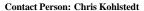# FLORIDA DEPARTMENT OF EDUCATION
Differentiated Accountability
2012-2013 District Improvement and Assistance Plan
District: Indian River

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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.

This District Improvement Plan was a collaborative effort from the listed members at the District Office who specialize in each of the represented areas as well as a review from The Superintendent's Leadership Council.

The Superintendent's Leadership Council, a district-level committee of the School District of Indian River County serves as a review team for the District Improvement Plan. Council members include:
• Superintendent
• Assistant Superintendent, Curriculum and Instruction
• Assistant Superintendent, Finance and Operations
• Executive Director, Core Curriculum
• Executive Director of Instructional and Information Technology
• Executive Director of Exceptional Student Education (ESE) and Student Services
• Executive Director of Human Resources

Staff from the Curriculum and Instruction department provided input for the creation of the plan. Curriculum and Instruction staff include:
• Assistant Superintendent of Curriculum and Instruction
• Executive Director of Core Curriculum
• Director of Secondary Education & Professional Development
• Director of Student Services
• Reading Specialist
• Math Specialist
• Science Specialist
• Director of Assessment and Accountability
• Coordinator of Title I, III, X Programs
• Project Specialist
• ESOL Resource Teachers
• Parent Involvement Specialist
• Coordinator of Professional Development
School Advisory Councils (SACs)

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	Explicit, systematic instruction Differentiatedinstruction Collaborative/Cooperative Learning Additional instructional time devoted to literacy instruction Appropriate interventions Opportunities to read both instructional and independent texts at the appropriate levels Exposure to and instruction in text complexity and close reading of texts	Inappropriate interventions Teacher accountability Fidelity of implementation Lack of teacher content knowledge	Interventions aligned to specific needs Administrator walkthroughs Professional development aligned to teacher needs	*Differentiated Instruction Intervention Identification Data-driven instruction CCSS trainings	Curriculum and Instruction Department Professional Development Department District Reading Specialist School Administrators Reading Coaches
Total	Mathematics	*Individualized differentiated instruction *Narrowed instructional focus *Instruction targeted to development of conceptual understanding of topics *Rigor and relevance of instruction *Engaging activities *Positive teacher/student relationships *Student's individual progress monitoring	*Fidelity of Implementation of Research Based Core Curriculum *lack of research based programs for interventions *teacher depth of content knowledge *lack of support personnel	*Instructional focus calendars *Curriculum guides *Differentiated instruction *Use of research based intervention materials *Small group learning *Lessons focused on applications and depth of mastery *Progress Monitoring *Student use of common core mathematical practices *Data driven instruction	*Differentiated Instruction *Data driven instruction *Next Generation Standards and Item Specifications*Common Core Content Standards *Common Core Mathematical Practices *Research based instructional practices *CPALMS and other math resources	*District Curriculum and Instruction Staff *District Mathematics Specialist *School administrators*Consultants *Math Coaches (Title schools only) *District Professional Development Staff
White	Reading	Explicit, systematic instruction Differentiatedinstruction Collaborative/Cooperative Learning Additional instructional time devoted to literacy instruction Appropriate interventions Opportunities to read both instructional and independent texts at the appropriate levels Exposure to and instruction in text complexity and close reading of texts	Inappropriate interventions Teacher accountability Fidelity of implementation Lack of teacher content knowledge	Interventions aligned to specific needs Administrator walkthroughs Professional development aligned to teacher needs	*Differentiated Instruction Intervention Identification Data-driven instruction CCSS trainings	Curriculum and Instruction Department Professional Development Department District Reading Specialist School Administrators Reading Coaches
White	Mathematics	*Individualized differentiated instruction *Narrowed instructional focus *Instruction targeted to development of conceptual understanding of topics *Rigor and relevance of instruction *Engaging activities *Positive teacher/student relationships *Student's individual progress monitoring	*Fidelity of Implementation of Research Based Core Curriculum *lack of research based programs for interventions *teacher depth of content knowledge *lack of support	*Instructional focus calendars *Curriculum guides *Differentiated instruction *Use of research based intervention materials *Small group learning *Lessons focused on applications and depth of mastery *Progress Monitoring *Student use of common core mathematical practices *Data driven	*Differentiated Instruction *Data driven instruction *Next Generation Standards and Item Specifications*Common Core Content Standards *Common Core Mathematical Practices *Research based instructional practices *CPALMS and other math resources	*District Curriculum and Instruction Staff *District Mathematics Specialist *School administrators*Consultants *Math Coaches (Title schools only) *District Professional Development Staff

			personnel	instruction		
Black	Reading	Explicit, systematic instruction Differentiatedinstruction Collaborative/Cooperative Learning Additional instructional time devoted to literacy instruction Appropriate interventions Opportunities to read both instructional and independent texts at the appropriate levels Exposure to and instruction in text complexity and close reading of texts	Inappropriate interventions Teacher accountability Fidelity of implementation Lack of teacher content knowledge	Interventions aligned to specific needs Administrator walkthroughs Professional development aligned to teacher needs	*Differentiated Instruction Intervention Identification Data-driven instruction CCSS trainings	Curriculum and Instruction Department Professional Development Department District Reading Specialist School Administrators Reading Coaches
Black	Mathematics	*Individualized differentiated instruction *Narrowed instructional focus *Instruction targeted to development of conceptual understanding of topics *Rigor and relevance of instruction *Engaging activities *Positive teacher/student relationships *Student's individual progress monitoring	*Fidelity of Implementation of Research Based Core Curriculum *lack of research based programs for interventions *teacher depth of content knowledge *lack of support personnel	*Instructional focus calendars *Curriculum guides *Differentiated instruction *Use of research based intervention materials *Small group learning *Lessons focused on applications and depth of mastery *Progress Monitoring *Student use of common core mathematical practices *Data driven instruction	*Differentiated Instruction *Data driven instruction *Next Generation Standards and Item Specifications*Common Core Content Standards *Common Core Mathematical Practices *Research based instructional practices *CPALMS and other math resources	*District Curriculum and Instruction Staff *District Mathematics Specialist *School administrators*Consultants *Math Coaches (Title schools only) *District Professional Development Staff
Hispanic	Reading	Explicit, systematic instruction Differentiatedinstruction Collaborative/Cooperative Learning Additional instructional time devoted to literacy instruction Appropriate interventions Opportunities to read both instructional and independent texts at the appropriate levels Exposure to and instruction in text complexity and close reading of texts	Inappropriate interventions Teacher accountability Fidelity of implementation Lack of teacher content knowledge	Interventions aligned to specific needs Administrator walkthroughs Professional development aligned to teacher needs	*Differentiated Instruction Intervention Identification Data-driven instruction CCSS trainings	Curriculum and Instruction Department Professional Development Department District ESOL Resource Personnel District Reading Specialist School Administrators Reading Coaches
Hispanic	Mathematics	*Individualized instruction *Narrowed instructional focus *Instruction targeted to development of conceptual understanding of topics *Rigor and relevance of instruction *Engaging activities *Positive teacher/student relationships *Early interventions *Explicit vocabulary *Additional instructional time *Visual representation of concepts	*Fidelity of Implementation of Research Based Core Curriculum *lack of research based programs for interventions *teacher depth of content knowledge *lack of support personnel	*Instructional focus calendars *Curriculum guides *Differentiated instruction *Use of research based intervention materials *Small group learning *Lessons focused on applications and depth of mastery *Progress Monitoring *Student use of common core mathematical practices *Data driven instruction	*Differentiated Instruction *Data driven instruction *Next Generation Standards and Item Specifications*Common Core Content Standards *Common Core Mathematical Practices *Research based instructional practices *CPALMS and other math resources	*District Curriculum and Instruction Staff *District Mathematics Specialist *School administrators*Consultants *Math Coaches (Title schools only) *District Professional Development Staff *District ESOL staff
Asian	Reading	Explicit, systematic instruction Differentiatedinstruction Collaborative/Cooperative Learning Additional instructional time devoted to literacy instruction Appropriate interventions Opportunities to read both instructional and independent texts at the appropriate levels Exposure to and instruction in text	Inappropriate interventions Teacher accountability Fidelity of implementation Lack of teacher content knowledge	Interventions aligned to specific needs Administrator walkthroughs Professional development aligned to teacher needs	*Differentiated Instruction Intervention Identification Data-driven instruction CCSS trainings	*Curriculum and Instruction Department Professional Development Department District ESOL Resource Personnel District Reading Specialist School Administrators Reading Coaches

		complexity and close reading of texts				
Asian	Mathematics	*Individualized differentiated instruction *Narrowed instructional focus *Instruction targeted to development of conceptual understanding of topics *Rigor and relevance of instruction *Engaging activities *Positive teacher/student relationships *Student's individual progress monitoring *Explicit vocabulary instruction *Additional instructional time *Visual representation of concepts	*Fidelity of Implementation of Research Based Core Curriculum *lack of research based programs for interventions *teacher depth of content knowledge *lack of support personnel	*Instructional focus calendars *Curriculum guides *Differentiated instruction *Use of research based intervention materials *Small group learning *Lessons focused on applications and depth of mastery *Progress Monitoring *Student use of common core mathematical practices *Data driven instruction	*Differentiated Instruction *Data driven instruction *Next Generation Standards and Item Specifications*Common Core Content Standards *Common Core Mathematical Practices *Research based instructional practices *CPALMS and other math resources	*District Curriculum and Instruction Staff *District Mathematics Specialist *School administrators*Consultants *Math Coaches (Title schools only) *District Professional Development Staff *District ESOL staff
American Indian	Reading					
American Indian	Mathematics					
Economically Disadvantaged	Reading	Explicit, systematic instruction Differentiatedinstruction Collaborative/Cooperative Learning Additional instructional time devoted to literacy instruction Appropriate interventions Opportunities to read both instructional and independent texts at the appropriate levels Exposure to and instruction in text complexity and close reading of texts	Inappropriate interventions Teacher accountability Fidelity of implementation Lack of teacher content knowledge	Interventions aligned to specific needs Administrator walkthroughs Professional development aligned to teacher needs	Differentiated Instruction Intervention Identification Data-driven instruction CCSS trainings	*Curriculum and Instruction Department Professional Development Department District Reading Specialist School Administrators Reading Coaches
Economically Disadvantaged	Mathematics	*Individualized differentiated instruction *Narrowed instructional focus *Instruction targeted to development of conceptual understanding of topics *Rigor and relevance of instruction *Engaging activities *Positive teacher/student relationships *Student's individual progress monitoring	*Fidelity of Implementation of Research Based Core Curriculum *lack of research based programs for interventions *teacher depth of content knowledge *lack of support personnel	*Instructional focus calendars *Curriculum guides *Differentiated instruction *Use of research based intervention materials *Small group learning *Lessons focused on applications and depth of mastery *Progress Monitoring *Student use of common core mathematical practices *Data driven instruction	*Differentiated Instruction *Data driven instruction *Next Generation Standards and Item Specifications*Common Core Content Standards *Common Core Mathematical Practices *Research based instructional practices *CPALMS and other math resources	*District Curriculum and Instruction Staff *District Mathematics Specialist *School administrators*Consultants *Math Coaches (Title schools only) *District Professional Development Staff *District Title 1 staff
English Language Learners	Reading	*Meaningful communication *Language rich environment and activities *Explicit vocabulary instruction *Additional instructional time devoted to literacy instruction *Collaborative/Cooperative Learning *Text supported by graphics *Real world connections Native language dictionaries	Inappropriate interventions Teacher accountability Fidelity of implementation Lack of teacher content knowledge	Interventions aligned to specific needs Administrator walkthroughs Professional development aligned to teacher needs	*Strategies for ELL learners *Differentiated Instruction Intervention Identification Data-driven instruction CCSS trainings	*District Resource for ESOL Students Site-based ESOL Assistants *School administrators
					*Differentiated	

					Instruction	
English Language Learners	Mathematics	*Individualized differentiated instruction *Narrowed instructional focus *Instruction targeted to development of conceptual understanding of topics *Rigor and relevance of instruction *Engaging activities *Positive teacher/student relationships *Student's individual progress monitoring *Explicit vocabulary instruction *Additional instructional time *Visual representation of concepts	*Fidelity of Implementation of Research Based Core Curriculum *lack of research based programs for interventions *teacher depth of content knowledge *lack of support personnel	*Instructional focus calendars *Curriculum guides *Differentiated instruction *Use of research based intervention materials *Small group learning *Lessons focused on applications and depth of mastery *Progress Monitoring *Student use of common core mathematical practices *Data driven instruction	Instruction *Research based math Interventions *Data driven instruction *Next Generation Standards and Item Specifications *Curriculum maps *Use of manipulatives and models *CPALMS and other math resources *5 E's and inquiry learning *RtI training *Mathematical Practices training *Common Core Standards	*District Curriculum and Instruction Staff *District Mathematics Specialist *School administrators*Consultants *Math Coaches (Title schools only) *District Professional Development Staff *District ESOL staff
Students with Disabilities	Reading	*Differentiated instruction *Explicit instructional strategies *Small group work *Additional instructional time devoted to literacy instruction *Appropriate interventions *Language rich environment and activities	Inappropriate interventions Teacher accountability Fidelity of implementation Lack of teacher content knowledge	Interventions aligned to specific needs Administrator walkthroughs Professional development aligned to teacher needs	*Strategies for ESE students *Differentiated Instruction *Intervention Identification Data-driven instruction CCSS trainings	*Executive Director of ESE ESE Curriculum Program Specialist *School administrators
Students with Disabilities	Mathematics	*Individualized differentiated instruction *Narrowed instructional focus *Instruction targeted to development of conceptual understanding of topics *Rigor and relevance of instruction *Engaging activities *Positive teacher/student relationships *Student's individual progress monitoring *Explicit vocabulary instruction *Additional instructional time *Visual representation of concepts	*Fidelity of Implementation of Research Based Core Curriculum *lack of research based programs for interventions *teacher depth of content knowledge *lack of support personnel	*Instructional focus calendars *Curriculum guides *Differentiated instruction *Use of research based intervention materials *Small group learning *Lessons focused on applications and depth of mastery *Progress Monitoring *Student use of common core mathematical practices *Data driven instruction	*Differentiated Instruction *Research based math Interventions *Data driven instruction *Next Generation Standards and Item Specifications *Curriculum maps *Use of manipulatives and models *CPALMS and other math resources *5 E's and inquiry learning *RtI training *Mathematical Practices training *Common Core Standards	*District Curriculum and Instruction Staff *District Mathematics Specialist *School administrators*Consultants *Math Coaches (Title schools only) *District Professional Development Staff *District ESE staff
Other (e.g. Migrant) [as needed]	Reading					
Other (e.g. Migrant) [as needed]	Mathematics					

Title I District Improvement Plan - (Part3_1)

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

Grade Level	Core Reading and Scientifically Research-Based Program(s)
	The state formula for reading instruction (6+4+ii+iii) provides a foundation for the district intervention programs. "ii" ("initial instruction") is the basis of reading instruction for all students. During the 2008-09 school year, the SDIRC adopted Harcourt StoryTown, a research-based reading program that provides appropriate literacy instruction in all six of the components of reading, as the common core curriculum for all elementary schools. Isabel Beck, a national

Grade Level	
ELEMENTARY	researcher, is one of the lead authors for this program. Her research on effective strategies is incorporated throughout all grade levels. The instruction in this comprehensive program is designed to meet the individual needs of all learners, and utilizes small group instruction and leveled text to differentiate learning. Interactive learning centers provide independent learning activities and integrate other concepts across subject areas. Houghton Mifflin Harcourt has developed a crosswalk bridgingthe way in which StoryTown addresses the NGSSS while implementing the CCSS in K-1, and ultimately in K-5 in the coming years. Our teachers will be given training by the site based reading coaches in using this crosswalk document in August 2012.
MIDDLE	SDIRC requires a developmental reading course (one period daily) for students in middle grades 6-8 who scored a Level 3 on the prior year's FCAT. In 2010-11, Level 4 and 5 students were given the option to take an advanced reading/critical thinking course as an elective (one period). This has proven successful and will remain in place during the 2012-13 school year. The middle school reading teachers and media specialists will work to introduce and increase the amount of complex text provided to our students. We will expose students to the text exemplars in Appendix B of the CCSS and employ strategies for close reading to deepen students' knowledge of complex text. We will use the CIS lesson design in the middle school reading classes, since our middle school teachers attended the training on CIS in February 2012. Administrators will monitor lessons to ensure this is taking place. If additional exposure to complex text is needed, schools will be required to purchase additional resources to meet this need.
HIGH	The high school reading teachers and media specialists will work to introduce and increase the amount of complext text provided to our students. We will expose students to the text exemplars in Appendix B of the CCSS and employ strategies for close reading to deepen students' knowledge of complex text. We will use the CIS lesson design in the high school reading and English classes, since our highschool teachers attended the training on CIS in February 2012. Administrators will monitor lessons to ensure this is taking place. If additional exposure to complex text is needed, schools will be required to purchase additional resources to meet this need.
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	During the extended day, K-2 students who need additional intervention will receive "double doses" (in some case "triple doses") of the Wilson Fundations program. Some students who receive instruction in the Sonday Systems curriculum during the RtI block will receive "double doses" of that program during the extended hour. Other students will receive intense small group or one-on-one instruction in K-PALS, PALS, Stars, Rewards, and Extensions in reading. These curricula align with the Tier 1 and Tier 2 curricula used during the school day The district will be using Houghton-Mifflin Harcourt's "Core Companion" to supplement the amount of nonfiction text and add passages/articles with more complex text in our K-5 classrooms. In addition, the reading coaches will work with the schools' media specialists to ensure that schools are using text exemplar selections from Appendix B of CCSS. Should there be needs for additional exposure to complex text, schools will purchase additional books which contain complex text. Students who struggle in reading are identified by the classroom teacher through screenings, observation, and classroom performance. The FAIR broad screen and broad diagnostic assessments are initially administered in the fall. After analyzing the results, students are administered targeted diagnostic inventory tasks designed to improve the areas of weakness. Differentiated instruction, an intervention program, tutor, or additional supplemental materials may be used at this time and documented on the student's Data Monitoring Plan. Parents will be notified of the intervention and of any help they can provide at home. Once students are identified as needing iii, they are grouped according to common skill deficits (i.e. decoding words with silent e) and are placed in small groups (no more than 5 students) with either their classroom teacher or another teacher from that grade level. Thirty minutes each day are set aside for the iii time (in Indian River County, this was originally called 3D -- "Double Dose Differentiation"). Students receive systematic, explicit instruction in their particular area of need using SIRP curricula (ex: PALS, Rewards, STARS, Bridge of Vocabulary, and Extensions). Students are assessed with monthly AIMSWeb ORFs and Maze assessments, teachers and reading coaches review the data, and groups are fluid depending on individual student data. This drives the iii instruction throughout the school year. Students who have been receiving intensive intervention help and who continue to make little or no progress after several weeks as evidenced through measurable documentation, will be taken to the next level of intervention assistance. The teacher will meet with the reading coach or Assistant Principal to determine if a change in intervention is appropriate. Additionally, the classroom teacher refers the student to the school's core Problem Solving/Response to Intervention (PS/RtI) team. The team reviews student data, graphs, instructional delivery, curriculum being utilized, and the home/school environment of the student. Vision/hearing is checked and speech/language may be screened. The PS/RtI team recommends a more intensive intervention plan with specific measurable goals. Approximately four weeks later, the team reviews data collected and determines the student's response to the interventions. If the interventions are successful, implementation of the plan continues. If not, the interventions may be altered and/or further psychoeducational testing may be recommended.
MIDDLE	The middle school reading teachers and media specialists will work to introduce and increase the amount of complex text provided to our students. We will expose students to the text exemplars in Appendix B of the CCSS and employ strategies for close reading to deepen students' knowledge of complex text. We will use the CIS lesson design in the middle school reading classes, since our middle school teachers attended the training on CIS in February 2012. Administrators will monitor lessons to ensure this is taking place. If additional exposure to complex text is needed, schools will be required to purchase additional resources to meet this need.
HIGH	The high school reading teachers and media specialists will work to introduce and increase the amount of complext text provided to our students. We will expose students to the text exemplars in Appendix B of the CCSS and employ strategies for close reading to deepen students' knowledge of complex text. We will use the CIS lesson design in the high school reading and English classes, since our highschool

	teachers attended the training on CIS in February 2012. Administrators will monitor lessons to ensure this is taking place. If additional exposure to complex text is needed, schools will be required to purchase additional resources to meet this need.
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
ELEMENTARY	Tutoring programs: READ (Reading Remediation Program): before school program targeting 3rd grade students experiencing difficulty in the area of reading. Youth Volunteer Corps: YVC is involved with the after-school program, and reads to and with students, incorporating literature with other content area activities. Academic Camp: remediation in reading offered after school two to four days a week. Operation Hope: off-site remediation in reading, math, science, social studies, and homework. Plunging into Reading: staff members and community volunteers read to students Humane Society of the Treasure Coast: Humane society volunteers bring their dogs and read with individual students to build fluency and confidence in reading Boys and Girls Club: provide tutorial services in academic areas Community Church Volunteers: provides tutors for struggling readers and Limited English Proficiency (LEP) students Mentoring programs: Senior Mentor Program: mentors meet with students once or twice per week to read with students. These mentors instill the importance of reading as a lifelong skill for enjoyment and learning. Americorps: remediation in reading for struggling students Big Brother/Big Sister Mentoring Program: adult volunteers provide reading remediation and support for struggling students RSVP Mentoring: retired senior volunteers mentor students in academic areas Sonday System (phonological awareness, phonics-based program) utilized by community tutors in one-on-one or small group instruction. These tutors are supervised and mentored by Sonday master coaches. The SDIRC strongly encourages reading intervention teachers to be reading certified, endorsed, or working towards endorsement status. In addition, reading intervention teachers attend all trainings that classroom teachers attend regarding curriculum (core, supplemental, and intervention). All summer reading camp teachers and coaches are reading endorsed or certified. Many are also Nationally Board Certified teachers. Several years ago, district staff	Extended learning opportunities for reading are provided before school, after school, during the summer.	District Reading Specialist School Administrators Reading Coaches Outside Agencies

	who hire summer reading camp teachers developed a rubric, emphasizing such qualifications, in order to hire the best, most highly-qualified teachers for our most struggling readers. Classrrom teachers who work in extended day programs are encouraged to be taking reading endorsement courses if they are not reading endorsed or certified. Our schools offer before and after school tutoring, and "camps" in order to provide students with additional instruction in small group settings, addressing specific skill deficits. Some schools also use educational technology to provide students with intervention in their skill deficits.		
MIDDLE	All middle school students scoring at Level 1 on the prior year's FCAT will have a double block of intensive reading the following school year. This double block includes targeted differentiated instruction in order to intensify the intervention time needed to remediate the skill deficits. Students scoring at Level 2 who are in need of decoding and text reading efficiency at the middle school level will also take a double block of reading taught by a reading endorsed or reading certified teacher. The criteria for determining this placement for Level 2 students is the student score on the FAIR Maze assessment for Assessment Period 3. Each middle school offers a variety of extended learning opportunities to provide remediation for struggling students. Students may be provided the opportunity to participate in the following after-school academic programs to enhance their academic growth: Tutoring: Gifford Middle School (GMS), Oslo Middle School (OMS), Sebastian River Middle School (SRMS) and Storm Grove Middle School (SGMS) have before and/or after school tutorial programs emphasizing test taking strategies, FCAT preparation, and FCAT practice using FCAT Explorer. These activities meet once or twice a week, and bus transportation is provided for students. Principal's Challenge An incentive program for students who submit book summaries based on the suggested summer reading lists is in place at each middle school. Mentoring: Individual school-based mentoring programs are in place at GMS, OMS, SRMS, and SGMS, where students in need receive one-on-one support. Volunteer mentors are recruited throughout the community and include school administrators, guidance counselors, teachers, community volunteers, business partners, parents, senior citizen organizations, student peer organizations (i.e. National Honor Society), and PTA/PTO members. Each volunteer is assigned one student to work with throughout the entire year. Schools provide training and support for the mentors during the school year. Summer School: Students from GMS, OMS, SRMS, amd SGMS are eligible to participate in an intensive summer course recovery program called A+nyWhere Learning System (A+LS). A+LS software program is an e-learning program consisting of an instructional management system supported by core curriculum content delivered through the Internet, a local or wide area network.	Extended learning opportunities for reading are provided before school, after school, during the summer.	Executive Director of Core Curriculum Director of Secondary Curriculum School Administrators Outside Agencies
HIGH	Schools will provide before and after school opportunities for additional intervention time for students who are deficit in the areas of decoding and text reading efficiency. Students will be served in small groups with teacher "tutors" in order to target specific skill deficits. These opportunities will be provided for 30 minutes daily, 3-5 times/week. Tutoring: Vero Beach High School (VBHS) and Sebastian River High School (SRHS) have before and/or after school tutorial programs emphasizing test taking strategies, FCAT preparation, and FCAT practice using FCAT Explorer. These activities meet once or twice a week, and bus transportation is provided for students. SRHS also uses the Academy of Reading software for the tutorial programs, especially for second language learners. Mentoring: Individual school-based mentoring programs are in place at both VBHS and SRHS, where students in need receive one-on-one support. Volunteer mentors are recruited throughout the community and include school administrators, guidance counselors, teachers, community volunteers, business partners, parents, senior citizen organizations, student peer organizations (i.e. National Honor Society), and PTA/PTO members.	Extended learning opportunities for reading are provided before school, after school, during the summer.	Executive Director of Core Curriculum Director of Secondary Curriculum School Administrators Outside Agencies

	Each volunteer is assigned one student to work with throughout the school year. Schools provide training and support for the mentors during the school year. Summer: Students who need additional instruction in order to pass their courses will participate in credit recovery opportunities during summer school using the ALS computer program as well as small group, differentiated instruction provided by experienced teachers.		
Additional Information	Tutoring Programs 2012-2013 Elementary: Supplemental Educational Programs (SES) Extended learning Reading and Writing Programs	Title I schools - students scoring Level 1 and Level 2- after school Title I schools	Contracted State-approved SES providers Teachers provide instruction using Research-based Curriculum

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	Target grades K-2, Reading, Levels 1 and 2 FCAT Reading and Mathematics	Before, During and After School	Executive Director of Core Curriculum, District Curriculum Specialist for Reading/Curriculum and Instruction Coordinator of Staff Development Executive Director of Exceptional Student Education Coordinator of Title I,III,and X Programs
MIDDLE	Grades 6, 7, and 8 Level 1 and 2 FCAT Reading students	Before, During and After School (double block of intensive reading for Level 1 students)	Executive Director of Core Curriculum, District Curriculum Specialist for Reading/Curriculum and Instruction Coordinator of Staff Development Executive Director of Exceptional Student Education
HIGH	Grades 9 and 10 Level 1 and 2 FCAT Reading students. Grades 11 and 12 students who have not passed FCAT Reading.	Before, During and After School (double block of intensive reading for Level 1 students).	Executive Director of Core Curriculum, District Curriculum Specialist for Reading/Curriculum and Instruction Coordinator of Staff Development

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	Pearson's Envision Math, grades K-2, and Houghton Mifflin Harcourt's Go Math! are research based programs based on the NCTM Focal Points and process standards, Florida's Next Generation Sunshine State Standards. Both programs focus on depth of knowledge. Tier 2 and 3 intervention pieces are included with each program	FASTT MATH is a computer based program designed to improve proficiency with basic math facts. Research indicates that students who are fluent with their facts perform higher on word problems.	Grade level specific trainings will be held to address difficulties with specific topics and present curriculum ideas that work for those areas. In addition, grade level trainings will be held on the use of the Common Core mathematical practices in classroom to promote student math proficiency.
	Holt Mathematics Course 1 & 2 will be used with students enrolled in M/J Math 1 or M/J Math 2. Glencoe Math	FASTT MATH is a computer based program designed to improve	

MIDDLE	Connects Plus: Course 1 & 2will be used with students enrolled in M/J Math Adv1 and M/J Math Adv 2. All students in Grade 8 are enrolled in Algebra 1A or higher. Glencoe Algebra 1 is used by students enrolled in Algebra 1 or Algebra 1A. Pearson Honors Gold Series is used with students enrolled in Algebra Honors or Geometry Honors. All texts are based on the NCTM Focal Points amd process standards, Florida's Next Generation Sunshine State Standards.	proficiency with basic math facts. Research indicates that students who are fluent with their facts perform higher on word problems. Math Triumphs is an intervention program purchased for all mathematics teachers in grades 6-8. Instruction is scaffolded and targeted to meet individual or small group needs.	Training opportunities with the common core mathematical practices will be made available. Subject specific training will also be available for increasing rigor in the classroom.
HIGH	Use of traditional course texts.		Teachers will also be trained in the use of the Common Core mathematical practices.

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
Extended Day	Equations - 3+ levle	1/wk for 2 months	Individual School Sponsors
Summer program	Title One - Math camp	2 wks/summer	Individual School staff
Extended Day	Mighty Mu math - 4+	1/wk for 2 months	Individual School staff
Extended Day	FCAT math camp	5/wk for 3 weeks. This varies depending on school.	Individual School staff
Extended Day	Mu Alpha Theta - Competition Math students	year long 1/week with a greater number of days as closer to competition	Individual school staff
Extended Day - Vero Beach High SChool.	ACT prep - level 1 and 2 students	2/week until testing day	Individual school staff

Title I District Improvement Plan - (Part 5)

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

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	*Science Fusion by Houghton Mifflin Harcourt School Publishers – Science Florida Edition text *Science Fusion by Houghton Mifflin Harcourt School Publisher grade level Readers STEM	Summer Camp Science Club FOSS STC Insights STEM Projects	Critical Thinking 5 E Lesson Model Sharepoint training Resource Probes & Atlas Modules STEM Design and Implementation Common Core in the Science subject Comprehension Instructional Sequence using science text
MIDDLE	Florida iScinece by School Education Group, a division of the McGraw-Hill Companies, Inc. STEM	IScience Video series iScience Lab Video series On-Line Science Ed. Nova Science Series STEM Projects Envirothon	Critical Thinking 5 E Lesson Model Sharepoint training Resource Probes & Atlas Modules STEM Design and Implementation Common Core in the Science subject Comprehension Instructional Sequence using science text
	Biology Honors and Regular: Biology by Prentice Hall - Pearson Biology AP and IB: Biology by Cambell Reece Physical Science: Science Spectrum by Holt Chemistry Honors and Regular: Matter and Change by Glencoe		Critical Thinking Researched Based Learning High Impact Research Based Strategies Assessment Strategies

| HIGH | Chemistry AP; Chemistry and Central Science by Brown Le May

Physics Honors and Regular: Conceptual Physics by Prentice Hall

Marine Biology: Marine Science-The Dynamic Earth by Pearson

Anatomy and Physiology: Essentials of Human Anatomy ad Physiology Anatomy, Florida Edition 9

STEM | STEM Projects
Envirothon | Sharepoint training
Resource Probes & Atlas Modules
Item Analysis for EOC Biology
STEM Design and Implementation
Differntieated Instruction in the Secondary Science Classroom
Common Core in the Science Subjects
Comprehension Instructional Sequence using science text |

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
Summer program	Title 1 – Science and Math Summer Camp	3 wks/summer	Title 1
Teacher Text book training	K-12	on-going throughout year	District Science Specialist
Ecology Club Liberty Magnet School	Grade 5	1x per week	Teacher Supervisor
FCAT Science Camp Citrus Elementary	Grade 5	10 sessions in Jan./Feb., 1.5 hours each after school on Tuesdays and Thrusdays	Assistant Principal
Sea Camp: Florida Keys Liberty Magnet School	Grade 5	1x per year overnight	5th grade teacher supervisors
Science Fair Acadamy Highlands Elementary	Grade 5	3x per year	Teacher Supervisors
Science Enrichment Highlands Elementary	Grade 5	Daily	Teacher Supervisors
RTI - Science Enrichment	Grade 4	Daily	Teacher Supervisors
Gardening Club Osceola Magnet Elemntary	Grade 5	1x per week	Teacher Supervisor
Science Enrichment	Grade 5	Daily	Assistant Principal
21st Century Scientist Pelican Island Elementary	Grade 5	1x per week	Teacher Supervisor
Science Magnets Rosewood Elementary	K-5	1x per month	Assistant Principal
ELL/Migrant Students Science Tutoring Sebastian River Middle School	Grade 8	1x per week	Teacher Supervisor
Mardy Fish Garden Club Treasure Coast Elementary	K-5	2x per week	Teacher Supervisor
Green Club Sebastian River High School	9-12	2x per month	Teacher Supervisor
Science Tutoring Storm Grove Middle School	6-8	1x per week	Teacher Supervisor

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

	School-based writing programs using schoolwide writing prompts and assessment simulations Title I Writing Coaches for Highlands, Dodgertown and Fellsmere	Kathryn Robinson Write Score has been purchased by some schools to provide holistic scoring and tracking tools	Consultants hired by schools Ongoing support and Professional Development from Writing coach for the staff
ELEMENTARY			
MIDDLE	School-based writing programs using schoolwide writing prompts and assessment simulations	Write Score has been purchased by some schools to provide holistic scoring and tracking tools	Consultants hired by schools
HIGH	School-based writing programs	Write Score has been purchased by some schools to provide holistic scoring and tracking tools	Consultants hired by schools

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
School-based clubs, parent writing workshops, literacy nights, extended day program activities	Elementary, middle, and high school students	On-going	School and District personnel
Before, during and after school teachers were trained on the new FCAT 2.0 Wrtiing updates from the state.	Elementary and middle school teachers	One-time training	School and District personnel
After school teachers have read anchor sets and calibration guides to learn how to score holistically	Elementary and middle school teachers	On-going	School and District personnel
Modeled writing by district personnel has occurred in three Title I schools	Elementary Teachers and Students	On-going	School and District personnel
Writing application through training will be conducted after-school	Elementary, middle and high school teachers	On-going	School and District personnel

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.

The School District of Indian River County assures that these funds will be utilized for the purpose of providing the school's teachers and administrators high-quality professional development that---
(A) directly addresses the academic achievement problem that caused the school to be identified for school improvement;
(B) meets the requirement for professional development activities under section 1119; and
(C) is provided in a manner that affords increased opportunity for participating in that professional development [Section 116(b)(3)(iii)&(I-III)

Each Title I school identified as being DA Prevent will provide detail regarding the various staff development activities that will be offered during the year. In addition, information will be provided on the type of staff development, the projected dates, academic areas or subgroups targeted and anticipated cost. This plan will be monitored throughout the year by the Coordinator of Title I,III,and X and the district Title I Resource teacher.

Professional Development within SDIRC is funded primarily through Title II. This is monitored by the Coordinator of Professional Development. The Coordinator of Title I, III, and X and the Coordinator of Professional Development work together to ensure the responsible use of funds and training opportunities. Training opportunities are often provided or tailored to specific teachers based on the needs of their students and school sites. Data is used to identify areas in need of improvement or development.

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
		Implement the "Be There" campaign to engage parents in their children's education • Develop and implement a plan to clearly and		

(1) Create a positive and respectful learning and working environment (2) Elevate the professionalism of all school district employees (3) Community Involvement Objective 1.1: By 2011-12 all schools will be considered "Family Friendly." Objective 1.3: The district will increase positive and respectful communication. Objective 1.7: Increase community involvement.	District Climate Survey: http://www.indianriverschools.org/2011%20Climate%20Survey%20Results/Forms/AllItems.aspx	consistently communicate and publicize district policies of significance to students and their families. (Obj. 1.3) • Implement communications plan for the School District of Indian River County, designed to foster relationships and effective communications with employees and the community, utilizing a variety of communication mediums. • Maintain an effective two-way communication program among internal and external publics to build customer satisfaction, provide accurate and timely information, and create an atmosphere of trust and confidence • Increase awareness, public knowledge and understanding of SDIRC by identifying key communicators and opinion leaders to serve as two-way conduits for SDIRC news, information, feedback and concerns.	Annual District Climate Survey	School and District Personnel
		Parents are an integral part of the School Improvement Process. Each school establishes, annually, a School Advisory Council. The majority of each SAC is composed of members who are not employed by the school. This composition helps ensure that parents play a vital role in the decision making process at each school. Each SAC is required to submit to the district, annually, a report detailing the composition of its members. This report is reviewed by the School Improvement Contact, the Assistant Superintendent of Curriculum and	Annual District Climate Survey	School and District Personnel

		Instruction, the Superintendent, and finally approved by the School Board.		
Parents need to feel accepted and supported at their child's school. They also need assistance in identifying ways to play a role in the education of their children.	Data as referenced in the "Working with Parents" District Training Presentation: http://www.indianriverschools.org/SiteDirectory/Curriculum/Documents/Working%20with%20Parents%20-%20District%20Training.pdf	SDIRC will facilitate the yearly "Working with Parents" District Training Presentation for all teachers and school staff that interact with parents on a regular basis. This program will stress the importance of a team approach to teaching and learning and illustrate ways to develop and foster positive home-school relationships.	Monitoring and Reporting of School-based Parental Involvement Programs Tracking Percentage of Teachers and School Staff trained using the "Working with Parents" District Training Presentation	School and District Personnel
Parent activities conducted during the evening had greater participation than activities held during the day.	Data results are taken from the 2011-2012 Title I Parent Involvement Survey	Parent Conferences Reading Nights-(face to face activity) Parent Survival Night-(face to face activity)	Annual Title I Parent Involvement Survey	Classroom Teacher Title I Resource Teachers Assistant Principal Principal
88% of respondents indicated that the Title I workshops, meetings and trainings provided by their child's school were helpful in working with their child.	Data results are taken from the 2011-2012 Title I Parent Involvement Survey	District Title I Annual Meeting	Annual Title I Parent Involvement Survey	Parents, Project Specialist, Title I Resource Teachers
Over 65% of respondents wanted to know each of the following: How to work with their children at home? How to work with the child's teacher? How to get involved with their child's school?	Data results are taken from the 2011-2012 Title I Parent Involvement Survey	Families Building Better Readers; English-Spanish program to provide parents of at risk students in grades K-3 with at home strategies they can use to improve literacy. Math and Science Nights for families. School Advisory Council; Offers parents opportunities to get involved with data and provide input on school programs and funding.	Annual Title I Parent Involvement Survey	Classroom Teacher Title I Resource Teachers Assistant Principal Principal Consultants

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)

The School District of Indian River County (SDIRC) has demonstrated improvement in both Reading and Mathematics in the majority of the subgroups from 2011-2012 but has been unable to reach the Target AMO in Reading for the 2012 report. The Math Target AMO was achieved at a minimal level though only one subgroup was able to meet the goal. All subgroups with the exception of our students with disabilities made Reading gains and all subgroups with the exception of our Asian students made Math gains. It was determined that our District can benefit from more uniform local Benchmark Assessments to monitor progress. In regard to our ELL population; Thomas and Collier (1998) state that the average native English speaker gains about ten months of academic growth in one ten-month academic year. ELL students must outgain the native speaker by making 1.5 year's progress in English for six successive school years. Thus, in order to have skills that are commensurate with those of native English speakers, ELLs must make nine years progress in six years. There are different timelines for learning social and academic language. Under ideal conditions, it takes the average second-language learner two years to acquire Basic Interpersonal Communication Skills (BICS). BICS involves the context-embedded, everyday language that occurs between conversational partners. On the other hand, Cognitive Academic Language Proficiency (CALP), or the context-reduced language of academics, takes five to seven years under ideal conditions to develop to a level commensurate with that of native speakers. The testing of ELL students (in some cases in less than a year in this country) does not allow the time needed to acquire the academic language that is required for standardized testing.

Even though research does not support testing of ELL students so early in their language acquisition journey, the SDIRC is aware that efforts to improve the quality of instruction for ELL students needs to be addressed in order to improve the proficiency of ELL students and provide them with the foundation needed for higher education and/or employment. The District is attempting to address this complex issue by combining language acquisition instruction with appropriate content academics that is grade level specific. We have updated the Enriching Content course and will provide additional content strategy instruction to both teachers and paraprofessionals so they can better assist ELL's in their content courses. In addition, Title III is supporting content teachers, especially at the secondary levels, by providing leveled content text that has support structures and features that address the needs of ELL students.

The District also recognizes that the current level of support for non-English speaking (NES) is inadequate; especially at the secondary levels. Close monitoring of the progress of ELL students is especially important to be able to provide on the spot support before they fail. Performance Matters, our data collection software, is providing additional filter options that will allow us to monitor ELL students more closely by drilling down to the level of services for each student that is in the LEP category. This new feature will assist in capturing those students that have been exited and are now in danger of failing. Title III has provided funds for a secondary support teacher to provide one on one support at the school to ensure that ELL students in danger of failing a course.

Part 8 of the District Improvement and Assistance Plan addresses ELL support for parent involvement and enhances academic instruction through the use of worshops, meetings and collaborative activities for use at school and at home. These activities are derived from information gathered by the SDIRC Title I Parent Involvement Survey and are aligned with the SDIRC Title I Parental Involvement Plan.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	**Personnel Responsible**	**Timeline**	**Funding Source**
SDIRC Title III funds have provided every school in the SDIRC with Rosetta Stone, language acquisition software that is used by all of our ELL students in a rotational format. A copy of the research that supports Rosetta Stone as a tool for language acquisition may be found at http://www.rosettastone.com/us_assets/documentation/NCLB-rosetta-stone-correlation.pdf. In addition to Rosetta Stone the SDIRC sought out additional software that is both motivating and research based for primary students that would combine both language acquisition with meaningful academic content. In 2008-09, Imagine Learning was piloted in one of our top five ELL schools to determine if that software is more appropriate for primary students and specifically for their focus on academic language. It is correlated to English Language Development Standards and that research may be found at http://www.imaginelearning.com/PDFs/en/TESOL%20&%20Imagine%20Learning%20English%20Correlation.pdf and http://www.imaginelearning.com/PDFs/en/ILE%20Program%20Efficacy.pdf. Based on preliminary progress reports and teacher surveys, Imagine Learning has been purchased for NES and LES students to use at two other elementary schools. In addition to these two language acquisition software programs, teachers are required to meet their ESOL requirements via updated courses that are offered at no cost to teachers at a variety of Indian River school locations. These courses are designed to provide teachers with research based strategies to improve English language proficiency and to enhance instructional delivery for comprehensible instruction for their ELL students. Title III funds have been allocated to provide two ESOL Resource positions. The District and Title III are collaborating to develop a scope and sequence for instructing NES students that are new to the district. Discussion has included the possible development of a transitional class for NES newcomers that will provide an orientation to their new surroundings as it prepares them for the academic challenges that they will face when they enter English only classrooms. Also, new training that includes up-to-date best practices for ELL student instruction is currently being designed for ELL paraprofessionals that will include hands-on materials that enhance instruction. Ongoing collaboration with the District's reading coordinator will continue as we plan all future ELL trainings. ELL strategies in content courses will be the focus for FY10 with reading coaches providing the professional development both in workshops and on site. This year two of the five state mandated courses	Coordinator of TitleI, III, X Programs Coordinator of Professional Development	July 1, 2012 to June 30, 2013	District, Title I, III, X

included a built in professional development component where teachers taking the course were able to visit schools that have high ELL populations to observe ELL strategies in action. This popular capacity building activity will be expanded as an option for all of the mandated courses in FY10

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			
FAIR Assessments are given K-12 to track student progress as well as Bechmark Assessments in Reading Math and Science	Teachers/Administrators/ District Personnel	FAIR and Benchmark Assessments are done 3 times per year.	

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
In an effort to improve mathematics with ELL students, the following scientifically based researched programs and strategies are currently being implemented: 1. Math problems are presented to students in the context of real-world examples 2. Explicit instruction, with a focus on the development of essential math skills 3. Academic language support given to students 4. Use of concrete materials to manipulate ideas and to test solutions 5. Use of visuals for comprehensible instruction (including videos) 6. Harcourt Math series sequentially develops all strands of mathematics which enables ELL students to develop reasoning and problem solving skills 7. Spiraling review and abundant practice in varied formats 8. Targeted remediation and interventions 9. Daily re-looping of previously learned materials 10. Problem solving instruction and task analysis strategies 11. Teacher think-aloud 12. Student think-aloud 13. I Can Learn Lab and software	Title I, District Math Specialist	July 1, 2012 to June 30, 2013	District,Title II and III

5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.	Personnel Responsible	Timeline	Funding Source
The School District of Indian River will target implementation that addresses Academic English Language Acquisition, English Learner Proficiency levels and individual student profiles whereby research based strategies and instruction systematically improves and sustains academic achievement. In conjunction, data will be used to monitor implementation of the program as well as to monitor student achievement. The District is currently reevaluating their approach for providing teachers and paraprofessionals with the tools needed in order to successfully address the unique needs of ELL students. We have recently incorporated classroom visits as an option for teachers who take two of the mandated courses in an effort to enable them to observe ELL best practices in schools where the ELL population is over 50%. This has been very successful and we plan to expand this approach with all of our ELL professional development in an effort to build capacity throughout the district. 1. Training for Rosetta Stone computer assisted Language Acquisition program 2. Training of ELL paraprofessionals in best practices when working with ELL students 3. Professional Book Studies for Teachers of ELL students . 4. ELL Certification classes offered free of charge to all teachers in the district. All courses are offered throughout the school year. 5. Provide release time and/or stipends to teachers so they may attend/facilitate high quality standards-based professional development 6. Collect/analyze summative and formative data and develop/implement intervention strategies 7. ELL Teachers will attend Sunshine State TESOL Conference 8. All workshops, courses, and training sessions emphasize the following classroom strategies: • speaking slowly and paraphrasing any material that might be confusing • using facial expressions and exaggerating enunciation • having groups draw pictures to illustrate definitions of new vocabulary words • having students highlight important information and use graphic organizers • giving students time to process information • writing neatly • encouraging often • using the "jigsaw" strategy in relation to concepts in a story	Title I, Staff Developement	July 1, 2010 to June 30, 2013	District, Title I, II, and III

6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.	Personnel Responsible	Timeline	Funding Source
Parent Involvement has been the focus of the SDIRC Title III program through bi-lingual outreach and coordination with Tile I Part A and C and IDEA. Future plans include increasing the opportunities for parents to learn English at our schools. Rosetta Stone is networked at each school and classes are offered in our Adult Centers. Some of the higher ELL populated schools offer courses in their labs. Time will be spent informing parents of their child's progress using e-Sembler, a software program that tracks their child's daily progress. All ELL parents were notified regarding the district's failure to meet AMAO 3 as per Title III Public Law 107-110 SEC. 3302).	Title I	July 1, 2012 to June 30, 2013	District, Title I and III

7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
Not Applicable			

District Assistance and Intervention Plan: Differentiated Accountability

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.