

# FLORIDA DEPARTMENT OF EDUCATION

## Differentiated Accountability

### 2012-2013 District Improvement and Assistance Plan

#### District: Wakulla

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#### **Title I District Improvement Plan**

##### **Title I, Section 1116(c)(7)**

This section addresses the requirements for districts that have been identified as in need of improvement.

Directions: Address each item below and provide your response in the appropriate cell or text box.

##### **Title I District Improvement Plan - (Part1\_1)**

##### **1) Summarize the process used to write this plan. Include how parents, school staff, and others were involved.**

The process used for writing this plan included meeting with School Improvement Teams from all district schools and the charter school. This involved school and district staff, parents, community members and students. Analysis of data by school and by district was used by disaggregating student data using the Florida School Grades and the School Public Accountability Reports, Performance Matters, and other data available through the FLDOE website.

##### **Title I District Improvement Plan - (Part1\_2)**

#### **STRATEGIES TO SUPPORT TEACHING AND LEARNING**

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

## Title I District Improvement Plan - (Part 2)

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

| Subgroup not making satisfactory progress. | Subject Area | Specific Teaching and learning needs of students not making satisfactory progress   | Why the prior plan did not sufficiently meet needs   | Strategies/actions with the greatest likelihood of improving student achievement   | Professional development to support strategies/actions   | Person/department responsible  |
|--|--------------|---|--|--|--|--|
| Total                                      | Reading      | Increased understanding of complex text; increased exposure and support for content-area reading; continued scaffolding for lower-level readers with a focus on diagnosis and increased intensity of intervention | Not enough emphasis on complex text; a need for better integration and support of reading across all content areas | Reading strategies stressing complex text infused in all disciplines; use of differentiated instruction; AVID critical reading strategies in secondary; Read 180 continued implementation; FCAT Explorer; Pearson Successmaker; CRISS Strategies; Positive Behavior Support program; tracking RtI closely; AVID expansion to grades 8, 9, 10, 11, & 12 plus training for 5th grade teachers. | Training on the following: FAIR; CRISS; AVID Critical Reading; Reading Endorsement; Differentiated Instruction; Read 180; REWARDS; Pearson Successmaker; FCAT Explorer; Study Island training; RtI training; data analysis training; NGCAR-PD and use of complex text in the classroom | Assistant Superintendent for Instruction; Executive Director of Curriculum; Director of Special Programs |
|  |              |   |  | Continued professional development for teachers with emphasis on instructional strategies and mathematical content; continued  | Job-embedded professional development with   |  |

|       |             |   |  |   |  |  |
|-------|-------------|---|--|---|--|--|
| Total | Mathematics | Differentiated instruction; diagnostic tools; close analysis of RtI data by teachers; after school tutoring   | Year 2 of FCAT 2.0 Math, End of Course Exams, and Next Generation SSS in math; Common Core Standards were introduced in 2010-2011 and 2011-2012. | implementation of NGSSS and Common Core Standards with a focus on higher-level problem solving and use of manipulatives at all grade levels; teacher analysis of RtI data; differentiation of instruction; computer-assisted instruction; after school tutoring; fourth year of AVID elective in grades 8-12; continued implementation of Common Core Standards in grades K-2 and in Social Studies and Career & Technical courses, emphasizing content literacy grades K-12. | ongoing follow-up and co-teaching with the consultant to support the strategies and actions and to continue to build teacher content knowledge; continued implementation of RtI with a focus on more intentional data analysis; summer institute opportunities for middle and high school teachers; continued AVID and AP training; Positive Behavior Support to increase student motivation | Assistant Superintendent for Instruction; Executive Director of Curriculum; Director of Special Programs |
| White | Reading     | Increased understanding of complex text; increased exposure and support for content-area reading; continued scaffolding for lower-level readers with a focus on diagnosis and increased intensity of intervention | Not enough emphasis on complex text; a need for better integration and support of reading across all content areas                               | Reading strategies stressing complex text infused in all disciplines; use of differentiated instruction; AVID critical reading strategies in secondary; Read 180 continued implementation; FCAT Explorer; Pearson Successmaker; CRISS Strategies; Positive Behavior Support program; tracking RtI closely; AVID expansion to grades 8, 9, 10, 11 & 12.  | Training on the following: Common Core Standards; FAIR; CRISS; AVID Critical Reading; Reading Endorsement; Differentiated Instruction; Read 180; REWARDS; Pearson Successmaker; FCAT Explorer; Study Island training; RtI training; data analysis training; NGCAR-PD and use of complex text in the classroom  | Assistant Superintendent for Instruction; Executive Director of Curriculum; Director of Special Programs |
| White | Mathematics |   | Exceeded target for 2012 AMO.  |   |  |  |
|       |             |   |  | AVID critical reading strategies to serve underrepresented  |  |  |

|          |             |   |  |  |   |  |
|----------|-------------|---|--|--|---|--|
| Black    | Reading     | Increased understanding of complex text; increased exposure and support for content-area reading; continued scaffolding for lower-level readers with a focus on diagnosis and increased intensity of intervention | Not enough emphasis on complex text; a need for better integration and support of reading across all content areas | groups who need to be better prepared better for college; reading strategies stressing complex text infused in all disciplines; use of differentiated instruction; AVID critical reading strategies in secondary; Read 180 continued implementation; FCAT Explorer; Pearson Successmaker; CRISS Strategies; Positive Behavior Support program; tracking RtI closely; AVID expansion to grades 8, 9, 10, 11 & 12                  | Training on the following: FAIR; CRISS; AVID Critical Reading; Reading Endorsement; Differentiated Instruction; Read 180; REWARDS; Pearson Successmaker; FCAT Explorer; Study Island training; RtI training; data analysis training; NGCAR-PD and use of complex text in the classroom; Common Core   | Assistant Superintendent for Instruction; Executive Director of Curriculum; Director of Special Programs |
| Black    | Mathematics | Differentiated instruction; diagnostic tools; close analysis of RtI data by teachers; after school tutoring   | FCAT 2.0 Math, End of Course Exams, Next Generation SSS in math, and Common Core math standards                    | Continued professional development for teachers with emphasis on instructional strategies and mathematical content; continued implementation of NGSSS and Common Core with a focus on higher-level problem solving and use of manipulatives at all grade levels; teacher analysis of RtI data; differentiation of instruction; computer-assisted instruction; after school tutoring; fourth year of AVID elective in grades 8-12 | Job-embedded professional development with ongoing follow-up and co-teaching with the consultant to support the strategies and actions and to continue to build teacher content knowledge; continued implementation of RtI with a focus on more intentional data analysis; summer institute opportunities for middle and high school teachers; continued AVID and AP training; Positive Behavior Support to increase student motivation | Assistant Superintendent for Instruction; Executive Director of Curriculum; Director of Special Programs |
| Hispanic | Reading     |   | Exceeded target for 2012 AMO.  |  |   |  |
| Hispanic | Mathematics |   | Exceeded target for 2012 AMO.  |  |   |  |

|                 |             |   |  |  |   |  |
|-----------------|-------------|---|--|--|---|--|
| Asian           | Reading     |   | Exceeded target for 2012 AMO.  |  |   |  |
| Asian           | Mathematics |   | Exceeded target for 2012 AMO.  |  |   |  |
| American Indian | Reading     | Increased understanding of complex text; increased exposure and support for content-area reading; continued scaffolding for lower-level readers with a focus on diagnosis and increased intensity of intervention | Not enough emphasis on complex text; a need for better integration and support of reading across all content areas | AVID critical reading strategies to serve underrepresented groups who need to be better prepared better for college; reading strategies stressing complex text infused in all disciplines; use of differentiated instruction; AVID critical reading strategies in secondary; Read 180 continued implementation; FCAT Explorer; Pearson Successmaker; CRISS Strategies; Positive Behavior Support program; tracking RtI closely; AVID expansion to grades 8, 9, 10, 11 & 12 | Training on the following: FAIR; CRISS; AVID Critical Reading; Reading Endorsement; Differentiated Instruction; Read 180; REWARDS; Pearson Successmaker; FCAT Explorer; Study Island training; RtI training; data analysis training; NGCAR-PD and use of complex text in the classroom; Common Core | Assistant Superintendent for Instruction; Executive Director of Curriculum; Director of Special Programs |
| American Indian | Mathematics |   | Exceeded target for 2012 AMO.  |  |   |  |

|                            |             |   |  |   |  |   |
|----------------------------|-------------|---|--|---|--|---|
| Economically Disadvantaged | Reading     | Increased understanding of complex text; increased exposure and support for content-area reading; continued scaffolding for lower-level readers with a focus on diagnosis and increased intensity of intervention | Not enough emphasis on complex text; a need for better integration and support of reading across all content areas | Reading strategies stressing complex text infused in all disciplines; use of differentiated instruction; AVID critical reading strategies in secondary; Read 180 continued implementation; FCAT Explorer; Pearson Successmaker; CRISS Strategies; Positive Behavior Support program; tracking RtI closely; AVID expansion to grades 8, 9, 10, 11 & 12 | Training on the following: FAIR; CRISS; AVID Critical Reading; Reading Endorsement; Differentiated Instruction; Read 180; REWARDS; Pearson Successmaker; FCAT Explorer; Study Island training; RtI training; data analysis training; NGCAR-PD and Common Core Standards use of complex text in the classroom   | Assistant Superintendent for Instruction; Executive Director of Curriculum; Director of Special Programs                            |
| Economically Disadvantaged | Mathematics |   | Met target for 2012 AMO.   |   |  |   |
| English Language Learners  | Reading     | N/A   |  |   |  |   |
| English Language Learners  | Mathematics | N/A   |  |   |  |   |
| Students with Disabilities | Reading     | Increased understanding of complex text; increased exposure and support for content-area reading; continued scaffolding for lower-level readers with a focus on diagnosis and increased intensity of intervention | Not enough emphasis on complex text; a need for better integration and support of reading across all content areas | Accommodations and inclusion classes; reading strategies stressing complex text infused in all disciplines; use of differentiated instruction; AVID critical reading strategies in secondary; Read 180 continued implementation; FCAT Explorer; Pearson Successmaker; CRISS Strategies; Positive Behavior Support program; tracking RtI closely       | Training on the following: strategies for working with students with varying exceptionalities; FAIR; CRISS; AVID Critical Reading; Reading Endorsement; Differentiated Instruction; Read 180; REWARDS; Pearson Successmaker; FCAT Explorer; Study Island training; RtI training; data analysis training; NGCAR-PD and use of complex text in the classroom | Assistant Superintendent for Instruction; Executive Director of Curriculum; Director of Special Programs; Executive Director of ESE |
|                            |             |   |  | Accommodations and inclusion classes for academic help by   |  |   |



|                                  |             |   |   |  |   |   |
|----------------------------------|-------------|---|---|--|---|---|
| Students with Disabilities       | Mathematics | Differentiated instruction; diagnostic tools; close analysis of RtI data by teachers; after school tutoring | FCAT 2.0 Math, End of Course Exams;Next Generation SSS in math; Common Core Standards | ESE teachers; continued professional development for teachers with emphasis on instructional strategies and mathematical content; continued implementation of NGSSS and Common Core Standards with a focus on higher-level problem solving and use of manipulatives at all grade levels; teacher analysis of RtI data; differentiation of instruction; computer-assisted instruction; after school tutoring; fourth year of AVID elective in grades 8-12 | Job-embedded professional development with ongoing follow-up and co-teaching with the consultant to support the strategies and actions and to continue to build teacher content knowledge; continued implementation of RtI with a focus on more intentional data analysis; summer institute opportunities for middle and high school teachers; continued AVID and AP training; Positive Behavior Support to increase student motivation | Assistant Superintendent for Instruction; Executive Director of Curriculum; Director of Special Programs; Executive Director of ESE |
| 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)   |
|-------------|---|
|             | <p>Core Reading Program</p> <p>--The Harcourt StoryTown basal program is used as the Core Reading Program for all students K-5. This program is state adopted and thus is considered as having been positively reviewed by FCRR. Harcourt StoryTown addresses all five areas of reading and serves as a resource for systematic and explicit instruction in Tier I.</p> <p>Integration: Harcourt StoryTown provides the foundation of the 90-minute reading block. Through integrated phonics, vocabulary and comprehension lessons the students participate in reading a variety of grade-level appropriate reading selections. During the initial 20-45 minutes of the Reading Block students are introduced to and practice the Robust Vocabulary, the targeted spelling pattern and the targeted comprehension skill. Teachers are required to deliver explicit strategy instruction through direct instruction, modeling, guided practice and application in each of the five areas of reading as they read and practice the</p> |

|            |  |
|------------|--|
| ELEMENTARY | <p>selection(s) in the text.</p> <p>The program facilitates differentiated instruction through the use of literacy centers, leveled readers and activities aligned to targeted needs. Small group instruction occurs after whole group instruction as teachers use these resources to enrich, practice, and/or reteach the skills for the varying achievement levels represented by classroom students. The Strategic Intervention materials provide additional resources for teachers to pull from when Tier II instruction is mandated by student data, and the Intervention Station Kit contains intensive materials that may be accessed for each of the five areas for students in need of Tier III instruction. The goal is fully engaged on task students participating in high level instruction targeted to meet data identified needs.</p> <p>As K-2 classroom move forward with implementation of the Common Core ELA State Standards, an inventory of the text provided in StoryTown is being taken. Additional trade books are being purchased to provide sufficient complex text for students to read and discuss.</p>   |
| MIDDLE     | <p>Middle school students are served in a daily critical reading class in addition to their Language Arts class. Instruction focuses on the Language Arts NGSSS for Reading and adheres to the state-adopted Course Description. The text for the developmental class is The Elements of Literature (Holt). While this is not specifically a reading program it was chosen as a uniform tool during the last adoption to assure that all reading classes had a text that could be used for strategy instruction. It is an anthology of connected text, containing both fiction and nonfiction selections. Each reading teacher utilizes the support piece Reading Skills and Strategies, which was designed by Kylee Beers for this text. The support piece contains both teacher and student support for reading instruction. The Reading Skills and Strategies handbook gives step-by-step directions on the use of research-based reading strategies, and the Skill Lessons help the teachers apply the strategies to specific selections in the text.</p> <p>While The Elements of Literature is provided as a uniform tool it is not the only resource for reading instruction in the developmental classes. A major focus of the critical reading classroom is to engage the student in wide and varied reading of both literary and information text. The district has a reading list that is correlated to the content taught at each grade level. Teachers choose books from this list for literature circles and novel studies. This list is in revision to assure alignment with the requirements of the Common Core State Standards.</p> <p>Some proficient 8th grade students are served in a Critical Thinking class that focuses on extensive reading in a variety of genre focused on specific topics. The curriculum is designed around Reading and content-area benchmarks. The goal of this class is to increase interest and motivation while maintaining high levels of reading achievement.</p> <p>The district reading contact has met with all middle school reading teachers and the middle school Reading Coach to assure that the following are considerations in reading instruction as the district moves into the 2011-12 school year.</p> <ul style="list-style-type: none"> <li>--Students must have experience in the close analysis of more demanding text.</li> <li>--The use of short, self-contained complex texts for students to read and re-read deliberately in order to focus on deep meaning, including the meanings of individual words, the 'turn of a phrase', the order and development of ideas over the course of the text;</li> <li>--After extensive modeling of prereading strategies, limiting the teaching of prereading strategies prior to student engagement with some complex text in order to allow the students to struggle with interpreting and making meaning;</li> <li>--The use of more complex text with struggling readers to assist them in building cognitive endurance</li> </ul> <p>Classes that address the needs of Level 2 students use the Houghton Mifflin Daybook as a major tool. This series is an on-level series that challenges Level 2 readers and connects writing to reading. Teachers are required to scaffold instruction to assure that students can manage the more complex text. In addition, teachers utilize a variety of novels and information text pieces to connect students to the content they are studying.</p> |



|                        |  |
|------------------------|--|
|                        | <p>Level 1 students are served in a 90-minute Read 180 class. Scholastic has developed 'Stretch Texts' for the Read 180 students to assure that the students have ample opportunity to read more challenging texts while they are receiving instruction to fill in gaps that are hindering their reading success. In addition, Level 1 classes participate in Socratic Seminars and Philosophical Chair discussions in order to build their motivation and reading stamina while dealing with text-based questions.</p> <p>Money from the Reading Categorical has been used at both middle schools to build the capacity of the media center and classroom library collections. The District Reading List is in revision, and dollars will be allocated to support classroom acquisition of appropriate text as this list is finalized.</p>  |
| HIGH                   | <p>Multiple trainings have occurred this year to build teacher knowledge and practice regarding complex text. A cohort of 15 teachers took the first portion of the NGCAR-PD training, and eight have completed the Practicum. A one-day Comprehension Instructional Sequence training was provided to other high school teachers, and the Reading Coach has worked with small groups of teachers all year to increase knowledge and build capacity. The training is critical, because no matter how much complex text is available, it won't be provided to students if teachers are not confident in the delivery of the instruction.</p> <p>A part of the ongoing training has been a review of available complex text resources available to all teachers. English teachers have reviewed texts in their Literature books. Other content-area teachers are becoming more deliberate in their use of the textbooks to challenge student reading and thinking. Even in the intervention classes like Read 180, 'Stretch Texts' are available, and their use is being maximized. In addition, AVID is in school-wide implementation empowering teachers with tools to help students access complex text.</p> <p>Additional exposure is an issue during this transition and training period. The district is addressing this through training teachers, redeveloping the district reading list to reflect increased complexity levels, reassessing required reading in various course syllabi and working with school-level administrators on implementation and monitoring.</p> |
| Additional Information |  |

| Grade Level | Supplemental Reading and Scientifically Research-Based Program(s)  |
|-------------|--|
|             | <p>Wakulla does not have a school that is required to implement the one hour extended day.</p> <p>When students are targeted for after school remediation, however, a learning plan is developed in conjunction with the student's classroom teacher. This learning plan notes the level of instruction occurring in the regular classroom and identifies targeted areas in need of intervention. Students are supported in the after school program through ongoing progress monitoring using computer-assisted instruction. Teachers provide time and support for wide reading through reading take-home packs and robust classroom libraries.</p> <p>Targeted intervention is also provided during the day as directed in the Response to Intervention plan.</p> <p>Training is ongoing as teachers learn to identify and use more complex text in the classroom. The following steps are being taken to assure that students are provided with a sufficient amount of complex text.</p> <ul style="list-style-type: none"> <li>--The District Reading List is under revision to assure that the books on it represent an appropriate level of complexity and that there is a balance between literary and informational text.</li> <li>--An inventory of the StoryTown core program is being conducted to determine the complexity level and balance of genre of the content.</li> <li>--Additional Social Studies tradebooks are being selected to provide standards-based complex text to use for content-area instruction.</li> <li>--Several days of training during the summer focus on the use of complex text.</li> <li>--Administrators are being trained on the use of complex text, so that they can generate discussions and monitor implementation in the classrooms.</li> </ul> |

|            |  |
|------------|--|
| ELEMENTARY | <p>--Students targeted for iii receive intervention from the classroom teacher during differentiated instruction in the 90-minute reading block. In addition, they are provided additional time and targeted instruction beyond the 90-minute reading block.</p> <p>--Schools are required to build a 30-minute intervention block into their master schedules. The schools schedule this 30-minute block in a variety of ways.</p> <p>--Students in need of iii receive additional instruction from the intervention portion of Harcourt StoryTown in a small group setting (2-4 students). Students who are not making progress are given an individual diagnostic assessment (ERDA, DAR). The diagnostic assessment is reviewed by the teacher and the reading coach to determine appropriate intervention for the student. Students struggling in the areas of phonemic awareness and phonics are considered for placement in the SRA Reading Mastery program or Kaleidoscope.</p> <p>--Third grade reading teachers utilize the Kaleidoscope program from SRA to provide intervention for Tier III students.</p> <p>--Students who need iii are also given the opportunity to attend the after school program for tutoring, CAI, and additional direct instruction and time-on-task.</p> <p>--Ongoing progress monitoring is required for all iii students.</p> <p>--Students in need of iii are monitored as required in the Response to Intervention plan.</p> <p>--Students in need of iii receive instructional support as a result of Title I programs. (All of the elementary schools receive Title I funding.) This may include, but is not limited to, a lower student/teacher ratio, additional instructional support from a highly qualified reading teacher in the classroom, and additional reading instruction time beyond the 90 minute block.</p> <p>The purpose of all intervention is to accelerate the student's progress toward benchmark. Therefore, the intervention not only has the student reading at his/her instructional level but also allows for the student to be supported as more complex text is read.</p> |
| MIDDLE     | <p>Classes that address the needs of Level 2 students use the Houghton Mifflin Daybook as a major tool. This series is an on-level series that challenges Level 2 readers and connects writing to reading. Teachers are required to scaffold instruction to assure that students can manage the more complex text. In addition, teachers utilize a variety of novels and information text pieces to connect students to the content they are studying.</p> <p>Level 1 students are served in a 90-minute Read 180 class. Scholastic has developed 'Stretch Texts' for the Read 180 students to assure that the students have ample opportunity to read more challenging texts while they are receiving instruction to fill in gaps that are hindering their reading success. In addition, Level 1 classes participate in Socratic Seminars and Philosophical Chair discussions in order to build their motivation and reading stamina while dealing with text-based questions.</p> <p>Money from the Reading Categorical has been used at both middle schools to build the capacity of the media center and classroom library collections. The District Reading List is in revision, and dollars will be allocated to support classroom acquisition of appropriate text as this list is finalized.</p>   |
| HIGH       | <p>Multiple trainings have occurred this year to build teacher knowledge and practice regarding complex text. A cohort of 15 teachers took the first portion of the NGCAR-PD training, and eight have completed the Practicum. A one-day Comprehension Instructional Sequence training was provided to other high school teachers, and the Reading Coach has worked with small groups of teachers all year to increase knowledge and build capacity. The training is critical, because no matter how much complex text is available, it won't be provided to students if teachers are not confident in the delivery of the instruction.</p> <p>A part of the ongoing training has been a review of available complex text resources available to all teachers. English teachers have reviewed texts in their Literature books. Other content-area teachers are becoming more deliberate in their use of the textbooks to challenge student reading and thinking. Even in the intervention classes like Read 180, 'Stretch Texts' are available, and their use is being maximized. In addition, AVID is in school-wide implementation empowering teachers with tools to help students access complex text.</p> <p>Additional exposure is an issue during this transition and training period. The district is addressing this through training teachers, redeveloping the district reading list to reflect increased complexity levels,</p>   |

|                        |   |
|------------------------|---|
|                        | reassessing required reading in various course syllabi and working with school-level administrators on implementation and monitoring. |
| Additional Information |   |

| Grade Level            | Professional Development Activities to Support Programs and Strategies     |
|------------------------|--|
| ELEMENTARY             | <a href="#">Click here to Professional Development in Reading web page</a> |
| MIDDLE                 |  |
| HIGH                   |  |
| Additional Information |  |

### Title I District Improvement Plan - (Part 3\_2)

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

| Grade Level | Type (before- or after-school, extended day, extended year, etc)   | Frequency and Duration | Person/Department Responsible for Monitoring |
|-------------|--|------------------------|--|
| ELEMENTARY  | <p>--Each elementary school offers an after school program. Select students receive individualized instruction based on their diagnosed needs. The after school program focuses on the needs identified for each student through data review. They may provide more time on task with the same materials or provide additional instruction on the same content using alternate materials and strategies.</p> <p>--Students have the opportunity to use the CAI lab to benefit from the individualized practice.</p> <p>--Students are paired with mentors on an as needed basis. Mentors offer support with encouragement, monitoring of work habits, and some provide basic tutoring.</p> <p>Connection to Reading Instruction Provided During the Day:<br/>Often the same or a team teacher is the assigned teacher for the after school program. The teachers meet and review student data to determine instructional needs. Materials are coordinated between the teachers.</p> <p>--Wakulla County offers a Summer Reading Camp for Level 1 third grade students. The district contact meets with the assistant principal and teachers from each school to collect information on student status. The Kaleidoscope placement test is administered to assure that the students begin the summer camp experience in an appropriate level of the text. End of the year STAR Reading (Renaissance) and FAIR information is provided to the summer camp teachers so that they can match the students to text. Plans are in place to incorporate the use of FastForward as a support for students in this year's summer reading camp.</p> <p>Reading Intervention teachers are expected to have the following qualifications:<br/>--Elementary Education certification<br/>--completion of the Reading Endorsement and/or a record of</p> |                        | Executive Director of Curriculum             |

|        |  |  |                                  |
|--------|--|--|----------------------------------|
|        | <p>success with teaching struggling readers.</p> <p>--ongoing training in reading interventions and quality reading instruction as provided by the district and reading coaches</p> <p>--specific training on the programs used for intervention and in Summer Reading Camp</p> <p>Wakulla provides limited after school time for students who are deemed to be at risk. Based on the data review that will occur this summer, additional support for before or after school time will be provided as needed from the Reading Categorical.</p>   |  |                                  |
| MIDDLE | <p>Students who need extended intervention due to lack of decoding and text reading efficiency are served in a double-blocked class. Read 180 is the main tool for instruction in these classes. Ongoing progress monitoring is reviewed at the school and district level to assure that students are progressing. Students who are not making adequate progress toward benchmark are review by the Intervention Support Team, which oversees the RtI process in the school. The district has collected longitudinal data on students who are served in Read 180 classrooms to assure that the intervention is working for these students. When data indicates that Read 180 is not the appropriate intervention tool for a student, the student is placed in an alternate setting. This setting may include small-group instruction with wide and varied reading led by a highly-qualified reading instructor or more leveled support in an ESE classroom.</p> <p>Both middle schools have after school programs where students receive additional tutoring and assistance. These programs are run for a nine week period during the year and transportation is provided for students.</p> <p>Materials include, but are not limited to,</p> <ul style="list-style-type: none"> <li>o Jamestown Critical Thinking Series</li> <li>o Jamestown Reading Fluency</li> <li>o Jamestown Timed Readings</li> <li>o Jamestown – The Wild Side</li> <li>o Jamestown – The Outer Edge</li> <li>o Six Way Paragraphs</li> </ul> <p>An active mentoring program serves at-risk students, providing adult guidance and support for these students.</p> <p>Both middle schools have developed a Summer Reading Program. Students participate in reading required selections and optional choices. Summer School is limited to credit recovery, and serves those students who would be retained in eighth grade. The A+ Credit Recovery online program is used.</p> <p>The High-School Preparation program has positively impacted students reading achievement. This program targets Levels one and two students and provides them with a class to begin their integration into high school at the end of eighth grade. Students are given their ninth grade text books. Teachers do text walks with the students, and help them understand the ways the texts are put together. The students work on and often complete their summer reading requirements under the purview of a reading teacher. While the course is not called a reading course, the reading benchmarks and skills form the skeleton for the course activities.</p> |  | Executive Director of Curriculum |

|                        |   |   |
|------------------------|---|---|
| HIGH                   | <p>Students who are in need of decoding and text reading efficiency at the high school level are placed into a 90-minute (double-blocked) Intensive Reading class five days a week. This course replaces at least one elective in the student's schedule.</p> <p>Teachers offer afterschool support for students as needed. The National Honor Society students are also available to tutor after school on some days. Participation is voluntary and support is based on material from the student's classes. In addition, a Credit Recovery program is in place during the school day and afterschool. This program is provided for students who lack the credits for promotion.</p> <p>A summer High School Prep class for entering 9th graders focuses on preparing the students to read their high school text books. Two full-day two-week sessions are held, and students are invited based on reading level. Invitations are sent, and students are accepted, beginning with Level 1 students and moving up, until the classes are full. Students are introduced to all of their 9th grade texts and time is spent on text structure to help students access the texts for their classes. Reading endorsed teachers conduct these classes.</p> <p>Required summer reading for each grade is in place at the high school. Participation in this program, which began four years ago, has grown steadily in participation each year. A minimum requirement is mandatory for all students and relates directly to work they will be asked to do in the fall of the year.</p> <p>In addition,</p> <ul style="list-style-type: none"><li>--An active mentoring program serves at-risk students, providing adult guidance and support for these students</li><li>--After school tutoring provided by students in the National Honor Society is available four days per week after school.</li><li>--A credit recovery summer school session. This is taught by teachers from the school and utilizes appropriate materials to meet the needs of the students.</li></ul> | Assistant Superintendent for Instruction;<br>Executive Director of Curriculum |
| 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, some bubble; after school elementary remediation during year; summer school at 3rd grade; SES for 3 schools in district | Daily 90-minute block plus intensive for Tier II, III; during year after school twice a week for 12 weeks; summer all day at 4 weeks; SES twice a week after school until SES money is depleted | Principals; Executive Director of Curriculum          |
|             | Level 1 and 2, some bubble;  | Daily during Reading and Intensive  |   |



|        |   |  |   |
|--------|---|--|---|
| MIDDLE | after school middle school remediation; summer school for middle school students in danger of being retained  | Reading classes; during year twice a week for 12 weeks after school; summer school 4 weeks for 6 hours per day                       | Principals; Executive Director of Curriculum  |
| HIGH   | Level 1 and 2; after school tutoring available all grades; summer school for seniors and juniors in danger of being retained; others as slots open up | Daily one to two hour Intensive Reading; after school tutoring twice a week for two hours; summer school 4 weeks for 6 hours per day | Assistant Principal of Curriculum; Executive Director of Curriculum; Assistant Superintendent for Instruction |

#### 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  | Harcourt Go Math  | Pearson Successmaker; FCAT Explorer  | Pearson and FCAT Explorer training; PROMISE; NGSSS summer training  |
| MIDDLE      | Big Ideas Math  | FCAT Explorer; AVID strategies   | FCAT Explorer Training; PROMISE; AVID Summer Institute and ongoing AVID training  |
| HIGH        | Glencoe;Holt  | Supplementary materials with textbooks; FCAT Explorer;AVID strategies; Advanced Placement strategies | FCAT Explorer training; PROMISE; AVID Summer Institute and ongoing AVID training; Advanced Placement Summer Institutes and one-day workshops for strategies to use in all classes |

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

| Type (before- or after-school, extended day, extended year, etc)   | Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)    | Frequency and Duration   | Person/Department Responsible for Monitoring   |
|--|--|--|--|
| After school elementary and middle school; tutoring after school for high school; summer school for middle and high school possible retentions prioritized by grade; SES for 3 schools in district | Level 1 and 2, some bubble elementary and middle; all levels high school | Twice a week for 12 weeks elementary; all year twice a week for high school; summer school 4 weeks all day | Twice a week for 12 weeks elementary; all year twice a week for high school; summer school 4 weeks all day |

#### Title I District Improvement Plan - (Part 5)

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

| Grade Level | Core Science and Scientifically Research-Based Program(s) | Supplemental Science and Scientifically Research-Based Program(s) | Professional Development Activities to Support Programs and Strategies |
|-------------|---|---|--|
|-------------|---|---|--|



|            |   |  |   |
|------------|---|--|---|
| ELEMENTARY | National Geographic Science   | National Geographic online resources; Project Learning Tree; 4-H                                   | Lesson Study; Project Learning Tree training  |
| MIDDLE     | Glencoe iScience  | Glencoe supplemental resources; SRA Science reading labs; L.I.F.E. watershed environmental project | Lesson Study; Glencoe text training; pre-Advanced Placement workshops through the College Board           |
| HIGH       | Physical Science/Honors - Pearson; Biology - Holt; Biology Honors - Pearson; Physics, Chemistry and Environmental Science - Glencoe; AP Biology - Pearson; AP Environmental - Pearson | Supplemental materials to core textbooks   | Lesson Study; Advanced Placement Summer Institutes and school year AP workshops through the College Board |

**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.**

| <b>Type (before- or after-school, extended day, extended year, etc)</b>                                 | <b>Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)</b> | <b>Frequency and Duration</b>                                     | <b>Person/Department Responsible for Monitoring</b>                                    |
|---|--|---|--|
| After school elementary and middle; summer school middle and high school; SES for 3 schools in district | Levels 1, 2, bubble and other students who struggle with science             | After school 12 weeks twice a week; summer school 4 weeks all day | Principals; Executive Director of Curriculum; Assistant Superintendent for Instruction |

#### **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).**

| <b>Grade Level</b> | <b>Core Writing and Scientifically Research-Based Program(s)</b> | <b>Supplemental Writing and Scientifically Research-Based Program(s)</b>   | <b>Professional Development Activities to Support Programs and Strategies</b>                                     |
|--------------------|--|--|---|
| ELEMENTARY         | Harcourt StoryTown   | 6 Traits of Writing; district developed 4th Grade Pacing Guide using best practices of research-based programs; Wakulla Writes modeled on FCAT Writes (FDOE state materials and rubric for teaching/grading) | 6 Traits of Writing; 4th grade teachers Writing professional development on-going; 3rd grade teacher job embedded |
| MIDDLE             | Writer's Choice - Glencoe  | 6 Traits of Writing; Wakulla Writes modeled on FCAT Writes (FDOE state materials and rubric for teaching/grading)  | 6 Traits of Writing   |
| HIGH               | Great Source Writer's Choice                                     | 6 Traits of Writing; Wakulla Writes modeled on FCAT Writes (FDOE state materials and rubric for teaching/grading)  | 6 Traits of Writing   |

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

| Type (before- or after-school, extended day, extended year, etc)   | Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+) | Frequency and Duration  | Person/Department Responsible for Monitoring   |
|--|---|---|--|
| After school elementary and middle; summer school middle and high school; high school after school tutoring; SES for 3 schools in district | Levels 1, 2, bubble and other students who struggle with writing      | After school 12 weeks twice a week; summer school 4 weeks all day; high school tutoring all year any day after school | Principals; Executive Director of Curriculum, Assistant Superintendent for Instruction |

#### **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.**

Director of Title I will ensure that Title I Schools will spend an amount equal to 10% of their Title I allocation through Title I reporting to state and through school district finance department audit evidence.

#### **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   |
|---|--|---|--|--|
| Tips for helping children at home with reading, math and other subjects | District Climate Survey for School Improvement; Parent evaluation results from Title I/ESE Parent Involvement activities | Title I/ESE Parent Involvement activities; School Improvement parent membership requirement; volunteers encouraged; mentors encouraged; PTO participation encouraged; newsletters and website information distributed; A Parent's Guide to Wakulla County Public Schools published each year; District Advisory Council meetings that include parents; evening workshops such as how to help students with new math standards | Golden School Award from state for volunteer hours; Parent Climate Survey results for School Improvement Plans; Parent Involvement evaluation survey results of Title I/ESE Parent Involvement activities; compliance with School Improvement requirement of parents on School Advisory Council as confirmed by auditors | Assistant Superintendent for Instruction; Executive Director of Curriculum; Director of Special Programs (including Title I); Executive Director of ESE and Student Services |

#### **Title III District Improvement Plan**

##### **Title III, Section 3122(b)(2)**

This section addresses the requirements for a district that did not make progress towards meeting Annual Measurable Achievement Objectives for 2 consecutive years. These districts shall develop an improvement plan that will ensure that the district meets such objectives. The improvement plan shall specifically address the factors that prevented the district from

achieving such objectives.

Directions: Address the topic matter requested for each cell. Explain how this information supports your District's ELL Plan and cite where this data is located in your ELL Plan. Add additional strategies for each item as needed.

**1. Identify and describe the factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs)**

N/A

|   |                              |                 |                       |
|---|------------------------------|-----------------|-----------------------|
| <b>2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)</b>   | <b>Personnel Responsible</b> | <b>Timeline</b> | <b>Funding Source</b> |
| <b>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)</b>  | <b>Personnel Responsible</b> | <b>Timeline</b> | <b>Funding Source</b> |
| <b>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)</b>  | <b>Personnel Responsible</b> | <b>Timeline</b> | <b>Funding Source</b> |
| <b>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.</b>                  | <b>Personnel Responsible</b> | <b>Timeline</b> | <b>Funding Source</b> |
| <b>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.</b> | <b>Personnel Responsible</b> | <b>Timeline</b> | <b>Funding Source</b> |
| <b>7. If applicable, identify any changes to the Title III Immigrant Education Program.</b>   | <b>Personnel Responsible</b> | <b>Timeline</b> | <b>Funding Source</b> |

**District Assistance and Intervention Plan: Differentiated Accountability**

Section 1001.42(18), Florida Statutes

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

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

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