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

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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.

School Advisory Councils were directly involved in the writing of each school's School Improvement Plan. This plan is based on the combined needs identified in each school's School Improvement Plan. District staff met with the school staff to review parent input through surveys, school communications and meetings. A district liaison attends School Advisory Council meetings to assist council members in interpreting the plan requirements and garner input from parents throughout the implementation process. All School Improvement Plans are presented to the School Board through a public hearing and are then Board approved. School Improvement Plans are reviewed by a peer group annually. The district receives guidance from the East Coast Technical Assistance Center and FDOE to clarify any questions or areas of concern.

Title I District Improvement Plan - (Part1_2)

STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

Click here to see a Detailed Report

Title I District Improvement Plan - (Part 2)

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

Subgroup not making satisfactory progress.	Subject Area	Specific Ttaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
Total	Reading	Reading Application/Informational Text and Research Process	In 2012-13 an increased focus on these two subcategories of Reading will be the priority of discussion in learning communities and school leadership meetings (data chats, IPDPS, Academic Growth Plans and School Improvement Plans)	a.Continue use Discovery Education Assessments with a better correlation to FCAT b. Continue use of Achieve 3000 in Reading, Science and Social Studies c. Train more teachers on the Common Core State Standards d. Use more close reading of text and text-based writing for higher levels of thinking e. Continue to scaffold with higher text complexity & LFS Catching Kids Up f. Continue to refine and focus on reforms to the reading programs to assist in focusing on subgroups and skill needs of all students (Flexible Grouping & Skill of the Month) g. District Walkthroughs to review the fidelity of Reading Programs, content areas use of CCSS Literacy Standards and use of high yield Learning Focused Strategies at schools	a. Flexible Grouping (LFS) b. Learning Focused Strategies Mini-Lessons c. Achieve 3000 d. Common Core State Standards Training e. Text-Complexity f. Close Reading Lesson Building g. CIS (Comprehension Instructional Sequence)	a. Disrtrict Curriculum Staff b. Reading Coach/Reading Resource Teachers c. School Leadership Teams
Total	Mathematics	AMO Met	AMO Met	AMO Met	AMO Met	AMO Met
				a.Continue use Discovery Education Assessments with a better correlation to FCAT b. Continue use of Achieve 3000 in		

White	Reading	Informational Text and Research Process	In 2012-13 an increased focus on the subcategory of need for this group of students will be the priority of discussion in learning communities and school leadership meetings (data chats, IPDPs, Academic Growth Plans and School Improvement Plans)	Reading, Science and Social Studies c. Train more teachers on the Common Core State Standards d. Use more close reading of text and text-based writing for higher levels of thinking e. Continue to scaffold with higher text complexity & LFS Catching Kids Up f. Continue to refine and focus on reforms to the reading programs to assist in focusing on subgroups and skill needs of all students (Flexible Grouping & Skill of the Month) g. District Walkthroughs to review the fidelity of Reading Programs, content areas use of CCSS Literacy Standards and use of high yield Learning Focused Strategies at schools	a. Flexible Grouping (LFS) b. Learning Focused Strategies Mini-Lessons c. Achieve 3000 d. Common Core State Standards Training e. Text-Complexity f. Close Reading Lesson Building g. CIS (Comprehension Instructional Sequence)	a. District Curriculum Staff b. Reading Coaches/Reading Resource Teachers c. School Leadership Teams
White	Mathematics	AMO Met	AMO Met	AMO Met	AMO Met	AMO Met
				a.Continue use Discovery Education Assessments with a better correlation to FCAT b. Continue use of Achieve 3000 in Reading, Science and Social Studies c. Train more teachers on the Common Core State Standards d. Use more close		

Black	Reading	Vocabulary/Informational Text and Research Process	In 2012-13 an increased focus on the subcategories of need for this group of students will be the priority of discussion in learning communities and school leadership meetings. (data chats, IPDPs, Academic Growth Plans, and School Improvement Plans)	reading of text and text-based writing for higher levels of thinking e. Continue to scaffold with higher text complexity & LFS Catching Kids Up f. Continue to refine and focus on reforms to the reading programs to assist in focusing on subgroups and skill needs of all students (Flexible Grouping & Skill of the Month) g. District Walkthroughs to review the fidelity of Reading Programs, content areas use of CCSS Literacy Standards and use of high yield Learning Focused Strategies at schools h. Explicit Vocabulary Instruction	a. Flexible Grouping (LFS) b. Learning Focused Strategies Mini-Lessons c. Achieve 3000 d. Common Core State Standards Training e. Text-Complexity f. Close Reading Lesson Building g. CIS (Comprehension Instructional Sequence)	a. District Curriculum Staff b. Reading Coaches/Reading Resource Teachers c. School Leadership Teams
				a. Concrete to		

Black	Mathematics	Geometry and Measurement are the areas of greatest weakness.	In 2012-13 an increased focus on students in this group will be the priority of discussion in learning communities and school leadership meetings. The groups will discuss the need for motivating engagement techniques and bringing relevance to the lessons.	Representational to Abstract teaching/learning techniqes b. High Yield Learning Focused Strategies c. Data Chats through learning communities d. Non-Linguistic Representations e. Progress Monitoring f. Supplementary time in programs g. Explicit vocabulary instruction h. Increased use of technology (Gizmos) and manipulatives i. Differentiated instruction techniques. j. LFS Catching Kids Up Strategies	a.Coaching and mentoring b. Learning Focused Extend and Refine Strategies c. Learning Focused Lesson Study d. Differentiated Instruction e. CRA (Concrete, Representational, Abstract) f. RtI (Response to Intervention) g. Discovery Learning-Gizmos h. PBS (Positive Behavior Support) i. LFS Catching Kids Up Strategies j. Common Core Standards with emphasis on Standards of Mathematical Practice	a. District Curriculum Staff b. School Leadership Teams
Hispanic	Reading	Reading Application/Literary Analysis/Informational Text and Research	In 2012-13 an increased focus on the subcategories of need for this group of students will be the priority of discussion in learning communities and school leadership meetings. (data chats, IPDPs, Academic Growth Plans, and School Improvement Plans)	a.Continue use of Discovery Education Assessments with a better correlation to FCAT b. Continue use of Achieve 3000 in Reading, Science and Social Studies c. Train more teachers on the Common Core State Standards d. Use more close reading of text and text-based writing for higher levels of thinking e. Continue to scaffold with higher text complexity & LFS Catching Kids Up f. Continue to refine and focus on reforms to the reading programs to assist in focusing on subgroups and skill needs of all students (Flexible	a. Flexible Grouping (LFS) b. Learning Focused Strategies Mini-Lessons c. Achieve 3000 d. Common Core State Standards Training e. Text-Complexity f. Close Reading Lesson Building g. CIS (Comprehension Instructional Sequence)	a. District Curriculum Staff b. Reading Coaches/Reading Resource Teachers c. School Leadership Teams

				Grouping & Skill of the Month) g. District Walkthroughs to review the fidelity of Reading Programs, content areas use of CCSS Literacy Standards and use of high yield Learning Focused Strategies at schools		
Hispanic	Mathematics	AMO Met	AMO Met	AMO Met	AMO Met	AMO Met
Asian	Reading	AMO Met	AMO Met	AMO Met	AMO Met	AMO Met
Asian	Mathematics	There are two areas of greatest weakness. They are 1)Numbers: Base Ten, Operations, Problems & Statistics and 2) Fractions, Ratios, and Proportions.	In 2012-13 an increased focus on students in this group will be the priority of discussion in learning communities and school leadership meetings. The groups will discuss the need for developing fluency, more time developing conceptual understanding,and real-world problem-solving.	a. Concrete to Representational to Abstract teaching/learning techniqes b. High Yield Learning Focused Strategies c. Data Chats through learning communities d. Non-Linguistic Representations e. Progress Monitoring f. Supplementary time in programs g. Fluency exercises h. Increased use of technology (Gizmos) and manipulatives i. Differentiated instruction techniques. j. LFS Catching Kids Up Strategies	a.Coaching and mentoring b. Learning Focused Extend and Refine Strategies c. Learning Focused Lesson Study d. Differentiated Instruction e. CRA (Concrete, Representational, Abstract) f. RtI (Response to Intervention) g. Discovery Learning-Gizmos h. PBS (Positive Behavior Support) i. LFS Catching Kids Up Strategies j. Common Core Standards with emphasis on Standards of Mathematical Practice	a. District Curriculum Staff b. School Leadership Teams
American Indian	Reading	NA	NA	NA	NA	NA
American Indian	Mathematics	NA	NA	NA	NA	NA
			In 2012-13 an	a.Continue use of Discovery Education Assessments with a better correlation to FCAT b. Continue use of Achieve 3000 in Reading, Science and Social Studies c. Train more teachers on the Common Core State Standards		

Economically Disadvantaged	Reading	Reading Application/Informational Text and Research	increased focus on the subcategories of need for this group of students in this group will be the priority of discussion in learning communities and school leadership meetings. (data chats, IPDPs, Academic Growth Plans, and School Improvement Plans)	d. Use more close reading of text and text-based writing for higher levels of thinking e. Continue to scaffold with higher text complexity & LFS Catching Kids Up f. Continue to refine and focus on reforms to the reading programs to assist in focusing on subgroups and skill needs of all students (Flexible Grouping & Skill of the Month) g. District Walkthroughs to review the fidelity of Reading Programs, content areas use of CCSS Literacy Standards and use of high yield Learning Focused Strategies at schools	a. Flexible Grouping (LFS) b. Learning Focused Strategies Mini-Lessons c. Achieve 3000 d. Common Core State Standards Training e. Text-Complexity f. Close Reading Lesson Building g. CIS (Comprehension Instructional Sequence)	a. District Curriculum Staff b. Reading Coaches/Reading Resource Teachers c. School Leadership Teams
Economically Disadvantaged	Mathematics	AMO Met	AMO Met	AMO Met	AMO Met	AMO Met
English Language Learners	Reading	AMO Met	AMO Met	AMO Met	AMO Met	AMO Met
				a. Concrete to Representational to Abstract		

English Language Learners	Mathematics	There are two areas of greatest weakness: 1) Numbers:Base Ten and Fractions and 2) Expressions and Equations.	In 2012-13 an increased focus on students in this group will be the priority of discussion in learning communities and school leadership meetings. The groups will discuss the need for developing fluency and academic vocabulary, more time developing conceptual understanding,and content-area reading strategies specifically targeted for mathematics text.	teaching/learning techniqes b. High Yield Learning Focused Strategies c. Data Chats through learning communities d. Non-Linguistic Representations e. Progress Monitoring f. Supplementary time in programs g. Fluency exercises h. Increased use of technology (Gizmos) and manipulatives i. Differentiated instruction techniques. j. LFS Catching Kids Up Strategies k. Explicit Vocabulary Instruction l. Content area reading strategies - graphic organizers for math	a.Coaching and mentoring b. Learning Focused Extend and Refine Strategies c. Learning Focused Lesson Study d. Differentiated Instruction e. CRA (Concrete, Representational, Abstract) f. RtI (Response to Intervention) g. Discovery Learning-Gizmos h. PBS (Positive Behavior Support) i. LFS Catching Kids Up Strategies j. Common Core Standards with emphasis on Standards of Mathematical Practice	a. District Curriculum Staff b. School Leadership Teams
Students with Disabilities	Reading	Informational Text and Research Process	In 2012-13 an increased focus on the subcategory of need for this group of students in this group will be the priority of discussion in learning communities and school leadership meetings. (data chats, IPDPs, Academic Growth Plans, and School	a.Continue use of Discovery Education Assessments with a better correlation to FCAT b. Continue use of Achieve 3000 in Reading, Science and Social Studies c. Train more teachers on the Common Core State Standards d. Use more close reading of text and text-based writing for higher levels of thinking e. Continue to scaffold with higher text complexity & LFS Catching Kids Up f. Continue to refine and focus on reforms to the reading programs to assist in focusing on subgroups and	a. Flexible Grouping (LFS) b. Learning Focused Strategies Mini-Lessons c. Achieve 3000 d. Common Core State Standards Training e. Text-Complexity f. Close Reading Lesson Building g. CIS (Comprehension Instructional	a. District Curriculum Staff b. Reading Coaches/Reading Resource Teachers c. School Leadership Teams

			Improvement Plans)	skill needs of all students (Flexible Grouping & Skill of the Month) g. District Walkthroughs to review the fidelity of Reading Programs, content areas use of CCSS Literacy Standards and use of high yield Learning Focused Strategies at schools	Sequence)	
Students with Disabilities	Mathematics	Geometry and Measurement, Ratios, Proportional Relationships, Exressions, Equations, and Functions	In 2012-13 an increased focus on students in this group will be the priority of discussion in learning communities and school leadership meetings. The groups will discuss the need for developing fluency and academic vocabulary, more time developing conceptual understanding as well as procedural fluency,and content-area reading strategies specifically targeted for mathematics text.	a. Concrete, Representational, Abstract b. Learning Focused Strategies c. Data Chats through learning communities d. Non-Linguistic Representations e. Progress Monitoring f. Supplementary time in programs g. Explicit vocabulary instruction h. Increased use of technology i. Curriculum Map revisions to the Next Generation Standards j. LFS Writing Assignments and Benchmark Assessments k. Fact Fluency l.Differentiated Instruction	a.Coaching and mentoring b. Supplemental and intervention learning programs c. Learning Focused Strategies d. Differentiated Instruction e. CRA (Concrete, Representational, Abstract) f. RtI (Response to Intervention) g. Discovery Learning-Gizmos h. PBS (Positive Behavior Support) i. LFS Catching Kids Up Strategies j. Access Point Training (Alt. Asessment) j. Common Core Standards with emphasis on standards of mathematical practice	a. District Curriculum Staff b. School Leadership Teams
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	Harcourt: Harcourt Storytown is a research-based, developmental reading/language arts program. Explicit phonics instruction; direct reading instruction; guided reading strategies; phonemic awareness instruction; systematic, intervention strategies; integrated language arts components; and assessment tools ensure every student successfully learns to read. The program is used in all grades K-5 curriculum groups as part of the daily instruction. All teachers at the K-2 level have been trained in the Common Core State Standards for English Language Arts. In addition, Houghton-Mifflin (Harcourt) has provided our teachers with a crosswalk from Harcourt to the Common Core Standards. (Harcourt is used at BES, WES, LPES, WWES)
MIDDLE	Developmental Reading Programs: • Prentice Hall Language and Literature - Prentice Hall Language and Literature provides teachers with additional selections for students to read. In addition, provides more practice in use of reading and writing skills necessary for becoming proficient readers and writers. (Used at SSMS, Sumter Alternatives, WSS and WMHS) • Novel sets recommended by the Common Core Standards: - Novel studies will be completed by our teachers with the recommended novels/texts from the common core standards. The teachers will choose at least one of the texts recommended by Appendix B of the Common Core State Standards and will work with students closely read it using text-based questions and scaffolding with the gradual release method until students are able to complete some of the reading and activities on their own. Our teachers have updated their curriculum maps to include the Common Core State Standards. Our teachers have had some training with the Common Core State Standards and Text Complexity and will receive more training this coming year. We also have plans to train teachers on how to rate texts for complexity. They will learn that it is not enough to rate texts using readability. That is merely the first step. They will learn that the next step is to evaluate the text qualitatively using the rubric provided by the Just Read, Florida! office. Next, teachers will learn that they will have to consider their students and the task at hand as the final step. Teachers will use this knowledge to review the current materials used to see how much supplementing is necessary with additional texts. Then, they can use the above rating system to pull in additional materials as needed. The goal will be to expose our students to a sufficient range of text complexity that will begin on the lower end of the range and get consisently more complex until reaching the higher end of the range. Teachers will also use their knowledge of text complexity to review their classroom libraries and the novel sets currently being used at each grade level to if there is a sufficient range of complexity at each grade level. It may be determined that materials need to be shifted among grade levels. It may also be determined that we need some additional materials.
HIGH	Our teachers have had some training with the Common Core State Standards and Text Complexity and will receive more training this coming year. We also have plans to train teachers on how to rate texts for complexity. They will learn that it is not enough to rate texts using readability. That is merely the first step. They will learn that the next step is to evaluate the text qualitatively using the rubric provided by the Just Read, Florida! office. Next, teachers will learn that they will have to consider their students and the task at hand as the final step. Teachers will use this knowledge to review the current materials used to see how much supplementing is necessary with additional texts. Then, they can use the above rating system to pull in additional materials as needed. The goal will be to expose our students to a sufficient range of text complexity that will begin on the lower end of the range and get consistently more complex until reaching the higher end of the range. Teachers will also use their knowledge of text complexity to review their classroom libraries and the novel sets currently being used at each grade level to if there is a sufficient range of complexity at each grade level. It may be determined that materials need to be shifted among grade levels. It may also be determined that we need some additional materials.
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
	Although Sumter is not required to provide the one hour extended day, we have after school programs that utilize Harcourt Interventions, Successmaker, and Learning Focused Solutions -"Catching Kids Up."

ELEMENTARY	The Harcourt Interventions supplement aligns with the story and skills being taught in Harcourt Storytown and provides the added support and leveling that is needed for struggling students. Successmaker is a computer-based program that provides students with extra practice on the reading skills that they need to work on as individual students. Successmaker also has an FCAT predictor that allows teachers to know how many hours of practice should get students on grade level. Catching Kids Up is a previewing model that gives students who lack prior knowledge about a concept, the opportunity to learn key vocabulary and build background knowledge prior to instruction. • Classroom Libraries: Classroom libraries involve a variety of age appropriate literature that is available at varying levels for students to read individually. All students have access to classroom libraries through their reading teachers. (Used at all schools) • Class Sets of Novels: Published sets of novels that indicate the level and include one copy for each student and usually includes teacher materials. Appropriate for all levels of students. (Used at all schools) • Newspapers & Magazines (Used at all schools) • Accelerated Reader (AR): Accelerated Reader is a software program that provides students with quizzes each having a point value for checking comprehension of books the students have read. It is designed to motivate students to read more by rewarding them with certificates as they achieve goals set for them by their teachers based on their reading level. (Used at all schools) • Extended Reading Passages (Content Areas-Social Studies & Science - used at all schools) • Hands-On Activities (i.e. graphing, drawing) (Used at all schools) Teachers will be provided with training on how to rate the complexity of texts. After receiving training, we will work on realigning our materials available at each grade level so that our resources align with our increased text complexity needs. It may mean that our libraries and novel sets have to be shifted between grade levels or even schools. In addition, we may need to purchase some additional resources. An extensive review of our "Extended Reading" passages will occur this spring and summer. Curriculum writing teams will work to ensure that the range of text complexity matches the recommendations of the Common Core at each grade level. Questions for each corresponding piece of text will be developed or revised to match the appropriate level of rigor. Every elementary school is required by the district to provide an uninterrupted reading block of 90 minutes for the core reading instruction as well as additional time outside the block for the immediate intensive intervention (iii). The schools have various methods in place for ensuring the additional time for iii. Some examples of these include Harcourt Intervention Station used when other students have Accelerated Reader time, small group with the teacher while other students are working in the Successmaker lab, and some students have used the PE waiver to provide iii time. Some of the programs that are utilized for the iii time include Harcourt Reading Advantage, Harcourt Intervention Station, and Successmaker. The District Reading Specialist will conduct regular fidelity reviews at the schools to ensure that the schools have uninterrupted reading blocks with additional time for the iii. The frequency of the review visits will be based on the number of students who are below grade in reading for each school and whether or not the school is involved in Differentiated Accountability. In addition, schools are required to submit their finalized master schedules to the curriculum department and the District Reading Specialist will check to see whether the 90 minute reading block and the iii time are reflected on each master schedule. Immediate intensive intervention will be provided according to need for at least 75 minutes a week beyond the 90 minute reading block. The daily amount of time used for immediate intensive intervention is no less than 15 minutes per day, 5 days per week. The intervention will be provided in a small group setting with 2-7 students or through one-on-one tutoring.
MIDDLE	Our teachers have had some training with the Common Core State Standards and Text Complexity and will receive more training this coming year. We also have plans to train teachers on how to rate texts for complexity. They will learn that it is not enough to rate texts using readability. That is merely the first step. They will learn that the next step is to evaluate the text qualitatively using the rubric provided by the Just Read, Florida! office. Next, teachers will learn that they will have to consider their students and the task at hand as the final step. Teachers will use this knowledge to review the current materials used to see how much supplementing is necessary with additional texts. Then, they can use the above rating system to pull in additional materials as needed. The goal will be to expose our students to a sufficient range of text complexity that will begin on the lower end of the range and get consistently more complex until reaching the higher end of the range.

	Teachers will also use their knowledge of text complexity to review their classroom libraries and the novel sets currently being used at each grade level to if there is a sufficient range of complexity at each grade level. It may be determined that materials need to be shifted among grade levels. It may also be determined that we need some additional materials.
HIGH	Our teachers have had some training with the Common Core State Standards and Text Complexity and will receive more training this coming year. We also have plans to train teachers on how to rate texts for complexity. They will learn that it is not enough to rate texts using readability. That is merely the first step. They will learn that the next step is to evaluate the text qualitatively using the rubric provided by the Just Read, Florida! office. Next, teachers will learn that they will have to consider their students and the task at hand as the final step.

Teachers will use this knowledge to review the current materials used to see how much supplementing is necessary with additional texts. Then, they can use the above rating system to pull in additional materials as needed. The goal will be to expose our students to a sufficient range of text complexity that will begin on the lower end of the range and get consistently more complex until reaching the higher end of the range.

Teachers will also use their knowledge of text complexity to review their classroom libraries and the novel sets currently being used at each grade level to if there is a sufficient range of complexity at each grade level. It may be determined that materials need to be shifted among grade levels. It may also be determined that we need some additional materials. |
| Additional Information | |

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	
MIDDLE	**Click here to Professional Development in Reading web page**
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
	a) Extended Day Program for 2011-2012 - The Extended Day Program in Sumter County Schools provided a sixteen week after school program four days per week for two hours per day during the regular school year. The program targeted students scoring below 50 percent on the SAT 10 and level three or below on FCAT Reading for students attending Wildwood Elementary School, Bushnell Elementary School, Lake Panasoffkee Elementary and Webster Elementary School. The program will be continued as funding permits.

During this program, students are provided with additional intervention time in reading and writing. Tutoring and homework assistance are also offered to the students daily. Students are provided a nutritional snack during the program and transportation home in the afternoons.

b) After School Programs - After School Programs funded through Title I and SAI may utilize such activities as mentoring programs, reading/math and/or writing small group skill practice and/or use of computer programs that build reading/math and/or writing skills. The district determines the criteria for | | |

ELEMENTARY	inviting students based on needs and funding availability. c) Free Tutoring Program - Free tutoring is available at WES, LPES and WWES through SES for grades K-5. c) Summer Programs - For the 2012-2013 school year, we are considering plans to offer Summer Programs to 2nd graders who score below 45 percent on SAT 10 as well as the 3rd Grade Reading Camps that are required for students in third grade scoring level one on FCAT Reading. In the Extended Day and After School Programs and Summer Programs, instruction will be linked to to reading instruction taking place during the school day/year through our district curriculum maps. Qualifications for Reading Intervention Teachers: (Summer Reading Camp, Extended Day Programs) High Qualified Teachers with the following: 1) Evidence of prior success teaching reading to struggling readers as indicated by various assessment data and student work samples over time. Preference will be given to highly qualified K-5 teachers who are Reading Certified or Reading Endorsed. 2) Have expertise in tailoring instruction to meet individual students' needs as well as in accelerating their learning (evidence would be skill in use of "Flexible Grouping." 3) Evidence of reading certification or endorsement or evidence that teacher is "highly effective." Our district does not contain any of the lowest-performing elementary schools. However, for many years we have been providing after school instruction at our elementary, middle and high schools for students scoring level 1 or 2 in reading. We will continue to ensure that our students in need of additional time in reading are provided with this opportunity.		K-12 Reading Specialist School Literacy Leadership teams
MIDDLE	Sumter will ensure that all middle school students who are in need of decoding and text reading efficiency receive extended reading intervention time by using the following placement procedure. First, all level one and two FCAT Reading students will be tested using the MAZE. Those who score in the high and moderate risk levels (red and yellow), will also be NAEP Fluency tested using Lexiled grade level passages and/or the Scaffolding Discussion Templates. Students who score a level one or two on the NAEP Oral Reading Fluency Rubric will be placed in Intensive Reading classes that have extended time. The placement of the students from the previous year will also be considered, especially if the student is continuing in Intensive Reading. This same procedure will be employed for those students who have no FCAT Reading scores. Criteria for selection of students will be any students scoring level one or two on FCAT Reading. Each school will be responsible for selecting programs that fit students' needs and the school's schedule. For examples, see below. a. FCAT remediation classes – students receive additional and more explicit reading instruction that will help them in acquiring skills necessary for passing FCAT. b. Peer tutors – students will be paired together for mentoring and help with studies. Higher performing students will model for and motivate lower performing students.		K-12 Reading Specialist School Literacy Leadership teams

	c. Achieve 3000 - students will get additional time on this program that requires them to read nonfiction articles and answer text-based questions, then respond in writing to the text. Teachers will work in small group settings to explicitly teach and model for the students how to attack the questions and writing tasks associated with the program. The activities for After School and Summer School programs will be linked to instruction provided during the school day through our curriculum maps.		
HIGH	Sumter will ensure that all high school students who are in need of decoding and text reading efficiency receive extended reading intervention time by using the following placement procedure. First, all level one and two FCAT Reading students will be tested using the MAZE. Those who score in the high and moderate risk levels (red and yellow), will also be NAEP Fluency tested using Lexiled grade level passages and/or the Scaffolding Discussion Templates. Students who score a level one or two on the NAEP Oral Reading Fluency Rubric will be placed in Intensive Reading classes that have extended time. The placement of the students from the previous year will also be considered, especially if the student is continuing in Intensive Reading. This same procedure will be employed for those students who have no FCAT Reading scores. Criteria for selection of students will be any students scoring level one or two on FCAT Reading. Each school will be responsible for selecting programs that fit students' needs and the school's schedule. For examples, see below. a. FCAT remediation classes – students receive additional and more explicit reading instruction that will help them in acquiring skills necessary for passing FCAT. b. Peer tutors or community volunteers – Students will be paired with other students or community volunteers for mentoring and help with studies. c. Achieve 3000 - students will get additional time on this program that requires them to read nonfiction articles and answer text-based questions, then respond in writing to the text. Teachers will work in small group settings to explicitly teach and model for the students how to attack the questions and writing tasks associated with the program. The activities for After School and Summer School programs will be linked to instruction provided during the school day through our curriculum maps.		K-12 Reading Specialist School Literacy Leadership teams
Additional Information			

Title I District Improvement Plan - (Part 3_3)

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

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	Level 1 and 2 and Bubble students, students belonging to subgroups not making AYP.	08/10 to 06/11	District Reading Specialist
MIDDLE	Level 1 and 2 and Bubble students, students belonging to subgroups not making AYP.	08/10 to 06/11	District Reading Specialist
HIGH	Level 1 and 2 and Bubble students, students belonging to subgroups not making AYP.	08/10 to 06/11	District Reading Specialist

Title I District Improvement Plan - (Part 4)

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

Grade Level	Core Mathematics and Scientifically Research-Based Program(s)	Supplemental Mathematics and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Houghton Mifflin Harcourt-GO Math! Learning Focused Strategies Curriculum mapping	Accelerated Mathematics Success Maker Drops in the Bucket Kaplan Math Advantage Math Facts in a Flash Riverdeep Destination Math Explore Learning-Gizmo Vocabulary Arcade	Accelerated Mathematics Training; Success Maker Management Training, Learning Wheels Mathematics, Learning Focused Solutions Mathematics, River Deep, professional learning communities, Discovery Education Reports and Instructional Resources; RtI, PBS (Positive Behavior Support), Virtual Manipulatives, Common Core State Standards; Professional Conferences
MIDDLE	Big Ideas Learning; Learning Focused Strategies; Curriculum Mapping	SuccessMaker;Borenson Hands-on Equation System;FCAT Explorer; Maths'cool- Best Quest; Study Island; Explore Learning Gizmos	SuccessMaker; Learning Focused Extend and Refine Strategies; Learning Focused Lesson Study; Discovery Education Reports and Instructional Resources; professional learning communities; Explore Learning Gizmos; Study Island; RtI; PBS (Positive Behavior Support); Professional Conferences; Content Area Reading Strategies; Common Core State Standards
HIGH	Holt McDougal and Prentice Hall textbook series; Learning Focused Strategies;Curriculum Mapping	Carnegie Learning - Cognitive Tutor for Algebra I; Algebras'cool- Best Quest; FCAT Explorer; Vocabulary Arcade; Florida Coach; Study Island; Explore Learning Gizmos; Successmaker	Carnegie Learning training; Learning Focused Extend and Refine Strategies; Learning Focused Lesson Study; professional learning communities; Explore Learning Gizmos; Study Island; RtI; PBS (Positive Behavior Support); Discovery Education Reports and Instructional Resources; Professional Conferences; Content Area Reading Strategies

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
a) Before or After School Programs - funded through Title I, SAI or general fund may utilize such activities as mentoring programs, reading/math and/or writing small group skill practice and/or use of computer programs that build reading/math and/or writing skills.

b) Free Tutoring Program (after-school) - Free tutoring is available at LPES, WES, BES, and WWES through SES for FCAT Levels 1 and 2 students in grades K-5. | a) Each school determines the criteria for inviting students based on needs and funding availability.

b) Free Tutoring Program available to FCAT Levels 1 and 2 students. | a) Before/After school programs generally are provided four days a week for six to nine weeks depending on funding available.

b) Free Tutoring Program is provided three days per week, two hours per day after school | District Curriculum Staff; School Leadership Team |

Title I District Improvement Plan - (Part 5)

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

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Pearson Florida Interactive Science; Learning Focused Strategies; Curriculum Mapping	Explore Learning Gizmos SuccessMaker Science AIMS Science Activities	Explore Learning Gizmos, curriculum mapping, Learning Focused Strategies, Learning Wheels Science, professional learning communities, RtI, PBS, Learning Focused Writing Assignments and Benchmark Assessments, AIMS,Discovery Education Reports and Instructional Resources, Professional Conferences
MIDDLE	Holt Science Fusion (Florida edition) Life Science, Earth and Space Science, Physical Science; Learning Focused Strategies; Curriculum Mapping	SuccessMaker Science; Discovery Education Instructional Resources; Explore Learning Gizmos; FCAT Explorer	Instructional Materials training from publisher; Explore Learning Gizmos; curriculum mapping; Learning Focused Extend and Refine Strategies; professional learning communities; Learning Focused Lesson Study; professional conferences; Content Area Reading Strategies; Rti; PBS;Study Island; Discovery Education Reports and Instructional Resources
HIGH	Glencoe Biology (Florida edition) and Earth and Space Science; Pearson Chemistry (Florida edition); Learning Focused Strategies; Curriculum Mapping	Explore Learning-Gizmo; Kaplan Advantage; FCAT Explorer; Vocabulary Arcade; Study Island	Instructional Materials training from publisher; Explore Learning Gizmos; curriculum mapping; Learning Focused Extend and Refine Strategies; professional learning communities; Learning Focused Lesson Study; professional conferences; Content Area Reading Strategies; Rti; PBS; Study Island;Discovery Education Reports and Instructional Resources

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
a) Before or After School Programs - funded through Title I, SAI or general fund may utilize such activities as small group skill practice and/or use of computer programs that build science content knowledge and skills skills.	a)The program targets students elementary and secondary schools. Eligibility of students to participate in the program is based on need as identified through standardized test scores, classroom performance, and district benchmark assessment data.	a)Frequency and duration depend on school needs as determined by data analysis, teacher recommendations, and budget.	a)Frequency and duration depend on school needs as determined by data analysis, teacher recommendations, and budget.

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	Core Connections (formerly Writers in Control), Learning Focused Solutions-Writing Assignments, Write Score used for selected Benchmark		Core Connections (formerly Writers in Control), Learning Focused Solutions-Writing Assignments, Write

	Assessments to give teachers instructional feedback, Professional Learning Communities		Score, Professional Learning Communities
MIDDLE	Core Connections (formerly Writers in Control), Learning Focused Solutions-Writing Assignments, Write Score used for selected Benchmark Assessments to give teachers instructional feedback, Professional Learning Communities		Core Connections (formerly Writers in Control), Learning Focused Solutions-Writing Assignments, Write Score, Professional Learning Communities
HIGH	Core Connections (formerly Writers in Control), Learning Focused Solutions-Writing Assignments, Write Score used for Benchmark Assessments to give teachers instructional feedback, Professional Learning Communities		Core Connections (formerly Writers in Control), Learning Focused Solutions-Writing Assignments, Write Score, Professional Learning Communities

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

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
Before or After School Programs - funded through Title I and SAI may utilize such activities as mentoring programs, reading/math and/or writing small group skill practice and/or use of computer programs that build reading/math and/or writing skills.	Each school determines the criteria for inviting students based on needs and funding availability.	Before/After school programs generally are provided four days a week for six to nine weeks depending on funding available.	District Curriculum Department

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.

Even though the district is NOT in corrective action and not required to set aside funds for professional development, the district has chosen to set aside funds for professional development activities including, but not limited to the following:
Additional personnel including a reading coach, teacher on special assignment, and early childhood specialist; stipends for teachers for staff development activities; substitutes for teachers for staff development activities; stipends for paraprofessionals for staff development activities; Professional and technical services (consultants) for programs including: Core Connections Writing, Common Core Standards, AVID, Springboard, SuccessMaker, Renaissance Place, Discovery Education Assessments, Performance Matters, assessment and data analysis, Cayen, Learning Focused Solutions, Explorer Learning, CHAMPS (behavior modification), Differentiated Instruction, and RtI, Ruby Payne's, A Framework for Poverty, Study Island , Leadership, Crisis Prevention Intervention, employee evaluation, induction training, ongoing reading in-services, Lesson Study, learning communities, and other conferences offered outside the district; Materials and Supplies for professional development activities; Tuition reimbursement for teachers to achieve status of highly qualified; Tuition reimbursement for paraprofessionals to continue with career education. The district will also use funds to support professional development during the implementation of Common Core State Standards.

The Title I coordinator monitors all school expenditures and assists school staff in developing and implementing professional development activities. The Title I coordinator also works with the Title II coordinator to coordinate resources. Through the office of staff development, an annual needs assessment is completed to help determine staff development needs at each school and throughout the district. Student performance data is a major factor in determining staff needs. In addition, monthly inservice calendars notify staff as to additional training opportunities and scheduled inservice days will provide training activities, both school-based and district wide.

Prior to pre-planning, teachers and administrators receive a day of mandated inservice targeting focused district initiatives, including Learning Focused Solutions, Core Connections in Writing, teacher evaluation, ethics, Curriculum Mapping, RtI, and content area professional development.

Staff Surveys and student performance data will be used to measure the impact of all district and school-based professional

development activities.

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
Increase parent participation in school parent activities; provide additional information about opportunities for students; increase communication in support of child's education	On the 2011-12 district climate survey, parent and community involvement was the lowest rated area by teachers, parents and students.	District Title I Parent Advisory Council, Migrant/ESOL Parent Advisory Council, Parent Resource Center, Parent workshops and informational meetings (including Building Better Readers, Mysteries in the Middle, Science Nights, Math Nights, AR Nights, Gizmo Quest Night, promotion and retention requirements, and Student Expectations, Flexible days and times for parent/teacher conferences, Parent Viewer for online grade book, District and School Websites, School Volunteer Opportunities, Increased publicity about special programs and student achievements	Parent Climate Survey Migrant Parent Survey Title I Parent Survey Meeting Rosters Volunteer Numbers and hours Golden School Award	District Leadership; School Principals

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)

2010-2011, Sumter County Schools met AMAO 1, AMAO 2, and AMA0 3. The District met AMAO 3 through Safe Harbor.

Analysis of the FCAT scores indicates the following breakdown of ELL students' FCAT reading scores:
School Proficient Reading 2010-2011 Proficient Reading 2011-2012
BES (3-5) 14% 50%

LPES (3-5) 67% 25%
WES (3-5) 62% 32%
WWES (3-5) 40% 0%
TVCS (3-10) 53% 39%
SSMS (6-8) 20% 8%
WMHS (6-10) 17% 0%
SSHS (9-10) 6% 6%
District 47% 17%

Analysis of the FCAT math scores indicates the following breakdown of ELL students' FCAT math scores:

School Proficient Math 2010-2011 Proficient Math 2011-2012
BES (3-5) 57% 38%
LPES (3-5) 50% 50%
WES (3-5) 77% 36%
WWES (3-5) 45% 21%
TVCS (3-10) 79% 50%
SSMS (6-8) 50% 33%
WMHS (6-10) 43% 0%
SSHS (9-10) 0% NA
District 63% 35%

There is a need to focus on reading at the two elementary schools, Webster Elementary and Wildwood Elementary, with a higher number of ELL students than the other elementary schools in the district as well as at the high school, South Sumter High, with the higher numbers of ELL students than the other secondary students in the district.

Wildwood Elementary and South Sumter High have an ESOL aide that works with ELL students in their content area classes. Webster Elementary has two ESOL aides.

All elementary schools have provided and continue to provide after school programs and/or tutoring for students who are experiencing academic difficulty. All ELL students participate in FCAT testing and all students at the elementary schools receive 90 minutes of uninterrupted reading per day. At the high school, all level 1 and 2 students are assigned to a 90 minute intensive reading course, and ELL students utilize the Reading Assistant software to develop vocabulary and reading skills.

Webster Elementary
2012 CELLA Listening/Speaking
Grade Level % Beginning % Low Intermediate % High Intermediate % Proficient
3 0 38 63 0
4 0 10 70 20
5 0 20 40 40
Total 0 22 61 27

Webster Elementary
2012 CELLA Reading
Grade Level % Beginning % Low Intermediate % High Intermediate % Proficient
3 0 50 13 38
4 0 0 30 70
5 0 40 0 60
Total 0 26 17 57

Webster Elementary
2012 FCAT Reading
Grade Level % Level 1 % Level 2 % Level 3 and higher
3 37.5 25.0 37.5
4 25.0 62.5 12.5
5 60.0 40.0 0.0
Total 38.0 42.9 19.0

Wildwood Elementary
2012 CELLA Listening/Speaking

Grade Level % Beginning % Low Intermediate % High Intermediate % Proficient
3 7.6 46.2 30.8 15.4
4 0.0 40.0 40.0 20.0
5 0.0 0.0 50.0 50.0
Total 5.0 30.0 35.0 20.0

Wildwood Elementary
2012 CELLA Reading
Grade Level % Beginning % Low Intermediate % High Intermediate % Proficient
3 30.8 20.0 38.0 23.0
4 0.0 0.0 20.0 60.0
5 0.0 0.0 0.0 100.0
Total 20.0 10.0 30.0 40.0

Wildwood Elementary
2012 FCAT Reading
Grade Level % Level 1 % Level 2 % Level 3 and higher
3 50.0 50.0 0.0
4 0.0 100.0 0.0
5 100.0 0.0 0.0
Total 37.5 62.5 0.0

As can be seen from the tables above the largest percentage of ELLs in FCAT-tested grade levels at the two elementary schools are at the high intermediate level in listening/speaking skills. In reading, the highest percentage is proficient at WES and high intermediate at WWES based on the CELLA test. On the FCAT, 81% scored at level 1 or level 2 at WES and 100% at WWES. There is a need to focus on the reading skills of ELL students at both schools and move more students to the proficient level in listening/speaking and reading skills.

South Sumter High
2012 CELLA Listening/Speaking
Grade Level % Beginning % Low Intermediate % High Intermediate % Proficient
9 0 0 31 69
10 0 0 30 70
Total 0 0 30.4 69.6

South Sumter High
2012 CELLA Reading
Grade Level % Beginning % Low Intermediate % High Intermediate % Proficient
9 0 46 38 15
10 0 60 30 10
Total 0 52.2 34.8 13

South Sumter High
2012 FCAT Reading
Grade Level % Level 1 % Level 2 % Level 3 and higher
09 62.5 37.5 0
10 62.5 25.0 12.5
Total 62.5 31.3 6.3

As can be seen from the table above the majority of ELL students at South Sumter High are proficient in English, but 94% of ELL students scored Level 1 or 2 on FCAT Reading and only 13% scored proficient on CELLA Reading. This indicates a need to intensify remediation in reading for ELL students.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
Use of DOE developed ESOL training materials in in-service for teachers and paraprofessionals Fidelity in using ESOL strategies Reading resource teacher allocated to target ELL students scoring at level 1 and level 2 at WES Use of Reading Assistant at SSHS (vocabulary builder) Use of Rosetta Stone (English acquisition) Bilingual Home Educator (also work directly with students) Language! (reading and English language acquisition program) used at the high school level.	ESOL/ESE Program Supervisor Director of Staff Development Director of Elementary Ed Director of Secondary Ed Sr. Director of Curriculum and Instruction Principals ESOL Teachers	8/12-6/13	General Fund Title I, II, III

3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)		Personnel Responsible	Timeline	Funding Source
Grade Level	**Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)**	District Reading Specialist Director of Elementary Ed Director of Secondary Ed Sr. Director of Curriculum and Instruction ESOL/ESE Program Supervisor Principals	8/12-6/13	General Fund Title I, II, III Reading FEFP,
K-2	Grade K-2 Chart			
3-5	Grade 3-5 Chart			
6-8	Grade 6-8 Chart			
9-12	Grade 9-12 Chart			

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
Resource teachers for two elementary schools under NCLB sanctions (providing small group instruction in math and science) on specific strands as identified by teachers and common assessments Explicit teaching of vocabulary Use of hands on activities with manipulatives (ex. Borenson's Hands-on Algebra Models and activities) Use of CRA strategies (concrete to representational to abstract) Use of technology 90 minute math blocks Math is incorporated in before and after school programs Elementary: Houghton Mifflin Harcourt- GO Math! Learning Focused Strategies Curriculum mapping Accelerated Mathematics Success Maker Drops in the Bucket Kaplan Math Advantage Math Facts in a Flash Riverdeep Destination Math Explore Learning-Gizmo Vocabulary Arcade Middle: Big Ideas Learning Learning Focused Strategies Curriculum Mapping SuccessMaker Borenson Hands-on Equation System FCAT Explorer; Maths'cool-Best Quest High: Holt McDougal and Prentice Hall textbook series; Learning Focused Strategies Curriculum Mapping Carnegie Learning - Cognitive Tutor for Algebra I Algebras'cool- Best Quest FCAT Explorer Vocabulary Arcade Florida Coach	District Curriculum Specialist for Math and Science Director of Elementary Ed Director of Secondary Ed Sr. Director of Curriculum and Instruction ESOL/ESE Program Supervisor Principals	8/12-6/13	General Fund Title I, II, 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
Continue to review and revise district Curriculum Maps (insures that teachers know the curriculum and that all skills are covered) Continue Learning Focused Strategies trainings (provides training to new personnel and review for particular areas) Continue Writers in Control (Core Connections) training (train new staff) Conference participation Learning Wheel Reading Continue Max Thompson series to extend Learning Focused Strategies to Lesson Study Coordination of technology training Lesson Study Professional Learning Communities	District Reading Specialist Director of Elementary Ed Director of Secondary Ed Sr. Director of Curriculum and Instruction ESOL/ESE Program Supervisor Director of Staff Development Principals	8/12-6/13	General Fund Title I, II, III Reading FEFP,

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
Title I parent outreach activities Parent Resource Centers (libraries of materials for home use) English classes for parents Make and Take workshops for parents (offered through Parent Resource Centers) ESOL/Migrant Parent Advisory	ESOL/ESE Program Supervisor Director of		General

| Council AR Night (with prizes and awards for students) Math Night (with prizes and awards for students) FCAT Night PTO/PTA meetings Building Better Readers Night ECTAC Family Conference Title I allocation to individual schools for parent activities and trainings District Title I Parent Advisory Council Bilingual Home Educator Evening parent conferences with translation services available | Elementary Ed Sr. Director of Curriculum and Instruction Home Educators Principals Director of Secondary Ed | 8/12-6/13 | Fund Title I, II, III Just Read Grant |

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

District Assistance and Intervention Plan: Differentiated Accountability

Section 1001.42(18), Florida Statutes

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

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

No Attached district's Differentiated Accountability Checklist of Compliance.