion of student performance data, will ensure a connection of reading instruction throughout the day.</p> <p>Successful tutorials should be:</p> <ul style="list-style-type: none"> • Minimum of 30 minutes, • Engaging - using high-interest materials, • Relevant - involving other content areas, • Rigorous - bringing the students to grade level, • Differentiated by use of different instructional methodology and material, and • Lower teacher/student ratio. <p>Tutorial Sessions Should Include:</p> <ul style="list-style-type: none"> • Small group guided instruction for areas of deficiency in core subjects, • Use of manipulatives, • Real world application to learning, • Use of research-based instructional materials, and • Limited use of computerized programs (Computerized programs should only comprise one-third of the total tutorial session time.) <p>Bay District Schools requires that reading intervention teachers in elementary schools and summer reading camps have Elementary Education Certification, are recognized as being highly qualified, and have a minimum of 3-5 successful years of teaching experience at the elementary level. In addition, the qualifications for the summer reading camp teachers prefer that they have classroom experience teaching at the 3rd Grade level. Teachers who work as reading interventionists, summer reading camp interventionists, or before school/after school reading interventionists are expected to exhibit knowledge of scientifically-based reading research, demonstrate special expertise in quality reading instruction, infuse reading strategies into content area instruction, use complex informational text to supplement the core reading program, and use reading data to make informed curriculum decisions.</p>	The school sites that offer tutoring average 2-3 days per week.	School Based Administrators
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Bay District offers the Reading Endorsement via BEACON and encourages elementary teachers to work on their Reading Endorsement.

Bay District Schools does not have a school that is listed as one of the 100 lowest -performing schools by the state. However, the importance of additional reading intervention beyond the school day is significant. Bay District supports parental involvement and will partner with local businesses, organizations, the Bay County Public Library, Bay County Reading Association, etc. to offer reading strategies and skills empowering parents to encourage their children to read beyond the school day. Research indicates that an additional 20 minutes or more per day beyond the school day will improve reading comprehension skills and vocabulary skills.

Level 1 students (fluent) who are not in need of intervention in the areas of decoding or text reading efficiency must complete an intensive reading course or intensive language arts course taught by a teacher who is reading endorsed/reading certified or working on reading endorsement/certification, for a total of 55 minutes of intensive intervention each day for 36 weeks.

- Level 1 students (disfluent) with severe reading difficulties, such as those requiring intervention needs in the areas of decoding and text reading efficiency, must be enrolled in an intensive reading or an intensive language arts class blocked with a content area course, an extended block of reading intervention, taught by a teacher who is reading endorsed/reading certified or working on reading endorsement/certification for a total of 110 minutes per day for 36 weeks.

- Level 2 students (fluent) who are not in need of intervention in the areas of decoding and text reading efficiency may be placed in intensive reading, intensive language arts, or a content area reading intervention course with a reading endorsed/reading certified/CAR-PD/NGCAR-PD teacher or a teacher who is working on reading endorsement/certification/CAR-PD/NGCAR-PD, for 55 minutes per day for 36 weeks.

- Level 2 students (disfluent) with severe reading difficulties, such as those requiring intervention needs in the areas of decoding and text reading efficiency, must be enrolled in an intensive reading or an intensive language arts class blocked with a content area course, an extended block of reading intervention, taught by a teacher who is reading endorsed/reading certified or working on reading endorsement/certification, for a total of 110 minutes per day for 36 weeks.

Description of the reading classroom

- Bay District Schools will follow the requirements of the Intensive Reading course passed by the State Board of Education. All intensive reading, intensive language arts, and content area reading courses will follow the Bay District Reading Framework which includes the following:

- *Whole group explicit instruction,

- *Small group differentiated instruction, including guided reading and learning stations (vocabulary, writing, listening, and technology),

- *Independent reading practice monitored by the teacher,

- *Teacher Read Aloud,

- *Infusion of NGSSS/CCSS benchmarks specific to the subject area

MIDDLE

course in which the intervention is being provided, and

- A focus on informational text and discussion at a ratio matching FCAT (70/30).

- On-going assessment using diagnostic testing will be used to help determine strategies and to generate individualized instruction for struggling readers, including adjustments to students' schedules if further diagnostics indicate incorrect placement in reading intervention courses.

- Programmatic interventions will follow recommendations with regard to time and group size. Teachers will adhere to publishers'/researchers' guidelines for program implementation.

- Every effort will be taken to minimize class size for reading courses. The goal will be a class size limit of 18-22 students.

- Teachers will use high-interest text and engaging, interactive station activities to motivate students in reading courses.

- See Chart F for a comprehensive list of materials used for each school.

Tutoring may be offered before, during, and after school. Tutoring will be offered to students needing reading interventions, thus providing additional time in reading instruction. Teachers will use approved materials from those listed in Chart F.

These tutoring sessions will be lead by highly qualified teacher(s) who make use of their knowledge of reading research.

Tutoring can be documented as an intervention strategy.

Tutoring sessions will follow the District's tutorial framework.

Successful tutorials should be:

- *Minimum of 30 minutes,
- *Engaging - using high-interest materials,
- *Relevant - involving other content areas,
- *Rigorous - bringing the students to grade level,
- *Use of different instructional methodology and material, and
- *Lower teacher/student ratio.

Tutorial Sessions Must Include:

- *Small group guided instruction for areas of deficiency in core subjects (reading, language arts, math, science, social studies),
- *Use of manipulatives,
- *Real world application to learning,
- *Use of research-based instructional materials, and
- *Limited use of computerized programs. (Computerized programs should only comprise one-third of the total tutorial session time.)

Cross-age tutoring will be offered as resources permit. These programs will vary by school.

The school sites that offer tutoring average 2-3 days per week.

School Based Administrators

	An attempt will be made to actively recruit and train mentors to use with our at risk children.		
HIGH	<ul style="list-style-type: none"> • Level 1 and 2 9th/10th grade students (disfluent) who have intervention needs in the areas of decoding and text reading efficiency must have an extended block of reading intervention with a reading endorsed/certified teacher or a teacher who is working on reading endorsement/certification for 90 minutes per day (Intensive Reading blocked with a content area class) for 36 weeks depending on the school's schedule. • Level 1 11th/12th grade students (disfluent), who have intervention needs in the areas of decoding and text reading efficiency, and who have not met the graduation requirement for FCAT Reading, will receive an intensive reading or intensive language arts course which may be blocked with a content area course taught by a reading endorsed/certified teacher or a teacher who is working on reading endorsement/certification for a total of 90 minutes of intensive intervention each day for 36 weeks until the graduation requirement has been met. • Level 2 11th/12th grade students (disfluent) who have intervention needs in the areas of decoding and text reading efficiency, not meeting the graduation requirement will receive one period of an intensive reading, intensive language arts, or content area reading course each day with a reading endorsed/certified/CAR-PD/NGCAR-PD teacher or a teacher who is working on reading endorsement/certification/CAR-PD/NGCAR-PD for 36 weeks depending on the school's schedule or until the graduation requirement is met. <p>Description of the reading classroom: Bay District Schools will follow the requirements of the Intensive Reading course passed by the State Board of Education. All intensive reading, intensive language arts, and content area reading courses will follow the Bay District K-12Reading Instructional Framework which consists of the following:</p> <ul style="list-style-type: none"> * Whole group explicit instruction, * Small group differentiated instruction, including guided reading and learning stations (vocabulary, writing, listening, and technology), * Independent reading practice, * Teacher Read Aloud, * Infusion of NGSSS/CCSS benchmarks specific to the subject area course in which the intervention is being provided. * A focus on informational text and discussion at a ratio matching FCAT (70/30). * On-going assessment using diagnostic testing will be used to help determine strategies and to generate individualized instruction for struggling readers, including adjustments to students' schedules if further diagnostics indicates incorrect placement in reading intervention courses. <ul style="list-style-type: none"> • If programmatic interventions are to be used as part of Intensive Reading, they should be used as recommended with regard to time and group size. Teachers should adhere to publishers'/researchers' guidelines for program implementation. • Every effort will be taken to minimize class size for reading courses. The goal will be a limit class size of 20-25 students, as resources permit. • Teachers will use high-interest text and engaging, interactive station activities to motivate students in reading courses. • See Chart I for a comprehensive list of materials used for each school. 	The school sites that offer tutoring average 2-3 days per week.	School Based Administrators

	<p>Tutoring may be offered before, during, and after school to students needing reading interventions, thus providing additional time in reading instruction. Teachers will use approved materials from those listed in Chart I.</p> <p>These tutoring sessions will be lead by highly qualified teacher(s) who make use of their knowledge of reading research.</p> <p>Tutoring can be documented as an intervention strategy.</p> <p>Tutoring sessions will follow the district's tutorial framework:</p> <ul style="list-style-type: none"> *Minimum of 30 minutes, *Engaging - using interesting materials, *Relevant - involving other content areas, *Rigorous - bringing the students to grade level, *Use of different Instructional methodology and material, and *Lower teacher/student ratio. <p>Tutorial Sessions Must Include:</p> <ul style="list-style-type: none"> *Small group guided instruction for areas of deficiency in core subjects (reading, language arts, math, science, and social studies), *Use of manipulatives, *Real world application to learning, *Use of research-based instructional materials, and *Limited use of computerized programs. (Computerized programs should only comprise one-third of the total tutorial session time.). <p>Cross-age tutoring will be offered as resources permit. These programs will vary by school.</p>		
Additional Information	<p>Extended Day:</p> <p>Bay District Schools has implemented an extended day at one elementary school identified as a Focus school by DOE. An additional hour of instruction has been added to increase reading instruction. Even though parents had the opportunity to transfer their student to another school or "opt out" any student performing above proficiency, the majority of parents welcomed the extended day and additional time for reading instruction.</p>	Daily	School Based Administrators and District Administrators

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	K-5 students are progress monitored in reading to ensure steady progress thereby meeting the individual needs of the students. In grades 3-5, all students are progress monitored--Reading FCAT 2.0 Level 1-Level 5 students.	K-5 students are progress monitored three times per year to gather Baseline (AP1), Midyear (AP2), and Postyear (AP3) data. The District has chosen to use Discovery Education Assessment for progress monitoring in Reading, Math, and Science.	School administrators ensure that the responsible teacher of reading progress monitors his/her students.

MIDDLE	Middle schools (6-8) progress monitor Reading FCAT 2.0 Level 1 and Level 2 students. In addition, several of the middle schools in our district have chosen to progress monitor the entire student body at their site-Reading FCAT 2.0 Level 1-Level 5 students to ensure that all reading needs are being met.	Middle school (6-8) students are progress monitored three times per year to gather Baseline (AP1), Midyear (AP2), and Postyear (AP3) data. The District has chosen to use Discovery Education Assessment for progress monitoring in Reading, Math, and Science.	School administrators ensure that the responsible teacher of reading progress monitors his/her students.
HIGH	High schools (9-12) progress monitor Reading FCAT 2.0 Level 1 and Level 2 students who have not met the FCAT Reading graduation requirement.	High School (9-12) students are progress monitored three times per year to gather Baseline (AP1), Midyear (AP2), and Postyear (AP3) data. The District has chosen to use Discovery Education Assessment for progress monitoring in Reading, Math, and Science.	School administrators ensure that the responsible teacher of reading progress monitors his/her students.

Title I District Improvement Plan - (Part 4)

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

Grade Level	Core Mathematics and Scientifically Research-Based Program(s)	Supplemental Mathematics and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	<p>Bay District Schools use only state adopted materials that are listed on the FL DOE website. All state adopted textbooks are scientifically researched based in order to meet state adoption criteria.</p> <p>Core math program – Houghton, Mifflin, Harcourt GoMath! 2011</p>	<p>Bay District Schools use supplemental materials that come with all adopted textbooks being used. School sites can also order other supplemental material that is scientifically research-based as well as from the approved math list on the FL DOE website for mathematics supplemental materials.</p> <p>SRA Number Worlds for intervention and ESE supplementary</p> <p>SRA Connecting math Concepts for ESE</p> <p>Successmaker – supplementary online educational software by Pearson</p> <p>Center Stage Math</p>	<ul style="list-style-type: none"> • Project CRISS Inservice (Creating Independence Through Student Owned Strategies) • Kagan training for participating Title I schools • Next Generation Math Standards Inservice • K-12 Instructional Math Specialist • Math Staff Training Specialist • Math Coaches at required DA schools • Item specifications training • DEA, SM5, Classworks and other data analysis training • Title 1 math workshops with consultant • Technology integration training • Technology software training such as Successmaker • ThinkCentral training (online GoMath technology resources) • Digital gradebook training • Dealing with Poverty training such as Boys in Crisis by Ruby Payne • Book Study with Teaching Student Centered Mathematics by John Van deWalle • Curriculum and Assessment Guidelines training (CAG) This training started with administrators and then will continue to be site-based. <p>Grade level meetings at individual school sites(these meetings will eventually lead to Lesson Study)</p> <p>Bay District Schools has developed school-based math professional development plans for the Priority and Focus schools as identified by DOE. The schools will have the opportunity to demonstrate increased math professional development through</p>

			<p>their own SIP, and the district's plans may either supplement, supplant, or be implemented when necessary based on the schools' level of need. The plans in their entirety are maintained at the district office with a hard copy of the DIAP.</p>
MIDDLE	<p>Bay District Schools use only state adopted materials that are listed on the FL DOE website. All state adopted textbooks are scientifically researched based in order to meet state adoption criteria.</p> <p>Core math program for course 1,1A, 2,2A,3,3A - McGraw-Hill/Glencoe Math Connects</p>	<p>Bay District Schools use supplemental materials that come with all adopted textbooks being used. School sites can also order other supplemental material that is scientifically research-based as well as from the approved math list on the FL DOE website for mathematics supplemental materials.</p>	<ul style="list-style-type: none"> • Project CRISS Inservice (Creating Independence Through Student Owned Strategies) • Kagan training for Aspire teachers • Next Generation Math Standards Inservice • K-12 Instructional Math Specialist • Math Staff Training Specialist • Math Coaches at required DA schools • Item specifications training • DEA, SM5, Classworks, and other data analysis training • Technology integration training • Digital gradebook training • Technology software training such as Tabula Digita, and TiNspire • Pearsonsuccesmaker training • District hosted Algebra 1 honors and high school department chair meetings. <p>• Curriculum and Assessment Guidelines training (CAG) This training started with administrators and then will continue to be site-based. Grade level meetings at individual school sites.(these meetings will eventually lead to lesson study)</p> <p>Bay District Schools has developed school-based math professional development plans for the Priority and Focus schools as identified by DOE. The schools will have the opportunity to demonstrate increased math professional development through their own SIP, and the district's plans may either supplement, supplant, or be implemented when necessary based on the schools' level of need. The plans in their entirety are maintained at the district office with a hard copy of the DIAP.</p>
HIGH	<p>Bay District Schools use only state adopted materials that are listed on the FL DOE website. All state adopted textbooks are scientifically researched based in order to meet state adoption criteria.</p>	<p>Bay District Schools use supplemental materials that come with all adopted textbooks being used. School sites can also order other supplemental material that is scientifically research-based as well as from the approved math list on the FL DOE website for mathematics supplemental materials.</p>	<ul style="list-style-type: none"> • Project CRISS Inservice (Creating Independence Through Student Owned Strategies) • Next Generation Math Standards Inservice • K-12 Instructional Math Specialist • Math Staff Training Specialist • Math Coaches at required DA schools • Item specifications training • ThinkLink , Snapshot, and other data analysis training • Technology integration training • Digital gradebook training • Technology software training such as Tabula Digita, and TiNspire • Pearsonsuccesmaker training

	Core Math program for Algebra 1, Algebra 2, Geometry – Prentice Hall/Pearson Series 2011	Tabula Digita- STEM initiative software that uses video gaming to promote math concepts and skills	<ul style="list-style-type: none"> • District hosted Algebra 1 honors and high school department chair meetings. • Curriculum and Assessment Guidelines training (CAG) This training started with administrators and then will continue to be site-based. Grade level meetings at individual school sites.(these meetings will eventually lead to lesson study)
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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
<p>Bay District Schools does not have a mandatory district wide initiative in place for extended learning opportunities in mathematics. The decision to offer before or after school additional mathematics support is a site based decision.</p> <p>We currently have math tutorials before and after school offered at the elementary, middle school, and high school level.</p>	<p>Students who scored a level 1 or 2 on the mathematics portion of the FCAT.</p> <p>Students who are recommended by their teachers who need additional support in the area of mathematics.</p> <p>Students who are not making satisfactory grades during reporting periods.</p>	<p>The school sites that offer tutoring average 2 to 3 days a week.</p>	<p>Site based administrators</p>

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
			<ol style="list-style-type: none"> 1. Next Generation Sunshine State Standards In service: pacing guide development. 2. Textbook use and resources training. 3. Participation of elementary teachers at conferences: Florida Association of Science Teachers Conference. 4. Grade level meetings at schools on content area

ELEMENTARY	<p>Science Book Adoption new purchase: Grades 3-5: Houghton Mifflin Harcourt Florida Science Fusion Interactive Program Grades K-2: National Geographic Explorer Magazine subscription for every student</p>	<p>Textbook supplemental: On-line text resources, Great Source – ScienceSaurus, Science Studies Weekly - a Scholastic Science Publication, National Geographic Explorer Magazine subscription for every K-2 student</p>	<p>reading, curriculum pacing guides, lab safety, integrating STEM subjects, data gathering for Individual Professional Development Plan and science content enrichment. 5. Monthly Science Topics meetings after school addressing pacing guide requirements. 6. Environmental Instruction Outside at the E.O.Wilson Biophilia Center- teaching the standards while managing students outside. 7. Professional Learning Communities using lesson study to implement NGSSS in classes and management of single lab room for classes to visit. 8. Coastal Master Naturalist Certification for teachers 3-10th grades with NOAA, Sea Grant and Science and Discovery Center of NWF. 9. STEM Summer Camp for 5-8th grade students; earth, space, marine, environmental science. 10. Technology SMART training with new classroom materials. 11. Science Staff Training Specialist K-12.</p>
MIDDLE	<p>Science Book Adoption new purchase: Pearson Prentice Hall Florida Interactive Science series 6-8</p>	<p>Textbook supplemental: On-line text resources, Great Source- ScienceSaurus Scholastic Science Publications</p>	<p>1.1. Next Generation Sunshine State Standards In service: pacing guide development 2. Textbook use and resources training. 3. Participation of middle school teachers at conferences: Florida Association of Science Teachers. 4. Science department meetings at schools on content area reading, curriculum pacing guides, lab safety, integrating STEM subjects, data gathering for Individual Professional Development Plan, and science content enrichment. 5. Environmental Instruction Outside at the E.O. Wilson Biophila Center – teaching the standards while managing students outside – 4th grade. 6. Science Fair event management for elementary schools 3-5th grades. 7. Coastal Master Naturalist Certification with NOAA , Sea Grant, Science and Discovery Center of NWF (SDC of NWF) for teachers 3-10th grades. 8. SDC of NWF teacher training in Earth and Space science with Bay County Astronomy Society school presentations. 9. Teacher liability in the lab training with Gulf Coast State College Division of Natural Sciences. Biology and Chemistry lab discussion and demonstrations for 6-12 grade teachers. 10. STEM Summer Camp for 5- 8th Grade students: earth, space, marine environment. 11. Technology SMART Training with new classroom materials. 12. Science Staff Training Specialist K-12.</p>
			<p>1. 1. Next Generation Sunshine State Standards In service: pacing guide development. 2. Textbook use and resources training. 3. Participation of high school teachers at conferences: Florida Association of Science teachers Conference.</p>

HIGH	Glencoe/McGraw Hill, Holt Rinehart Winston, CPO Science, McDougal Little, Houghton Mifflin Harcourt: Physical Sciences, Biology, Chemistry, Physiology and Anatomy, AP,IB, AICE Science Courses	Textbook supplemental: On-line resources.	<p>4. Subject area teacher meetings on content area reading, curriculum pacing guides, lab safety, integrating STEM subjects, data gathering for Individual Professional Development Plan and science content enrichment.</p> <p>5. Participation on FLDOE End Of Course Biology exam committee with follow-up meeting for peers.</p> <p>6. Collaboration with Air Force Research Lab scientists to train middle and elementary school teachers in content and methods.</p> <p>7. Collaboration with FSU-Panama City Campus S.T.E.M. Institute summer program: STEM training for teachers and students.</p> <p>8. Science Fair Scientific Review Committee training in Protocol Safety topics.</p> <p>9. Coastal Master Naturalist Certification for teachers 3-10th grades with NOAA, Sea Grant and Science and discovery Center of NWF.</p> <p>10. Chemistry content training in preparation for Florida Certification Test. Fast Track to Fast Pack.</p> <p>11. Teacher liability in the lab training with Gulf Coast State College Division of Natural Sciences. Biology and Chemistry lab discussion and demonstrations for 6-12 teachers.</p> <p>12. Technology SMART Training with new classroom materials.</p> <p>13. Science Staff Training Specialist K-12.</p>
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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 - Sizzling Science	Elementary, Middle, High	Annual three hour free science festival at Gulf Coast State College Natural Science Division lab and outside area.	Paula Weaver: Division of Teaching and Learning
After school - District Science Fair	Middle, High Public, charter, private, homeschool	Annual four day event for judging and awards held at FSU-PC. Winners go to State Science Fair.	Paula Weaver: Division of Teaching and Learning
During school - School Science Fairs	Elementary, Middle, High	Fairs at individual schools to prepare for entry into district science fair.	Paula Weaver: Division of Teaching and Learning
After School – Science Night	Elementary, Middle school Parents	Eleven schools; working on increasing the number of schools by discussing at the school grade level and department meetings.	Paula Weaver: Division of Teaching and Learning
During school - E.O.Wilson Biophilia Center	4th grade students in district; opportunity to practice science in the field	Every 4th grade student travels to the E. O. Wilson Center twice prior to FCAT testing.	Paula Weaver: Division of Teaching and Learning
Summer: STEM camps	Middle, High	Three week-long camps, at FSU-PC	Paula Weaver: Division of Teaching and Learning
Summer: STEM Camp	5-8th grade students	Two-week long camp, annually	Paula Weaver: Division of Teaching and Learning

During school- Science Brothers performance, STEM Mentor visits.	3-5 6-8 9-12	Scientists in area present to or mentor classes in STEM subjects: Engineering, Science Projects, science content.	Paula Weaver: Division of Teaching and Learning
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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	<p>Schools will utilize the SMILE Writing Resource and SMILE Rapid Results, a data-driven writing curriculum. The Six Traits of Writing will also be embedded into the ELA Writing curriculum.</p> <p>Writing prompts and activities embedded in Harcourt Storytown.</p> <p>Monthly School-wide writing prompts based on previous FCAT Writing Assessments to serve as a progress-monitoring tool in order to make data-driven decisions about writing instruction in each classroom.</p>	<p>Writing is integrated across the content areas using K-12. content/objectives listed in the core reading program.</p> <p>A large majority of the schools utilize Writer's Workshop. In addition to the writing curriculum, schools utilize scientifically research-based writing strategies to provide individualized instruction while incorporating authentic literature.</p> <p>Specific skill instruction targeting achieving proficiency in Focus, Organization, Support, and Conventions is provided for all students through differentiated instructional opportunities based on Rubric criteria.</p>	<p>A district Staff Training Specialist will provide school-based trainings and support and training.</p> <p>FCAT Rubric and Anchor Set training will be provided to all teachers.</p> <p>In addition to continued training in Six trait writing strategies through the SMILE Writing program.</p>
MIDDLE	<p>A Writing Team of demonstrated expert teachers will develop a secondary Writing curriculum based on Six Traits and Writing Elements.</p> <p>Monthly School-wide writing prompts based on previous FCAT Writing Assessments to serve as a progress-monitoring tool in order to make data-driven decisions about writing instruction in each classroom.</p>	<p>Writing is taught across the content areas using K-12 content/objectives listed in the core reading program.</p>	<p>A district Staff Training Specialist will provide school-based trainings and support.</p> <p>FCAT Rubric and Anchor Set training will be provided to all teachers.</p> <p>Increase training in the use of informational text-based writing.</p>
HIGH	<p>A Writing Team of demonstrated expert teachers will develop a secondary Writing curriculum based on Six Traits and Writing Elements.</p> <p>Monthly School-wide writing prompts based on previous FCAT Writing Assessments to serve as a progress-monitoring tool in order to make data-driven decisions about writing instruction in each classroom.</p>	<p>Writing is taught across the content areas using K-12 content/objectives listed in the core reading program.</p>	<p>A district Staff Training Specialist will provide school-based trainings and support.</p> <p>FCAT Rubric and Anchor Set training will be provided to all teachers.</p> <p>Increase training in the use of informational text-based writing.</p>

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
After-school tutoring	Many schools will provide after-school skill-based instruction for students at the elementary level that are not meeting grade level writing expectations and students in middle and high school who score below a level 3.0 on school-wide writing prompts administered during the monthly progress monitoring periods.	Twice weekly	Administrators from each participating school are responsible for monitoring after-school tutoring at their school.

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.

This is no longer a requirement under the State's waiver.

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
Inform parents of students' progress.	2012 Climate Survey – 20% responded that they disagreed or strongly disagreed that the school keeps the community informed.	All grade levels will enter grades into FOCUS and data will be uploaded into the parent portal for 24/7 access.	100% of the grade levels will successfully upload grade information into the parent portal.	David Smith/MIS, Shelly Rouse/Instructional Specialist
Variety of meeting times is needed	Based on the 2012 Title I Spring Parent Survey, conflict with work schedules was consistently the number one barrier that prevented parents from attending parent workshops.	The District Title I Parent Task Force will meet in the morning and in the evening for each of the quarterly meetins. Schools will be encouraged to offer their parenting workshops and meetings.	Compare attendance from last year to this year.	Title I/Eugenia Gordon, Beth Champion, Sarah Smith

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)

NOTE: The information in this text box is based on the most current data. AMAO's have not been released from FL DOE for the 2011-2012 School Year.

AMAO 1: Met

AMAO 2: Met

AMAO 3: It should be noted that ELL students in Bay District Schools increased in proficiency in reading and mathematics for 2010-2011. Reading increased from 39% to 42% proficient while Mathematics increased from 49% to 59% proficient. The following factors prevented the district from achieving AMAO 3:

- a. FCAT Testing: Research indicates it can take up to seven years for ELLs to achieve Cognitive Academic Proficiency. Mandating that ELLs demonstrate academic proficiency on FCAT after two years in a language acquisition program ignores research and requires ELLs to demonstrate a high level of academic skill, which rests on academic language proficiency within two years. ELLs are held to a standard that many native speakers cannot meet.
- b. ELL parents are often not able to support their children's academic progress because of language barriers, cultural or educational background, and/or demands of work..
- c. The ELL mobility rate is high. ELLs move often, which hinders their academic progress. Students also return to their home country for a period of time. This creates an interruption in their English language acquisition process and academic progress.
- d. Less than 2% of the overall Bay District School student population are English Language Learners. The performance of a small number of ELLs impacts the overall district Annual Yearly Progress. The number of ELLs at the individual schools does not affect the school's AYP. Thus, individual schools receive no penalties or sanctions for ELLs not meeting AYP. Students are tested on a English only assessment when they have not had time to become proficient in the English language or academic language based on research.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
<p>a. * 150 licenses for Rosetta Stone Version 3 were purchased for ELLs. This research based program assists students with English language acquisition. Imagine Learning is installed at 14 Elementary School sites as another instrument to promote English language acquisition. Licenses are renewed annually for Rosetta Stone and Imagine Learning English. * ELLs are placed with ESOL endorsed teachers or teachers working toward ESOL endorsement, who use strategies and State and District adopted core curriculum textbooks/programs. These teachers make modifications and provide appropriate accommodations to ensure comprehensible instruction for ELLs. * The district has made great progress in the number of teachers who have received training to meet the unique needs of the ELL. Bay District has provided over 31,700 free hours of online professional development through Beacon Learning Center toward meeting the ESOL requirements. Teachers who have received this training are better equipped to use research-based ESOL strategies to improve English Language proficiency and ensure academic learning gains. Supplemental Professional Development through B&B Educational Consultants and the Bureau of Educational Research has also been provided to BDS teachers to improve the Reading (Vocabulary and comprehension) skills of ELLs. * Six schools qualify for bilingual (Spanish) paraprofessional assistance for ELLs. Two additional schools are very close to needing bilingual paraprofessional services. For those schools who do not qualify based on numbers, supplemental bilingual support was added to the district Title III grant for 2011-2012. Because Title III funding was cut for 2012-2013, this initiative was not included in the program application. *Each school in the district provides ELLs equal access to all programs, interventions, and tutorials to ensure academic</p>	<p>a. Instructional Specialist, District Level ESOL Classroom Teacher Language Arts/Reading Teachers Content Area Teachers School-based Technology Point of Content for Rosetta Stone and Imagine Learning English Bilingual Paraprofessionals</p>	<p>a. Ongoing</p>	<p>a. District Title III</p>

success. * A Newcomer Program was reinstated for the 2011-2012 school year at one local high school to provide intensive immersion in English Language acquisition and content vocabulary to ensure success in the academic classroom. The program is available again for the 2012-2013 school year. This program is made available to all high school ELL/immigrant students regardless of the high school they are zoned to attend. Support is provided by a bilingual ESOL endorsed teacher to increase English language proficiency as well as to assist students in making academic learning gains. There is also bilingual support in this program from a paraprofessional.

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3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)

Personnel Responsible

Timeline

Funding Source

Grade Level	Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)
K-2	Grade K-2 Chart
3-5	Grade 3-5 Chart
6-8	Grade 6-8 Chart
9-12	Grade 9-12 Chart

Director of K-12 Curriculum and Instructional Services
 Division of Teaching and Learning Reading Instructional
 Specialist K-12 Reading Coaches Coordinator of
 Professional Development and Title II Reading Teachers

a.
Ongoing

a. District
 Title II b.
 Title III

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)

Personnel Responsible

Timeline

Funding Source

a. * Core instruction in Math for all levels is provided through state-adopted textbooks that are correlated to the Next Generation Sunshine State Standards and Common Core State Standards for K-1 students. These textbooks include strategies for differentiation and materials to use to improve academic achievement of ELLs in Math. Harcourt Math is scientifically researched and proven to build students' mathematical knowledge. Various SRA Math direct instructional programs are used with identified subgroups to address their needs. * Supplemental Math programs include, but are not limited to: Pearson (online) Successmaker, Math Worlds, FCAT Explorer, Center Stage Math, TransMath (Middle School), Classwork, Essential for Algebra, and 4Mat for Algebra. * Research-based instructional strategies include direct instruction in a whole group setting implementing ESOL strategies, small group instruction, math centers for cooperative learning and independent practice, hands on learning using manipulatives, differentiated instruction based on individual student needs and CRISS strategies. * The District provides professional development through the Math Frameworks Training for teachers to ensure fidelity of implementation of core Math programs. ESOL strategies for instruction of ELLs are part of this professional development. Math teachers are provided professional development to align their curriculum to the Next Generation Math Standards during Math Summer Institutes and After School Math workshops. All K-12 Math teachers are provided the opportunity to attend the institutes focusing on the Next Generation Sunshine State Math Standards.

Director of K-12
 Curriculum and
 Instructional Services
 Division of Teaching
 and Learning Math
 Instructional Specialist
 K-12 Math Training
 Specialist 6-12
 Coordinator of
 Professional
 Development and Title
 II Math Teachers

a.
Ongoing

a. District
 Title II b.
 Title III

5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.

Personnel Responsible

Timeline

Funding Source

*A comprehensive and high quality professional development program is provided for classroom teachers, principals, and other school personnel. The professional development plan incorporates scientifically-based research and is driven by district data. * English language proficiency for ELLs can best be increased by placing them

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in a classroom with teachers trained in second language acquisition, methodology, and knowledge of ESOL strategies that ensure instruction is comprehensible. The district provides professional development for Category I (teachers seeking a 300 hour ESOL endorsement, Category II (teachers meeting the 60 hour ESOL requirement), Category III (teachers meeting the 18 hour ESOL requirement), and Category IV (School based principals and guidance counselors meeting the 60 hour ESOL requirement) school personnel through Beacon Learning Center. * A district-wide Professional Development Calendar is used through the Teaching and Learning Division of Bay District Schools. All professional development opportunities are advertised and made available to all BDS employees through the Teaching and Learning Professional Development Office. Differentiated Instruction is a focused implementation for 2011-2012 as well as Project CRISS. Training in Differentiated Instruction will allow teachers to provide all students, including ELLs, more opportunities to participate and ask questions. It will also provide opportunities to receive immediate constructive feedback. ELL students will be encouraged to work in small groups with classroom peers in a collaborative learning model. The goal of Differentiated Instruction training is to provide a clear road map for teachers and administrators. * Bay District has also partnered with B&B Consultants to provide professional development for teachers of Recently Arrived Immigrant Children and Youth and ELLs. This supplemental professional development program focuses on cultural sensitivity and specific strategies to use when teaching and meeting the unique needs of an English Language Learner in the inclusion classroom.	a. Director of K-12 Curriculum and Instructional Services Math Instructional Specialist K-12 Math Training Specialist 6-12 Coordinator of Professional Development and Title II Math Teachers Personnel Responsible a. Coordinator of Professional Development and Title II Beacon Learning Center b. ESOL Instructional Specialist	a. Ongoing	a. District Title II b. Title III
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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
<ul style="list-style-type: none"> Parents of ELLs are encouraged to become members of the District Parent Leadership Council. This council meets two to three times a year and is responsible for planning all activities and special events for ELLs and their families. This council is also responsible for meeting any special needs or addressing any issues the ELLs or their family may have. The PLC also has an active role in writing the District ELL Plan. Parents of ELLs are encouraged to become members of their School/Parent Advisory Council. ELLs and Parents are encouraged to attend the District Parent Involvement Nights held twice a year at the district office. Special interest items such as (but not limited to) information regarding FCAT, Literacy, health and wellness (presented by the Health Department), English language classes through the Public Library and Haney Technical Institute, Immigration Issues presented by a local Immigration attorney, and educational resources provided by Bay District Schools, Panhandle Area Educational Consortium (PAEC), and Florida State University/Panama City Campus. Interpreters speaking Spanish, Vietnamese and Russian are available to assist the parents during these meetings. Individual schools also host Parent Nights and Open House events. Parents of ELL students are encouraged to attend and be involved in these activities at their schools. ESOL Website through the district which has special links for Parents. Parent Resource Guide for families of ELLs has been printed in Spanish, Vietnamese, and Russian as well as English. A welcome DVD has been developed to assist newly arriving individuals with school registration and other pertinent community information. All parent training initiatives offered by the District are available to parents of ELLs on an equal basis. Interpreters are provided to schools which host Reading and Math nights for families when requested. Parents are also provided with Homework Help Dictionaries in multiple languages that can assist them in helping their students. A local faith based organization provides conversational English classes for international parents. Dinner and childcare are provided each week for parents to attend. 	a. ESOL Instructional Specialist Bilingual Paraprofessionals Bilingual Program Assistant/Clerk Parent Leadership Council Chairperson and members	a. Ongoing	a. District Title III Title I

7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
Not applicable for Bay District.	a. N/A	a. N/A	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.**

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