

# FLORIDA DEPARTMENT OF EDUCATION

## Differentiated Accountability

### 2012-2013 District Improvement and Assistance Plan

#### District: Gadsden

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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 utilized for writing this plan included the collaborative efforts of representatives from the district level and school level. School Advisory Council members were also invited to provide parental and/or community input for school improvement. During the spring of 2012, the district's assessment coordinator received, analyzed, and distributed the student performance results of the 2012 FCAT Assessment. After an in-depth study of the data, the District decided to continue utilizing the Florida Continuous Improvement Model (FCIM) process that was first implemented during the 2004-2005 school term to achieve overall school improvement.

Prior to submission of any school improvement plans to the School Board, the plan must contain the approval signatures of the building principal, the signature of the School Advisory Council Chairperson, and it must address each of the NCLB subgroups failing to make AYP. Each one of the district's schools will have their school improvement plan presented to the Gadsden County School Board for approval in October 2012.

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

#### STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

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

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

#### 2) Based on the 2011-2012 AMO data and the 2012-2013 achievement objectives, identify the specific academic

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

Subgroup not making satisfactory progress.	Subject Area	Specific Teaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
Total	Reading	<p>Need for data to be used to identify specific learning deficiencies of students.</p> <p>Need to increase effort to provide appropriate differentiated instruction and specific interventions.</p> <p>Need for increased emphasis on vocabulary development and student interaction with complex text.</p> <p>Need for content specific reading instruction.</p>	<p>Programs used in the district continue to lack sufficient fidelity of implementation across the district.</p> <p>Professional development activities continue to need sufficient follow-up to ensure effective implementation of programs.</p> <p>Need to reduce the level of instructional staff turn-over.</p> <p>Continued need to develop an effective districtwide assessment support system.</p>	<p>Specific professional development will continue to be provided to school staff members to assist with proper implementation of programs. Emphasis will continue to be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.</p>	<p>ImagineIt, FAIR, PMRN, Riverside/Data Director, SuccessMaker, NG2 Standards, NG-CAR-PD, FCIM, Lesson Study, RtI, Read 180, Edge, Direct/Explicit Instruction Strategies</p>	<p>Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders</p>
			Whole group instruction			

Total	Mathematics	<p>Incorporate the use of math manipulatives and small group instruction to meet the individual needs of the students. Apply real world applications to increase the relevancy of mathematics to the students.</p>	<p>dominated the teaching style being used in the district. An increased effort needs to be made to analyze data on an individual basis to target specific learning needs of students. Need to reduce the level of instructional staff turn-over. Continued need to develop an effective districtwide assessment support system.</p>	<p>Specific professional development will be provided to school staff members to assist in areas of weakness. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.</p>	<p>GoMath Acaletics, Riverside/Data Director, SuccessMaker, NG2 Math Standards, FCIM, Lesson Study, RtI</p>	<p>Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders</p>
White	Reading	<p>Need for data to be used to identify specific learning deficiencies of students.</p> <p>Need to increase effort to provide appropriate differentiated instruction and specific interventions.</p> <p>Need for increased emphasis on vocaulary development and student interaction with complex text.</p> <p>Need for content specific reading</p>	<p>Programs used in the district continue to lack sufficient fidelity of implementation across the district.</p> <p>Professional development activities continue to need sufficient follow-up to ensure effective implementation of programs.</p> <p>Need to reduce the level of instructional staff turn-over.</p> <p>Continued need to develop an effective districtwide assessment support system.</p>	<p>Specific professional development will be provided to school staff members to assist with proper implementation of programs. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.</p>	<p>ImagineIt, FAIR, PMRN, Riverside/Data Director, SuccessMaker, NG2 Standards, NG-CAR-PD, FCIM, Lesson Study, RtI, Read 180, Edge, Direct/Explicit Instruction Strategies</p>	<p>Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders</p>

		instruction.				
White	Mathematics	<p>Incorporate the use of math manipulatives and small group instruction to meet the individual needs of the students. Apply real world applications to increase the relevancy of mathematics to the students.</p>	<p>Whole group instruction dominated the teaching style being used in the district. An increased effort needs to be made to analyze data on an individual basis to target specific learning needs of students. Need to reduce the level of instructional staff turn-over. Continued need to develop an effective districtwide assessment support system.</p>	<p>Specific professional development will be provided to school staff members to assist in areas of weakness. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.</p>	<p>GoMath Acaletics, Riverside/Data Director, SuccessMaker, NG2 Math Standards, FCIM, Lesson Study, RtI</p>	<p>Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders</p>
Black	Reading	<p>Need for data to be used to identify specific learning deficiencies of students.</p> <p>Need to increase effort to provide appropriate differentiated instruction and specific interventions.</p> <p>Need for increased emphasis on vocaulary development and student interaction with complex text.</p>	<p>Programs used in the district continue to lack sufficient fidelity of implementation across the district.</p> <p>Professional development activities continue to need sufficient follow-up to ensure effective implementation of programs.</p> <p>Need to reduce the level of instructional staff turn-over.</p> <p>Continued need to develop an effective</p>	<p>Specific professional development will be provided to school staff members to assist with proper implementation of programs. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.</p>	<p>ImagineIt, FAIR, PMRN, Riverside/Data Director, SuccessMaker, NG2 Standards, NG-CAR-PD, FCIM, Lesson Study, RtI, Read 180, Edge, Direct/Explicit Instruction Strategies</p>	<p>Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders</p>

		Need for content specific reading instruction.	districtwide assessment support system.			
Black	Mathematics	Incorporate the use of math manipulatives and small group instruction to meet the individual needs of the students. Apply real world applications to increase the relevancy of mathematics to the students.	Whole group instruction dominated the teaching style being used in the district. An increased effort needs to be made to analyze data on an individual basis to target specific learning needs of students. Need to reduce the level of instructional staff turn-over. Continued need to develop an effective districtwide assessment support system.	Specific professional development will be provided to school staff members to assist in areas of weakness. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.	GoMath Acaletics, Riverside/Data Director, SuccessMaker, NG2 Math Standards, FCIM, Lesson Study, RtI	Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders
		Need for data to be used to identify specific learning	Programs used in the district continue to lack sufficient fidelity			

Hispanic	Reading	<p>deficiencies of students.</p> <p>Need to increase effort to provide appropriate differentiated instruction and specific interventions.</p> <p>Need for increased emphasis on vocabulary development and student interaction with complex text.</p> <p>Need for content specific reading instruction.</p>	<p>of implementation across the district.</p> <p>Professional development activities continue to need sufficient follow-up to ensure effective implementation of programs.</p> <p>Need to reduce the level of instructional staff turn-over.</p> <p>Continued need to develop an effective districtwide assessment support system.</p>	<p>Specific professional development will be provided to school staff members to assist with proper implementation of programs. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.</p>	<p>ImagineIt, FAIR, PMRN, Riverside/Data Director, SuccessMaker, NG2 Standards, NG-CAR-PD, FCIM, Lesson Study, RtI, Read 180, Edge, Direct/Explicit Instruction Strategies</p>	<p>Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders</p>
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Asian	Reading	N/A	N/A	N/A	N/A	N/A
Asian	Mathematics	N/A	N/A	N/A	N/A	N/A



American Indian	Reading	N/A	N/A	N/A	N/A	N/A
American Indian	Mathematics	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	Reading	<p>Need for data to be used to identify specific learning deficiencies of students.</p> <p>Need to increase effort to provide appropriate differentiated instruction and specific interventions.</p> <p>Need for increased emphasis on vocabulary development and student interaction with complex text.</p> <p>Need for content specific reading instruction.</p>	<p>Programs used in the district continue to lack sufficient fidelity of implementation across the district.</p> <p>Professional development activities continue to need sufficient follow-up to ensure effective implementation of programs.</p> <p>Need to reduce the level of instructional staff turn-over.</p> <p>Continued need to develop an effective districtwide assessment support system.</p>	<p>Specific professional development will be provided to school staff members to assist with proper implementation of programs. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.</p>	<p>ImagineIt, FAIR, PMRN, Riverside/Data Director, SuccessMaker, NG2 Standards, NG-CAR-PD, FCIM, Lesson Study, RtI, Read 180, Edge, Direct/Explicit Instruction Strategies</p>	<p>Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders</p>
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English Language Learners	Reading	<p>Use of data to identify specific learning needs of students and to provide appropriate differentiated instruction and interventions.</p>	<p>Programs used in the district continue to lack sufficient fidelity of implementation across the district.</p> <p>Professional development activities continue to need sufficient follow-up to ensure effective implementation of programs.</p> <p>Need to reduce the level of instructional staff turn-over.</p> <p>Continued need to develop an effective districtwide assessment support system.</p>	<p>Specific professional development will be provided to school staff members to assist with proper implementation of programs. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.</p>	<p>ImagineIt, FAIR, PMRN, Riverside/Data Director, SuccessMaker, NG2 Standards, NG-CAR-PD, FCIM, Lesson Study, RtI, Read 180, Edge, Direct/Explicit Instruction Strategies</p>	<p>Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders</p>
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Students with Disabilities	Reading	<p>Need for data to be used to identify specific learning deficiencies of students.</p> <p>Need to increase effort to provide appropriate differentiated instruction and specific interventions.</p> <p>Need for increased emphasis on vocaulary development and student interaction with complex text.</p> <p>Need for content specific reading</p>	<p>Programs used in the district continue to lack sufficient fidelity of implementation across the district.</p> <p>Professional development activities continue to need sufficient follow-up to ensure effective implementation of programs.</p> <p>Need to reduce the level of instructional staff turn-over.</p> <p>Continued need to develop an effective districtwide assessment support system.</p>	<p>Specific professional development will be provided to school staff members to assist with proper implementation of programs. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.</p>	<p>ImagineIt, FAIR, PMRN, Riverside/Data Director, SuccessMaker, NG2 Standards, NG-CAR-PD, FCIM, Lesson Study, RtI, Read 180, Edge, Direct/Explicit Instruction Strategies</p>	<p>Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders</p>

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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).**

<b>Grade Level</b>	<b>Core Reading and Scientifically Research-Based Program(s)</b>
ELEMENTARY	<p>SRA Imagine It! Reading Program is the comprehensive core reading program that is being implemented throughout Gadsden County at all elementary schools. This research-based instructional curriculum correlates to all Next Generation Sunshine State Standards (NGSSS) and addresses the six areas of reading: phonological awareness, phonics, fluency, vocabulary, oral language, and comprehension. The CCRP, SRA Imagine It! Reading Program, is the tool used to provide initial and differentiated instruction and is used to expose and instruct students on grade level. Students also receive high-quality, explicit, and systematic instruction in the reading classroom by having at least a 90-minute block of uninterrupted time for reading instruction each day for all students. The instructional plan includes specific examples of Teacher-Led Activities and additional activities to support the six basic components of reading. An additional 30 to 50 minutes of intervention using the supplementary and/or comprehensive intervention program materials will be scheduled to support differentiated instruction for moderate to at-risk students.</p> <p>SRA Imagine It! Reading Curriculum covers a broad range of comprehension and vocabulary skills. The</p>

core textbook will be a starting point for meeting the rigorous features of the Common Core State Standards (CCSS) for English Language Arts. To align instruction in K-2 to meet the requirements of the CCSS, literacy coaches and K-2 teachers will meet and use the state's Action Planning Document to focus on the standards and cite evidence/practice that teachers currently implement, and identify areas to strengthen. They will use the alignment matrix provided by SRA to see how the standards are embedded in text for explicit and systematic instruction and to ensure that instruction has the appropriate focus and intensity. Teachers will read aloud complex text often as documented in lesson plans. Literacy coaches and teachers will meet periodically to reflect upon the implementation process and discuss methods for improving CCSS implementation. Coaches will maintain documentation of all meetings.

Middle grade students in Gadsden County are not required to take a reading course but The Daybook of Critical Reading and Writing will be used as a core program in all district middle schools with the exception of the charter school. This developmental program will be used with Level 3 students and above. This comprehensive program will offer students high-quality literature selections supported by skills instruction and practices that address the Next Generation Sunshine State Standards.

In addition to the Daybook of Critical Reading and Writing, students will read shorter, challenging complex texts that elicit close reading and the opportunity to reread at each grade level. This will support students at a wide range of reading levels as they participate in the close analysis of more demanding text. High priority will be placed on close, sustained reading of complex text which emphasizes the particular over the general and strives to focus on what lies within the four corners of the text. Such close reading will most likely require compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and prove the meanings of individual words, the order in which sentences unfold and the development of ideas over the course of the text.

All Language Arts and Reading teachers will be provided on-going training in the use of an integrated and interdisciplinary middle school literacy program. The district will assure that the offerings in the SIRP (Supplemental Intervention Reading Program) and the CIRP (Comprehensive Intervention Reading Program) introduce and increase the amount of complex text provided for students in order to learn how to extract and use information from increasingly complex text through the use of Comprehension Instructional Sequence (CIS) lessons and Common Core State Standards (CCSS) units embedded within their SIRP and their CIRP curriculums. During the summer, academic coaches will prepare a District Focus Calendar with CCSS and CIS units integrated into each content area District Focus Calendar. This calendar will show the inclusion of text of varying levels of complexity. It will also provide a framework for all content area teachers. During weekly PLCs, content area teachers will meet to share successes and concerns. This will provide the scaffolded support many teachers will need. Academic coaches will have the flexibility to alter the calendar based on data, classroom walk-throughs and recommendations from PLCs. Reading coaches and consultants will provide ongoing professional development during and after the school day.

If additional exposure to complex text is needed, the district and/or academic coaches will have the flexibility to make changes to the District Focus Calendar indicating the addition of more complex text for instruction and read aloud. The District Focus Calendar will be kept on file. The District Reading Coach will attend PLCs as often as possible.

The K-12 Supervisor and the District Reading Coach will conduct announced and unannounced visits to classrooms and PLCs.

The district will assure that the offerings in the SIRP (Supplemental Intervention Reading Program) and the CIRP (Comprehensive Intervention Program) introduce and increase the amount of complex text provided for students in order to learn how to extract and use information from increasingly complex text through the use of Comprehension Instructional Sequence (CIS) lessons and Common Core State Standards (CCSS) units embedded within their SIRP and CIRP curriculums. During the summer, academic coaches will prepare a District Focus Calendar with CCSS and CIS units integrated into each content area District Focus Calendar. This calendar will show the inclusion of text of varying levels of complexity. It will also provide a framework for all content area teachers. During weekly PLCs, content area teachers will meet to share successes and concerns. This will provide the scaffolded support teachers will need. Academic coaches will have the flexibility to alter the calendar based on data, classroom walk-throughs, and recommendations from PLCs. Reading coaches and consultants will provide ongoing professional development during and after the

MIDDLE

HIGH

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The K-12 Supervisor and the District Reading Coach will conduct announced and unannounced visits to classrooms and PLCs.

Additional  
Information

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>SRA Imagine It! is the core reading program that is taught during the 90 minute block. During the extended day, students in grades K-3 will use Early Interventions in Reading, Phonemic Awareness, Early Reading Tutor, leveled libraries of informational text, FCRR materials, and Kaleidoscope for intensive remediation. All programs align with the core program taught during the day. Instruction will be differentiated and taught in small groups based on several data points. The FAIR assessment, the program's placement test, and benchmark assessments will be used to inform instruction. Ongoing progress monitoring and retesting of identified targeted areas will determine if interventions are working.</p> <p>Students in grades 4-5 will use Kaleidoscope, leveled libraries, core intervention materials, and FCRR activities. All programs align with the core program. Instruction will be differentiated and taught in small groups based on several data points. The FAIR Assessment, the Kaleidoscope placement test, and the baseline benchmark assessment will be used to inform instruction. Ongoing progress monitoring and benchmark assessments will be given to determine the success of interventions or changes/adjustments needed.</p> <p>Gadsden assures that the offerings in addition to the CCRP, Supplemental and Comprehensive Program introduce and increase in the amount of complex text provided for students through the use of Common Core State Standards units embedded within their CCRP and other programs. During the summer, literacy coaches will create a District Focus Calendar with CCSS units integrated into each content area District Focus Calendar. This calendar will show the inclusion of text of varying levels of complexity. It will also provide a framework for all teachers. During weekly grade group meetings/PLCs, teachers will meet to share successes and concerns. This will provide the scaffolded support many teachers will need. Reading coaches will have the flexibility to alter the calendar based on data, classroom walk-throughs and recommendations from meetings. Reading coaches and consultants will provide ongoing professional development during and after the school day.</p> <p>If additional exposure to complex text is needed, the district and/or coaches will have the flexibility to make changes to the District Focus Calendar to indicate the addition of more exposure to complex text. The District Focus Calendar will be posted in all classrooms and kept on file. The District Reading Coach will attend grade group meeting/PLCs as often as possible.</p> <p>The K-12 Supervisor and the District Reading Coach will conduct announced and unannounced visits to classrooms and grade group meetings/PLCs.</p> <p>We recognize that some students will need more time and more instruction in order to reach specific goals and expectations. Students targeted for immediate intensive intervention will receive differentiated instruction in the regular classroom through the use of scientific research-based intervention programs. Results of the progress monitoring (i.e., Florida Assessment for Instruction in Reading (FAIR), core program assessments, state/district assessments) will be used to determine which students are intensive (iii) and need daily additional intensive support. For students in need of immediate intensive intervention (iii), the schools ensure the instructional services and support to address the identified area(s) of reading deficiency of the student</p>

	<p>during the 90-minute reading block and a daily additional 30-45 minute intervention block.</p> <p>The additional time outside the block will be a minimum of 30 minutes daily with the use of a state-approved intensive intervention reading program. These intervention programs will include but are not limited to: Phonemic Awareness, Early Reading Tutor, Early Interventions in Reading, and Core Intervention Supplement. Teachers will provide intensive instruction in smaller group size enabling students to generalize newly acquired reading skills to progressively more complex text.</p>
MIDDLE	<p>The district will assure that the offerings in the SIRP (Supplemental Intervention Reading Program) and the CIRP (Comprehensive Intervention Reading Program) introduce and increase the amount of complex text provided for students in order to learn how to extract and use information from increasingly complex text through the use of Comprehension Instructional Sequence (CIS) lessons and Common Core State Standards (CCSS) units embedded within their SIRP and their CIRP curriculums. During the summer, academic coaches will prepare a District Focus Calendar with CCSS and CIS units integrated into each content area District Focus Calendar. This calendar will show the inclusion of text of varying levels of complexity. It will also provide a framework for all content area teachers. During weekly PLCs, content area teachers will meet to share successes and concerns. This will provide the scaffolded support many teachers will need. Academic coaches will have the flexibility to alter the calendar based on data, classroom walk-throughs and recommendations from PLCs. Reading coaches and consultants will provide ongoing professional development during and after the school day.</p> <p>If additional exposure to complex text is needed, the district and/or academic coaches will have the flexibility to make changes to the District Focus Calendar indicating the addition of more complex text for instruction and read aloud. The District Focus Calendar will be kept on file. The District Reading Coach will attend PLCs as often as possible.</p> <p>The K-12 Supervisor and the District Reading Coach will conduct announced and unannounced visits to classrooms and PLCs.</p>
HIGH	<p>The district will assure that the offerings in the SIRP (Supplemental Intervention Reading Program) and the CIRP (Comprehensive Intervention Program) introduce and increase the amount of complex text provided for students in order to learn how to extract and use information from increasingly complex text through the use of Comprehension Instructional Sequence (CIS) lessons and Common Core State Standards (CCSS) units embedded within their SIRP and CIRP curriculums. During the summer, academic coaches will prepare a District Focus Calendar with CCSS and CIS units integrated into each content area District Focus Calendar. This calendar will show the inclusion of text of varying levels of complexity. It will also provide a framework for all content area teachers. During weekly PLCs, content area teachers will meet to share successes and concerns. This will provide the scaffolded support teachers will need. Academic coaches will have the flexibility to alter the calendar based on data, classroom walk-throughs, and recommendations from PLCs. Reading coaches and consultants will provide ongoing professional development during and after the school day.</p> <p>If additional exposure to complex text is needed, the district and/or academic coaches will have the flexibility to make changes to the District Focus Calendar to indicate the addition of more complex text. The District Focus Calendar will be kept on file.</p> <p>The K-12 Supervisor and the District Reading Coach will conduct announced and unannounced visits to classrooms and PLCs.</p>
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	



**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>The before, after, and summer school reading activities, excluding the required Third Grade Summer Reading Camp, utilized in Gadsden includes enhanced mentoring and tutoring activities. More specifically, schools use district-approved supplementary core and/or non-core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and/or enriching programs before, after, and beyond the school day. Throughout the district, 21st Century After-school and Summer School Tutorials and/or Supplemental Educational Services' tutorials are held at several sites during the school year and throughout the summer. Students allowed to participate are prioritized based on FCAT data with students scoring Level 1 and primary level students not making adequate progress based on FAIR given first choice to attend.</p> <p>To ensure that activities are linked to instruction delivered during the day, the principal, assistant principal, and reading coach will analyze data along with teachers and determine from data director and other resources areas of deficiency for students in these programs. Teachers will work with students using this data as well as provide instruction on the benchmarks from the District Instructional Focus Calendar. The principal and/or assistant principal will conduct fidelity checks.</p> <p>Gadsden County will continue to utilize the services of its Faith-based Organizations and state-approved SES providers to provide site-based and community-based mentoring and tutoring support to students throughout the district. These faith-based organizations and providers are actively involved before, during, and/or after school with a variety of activities to assist students with becoming proficient readers. They have also planned structured mentoring and/or tutoring activities during the summer under the guidance of the District's Community and Parent Involvement Coordinator.</p> <p>The District's Exceptional Student Education Department always has an extended school year that allows students with documented Individual Education Plans to attend. The Migrant Education Office provides summer school for our English Speakers of Other Languages, homeless and migrant students. The summer program provides intensive language instruction that targets vocabulary. The main focus during the district summer programs is improving students' reading skills.</p> <p>All level 1 and low level 2 third graders regardless of lunch status will</p>		<p>District Leadership Principal Assistant Principals Counselors</p>



be invited to participate in the summer reading academy offered by the district. Second grade students who are not reading on grade level at the end of second grade will be provided additional intensive interventions in a summer program. This program will be offered at the same site as the Third Grade Summer Reading Academy and other summer school sites.

The following are qualifications for becoming a reading intervention teacher (school, summer camp, extended day) in Gadsden County:  
(1) Bachelor's Degree from an accredited educational institution,  
(2) K-5 Certification  
(3) Data to support success with at-risk students (65% learning gains in grades 4 and above).

The district will ensure the provision of an additional hour of intensive reading instruction beyond the normal school day for the entire school year for students attending one of the 100 lowest-performing elementary schools based on the state reading assessment by creating a template for all schools to complete. This template will require a schedule for the day inclusive of the one-hour after-school, plus resources/materials and personnel needed. This plan will be submitted to the K-12 Director by July 31st. Even if the district does not contain a school in the 100 lowest performing elementary schools listed, all schools will be required to submit a plan. Implementation will be based on the availability of funds.

The district will ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the middle school level through the review of schools' master schedules and regularly scheduled school visits by district personnel. The principal and guidance counselor will monitor the master schedule as well as individual student schedules in the computer to ensure that students are enrolled in the appropriate classes as documented in the District's MIS system.

All level 1 students will receive extended time during the day based upon instructional needs. The principal will conduct weekly classroom walkthroughs to ensure that students receive on a daily basis: whole group explicit and systematic instruction, small group differentiated instruction, independent reading practice, and increasingly complex literary and informational texts at a ratio matching FCAT 2.0 Item Specifications. All classes are taught by teachers reading endorsed, reading certified, or working towards that status.

The before, after, and summer school reading activities that will be utilized in Gadsden includes mentoring and tutoring activities. More specifically, school will use district-approved supplementary core and/or non core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and/or enrichment programs before, after, and beyond the school day. Throughout the district, 21st Century After-school and Summer School Tutorials and/or Supplemental Educational Services' tutorials are held at

MIDDLE

District Leadership  
Principal  
Assistant Principals  
Counselors

several sites during the school year and throughout the summer. Students are prioritized based on FCAT data with students scoring Level 1 having top priority.

Eligibility for before, after, and summer school will be determined by, but not limited to, the most recent FCAT data wherein the students scoring at the lowest levels will have first priority. Results of teacher administered reading assessments and benchmark assessments along with their observations may be used to recommend students for participation. To ensure that activities are linked to reading instruction provided during the day, teachers will communicate and collaborate with program leaders/instructors so that instructional models and practices are seamlessly continued into the extended school day. Intensive instruction in extended day sessions is to be aligned with the CIM recommended focus calendars and will target tier 2 and tier 3 remediation in identified areas.

The district will ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the high school level through the review of schools' master schedules and regularly scheduled school visits by district personnel. The principal and guidance counselor will monitor the master schedule as well as individual student schedules in the computer to ensure that students are enrolled in the appropriate classes as documented in the District's MIS system.

All Level 1 students will receive extended time during the day based upon instructional needs. The principal will conduct weekly classroom walkthroughs to ensure that students receive on a daily basis: whole group explicit and systematic instruction, small group differentiated instruction, independent reading practice and increasingly complex literary and informational texts at a ratio matching FCAT 2.0 Item Specifications.

All intensive classes are taught by teachers reading endorsed, reading certified, or working towards that status.

The before, after, and summer school reading activities that will be utilized in Gadsden includes mentoring and tutoring activities. More specifically, school will use district-approved supplementary core and/or non core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and/or enrichment programs before, after, and beyond the school day. Throughout the district, 21st Century After-school and Summer School Tutorials and/or Supplemental Educational Services' tutorials are held at several sites during the school year and throughout the summer. Students are prioritized based on FCAT data with students scoring Level 1 having top priority.

Eligibility for before, after, and summer school will be determined by, but not limited to, the most recent FCAT data wherein the students scoring at the lowest levels will have first priority. Results of teacher administered reading assessments and benchmark assessments along with their observations may be used to recommend students for participation. To ensure that activities are linked to reading instruction provided during the day, teachers will communicate and collaborate with program leaders/instructors so that instructional models and

HIGH

District Leadership  
Principal  
Assistant Principals  
Counselors

practices are seamlessly continued into the extended school day. Intensive instruction in extended day sessions is to be aligned with the CIM recommended focus calendars and will target tier 2 and tier 3 remediation in identified areas.

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	2 FCAT reading performance (especially disfluent readers); Students who are +/- 10 points of moving to the next performance level.	Daily 90 minute reading blocks; Site specific after school intervention programs.	Federal program director, k12 director, district reading specialist, principals, academic coaches
MIDDLE	2 FCAT reading performance (especially disfluent readers); Students who are +/- 10 points of moving to the next performance level.	Daily 90 minute reading blocks; Site specific after school intervention programs.	Federal program director, k12 director, district reading specialist, principals, academic coaches
HIGH	2 FCAT reading performance (especially disfluent readers); Students who are +/- 10 points of moving to the next performance level.	Daily 90 minute reading blocks; Site specific after school intervention programs.	Federal program director, k12 director, district reading specialist, principals, academic coaches

**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 Mathematics 2004 Edition for grades K-5th	Acaletics 2-5th	Go Math Training Acaletics Training FCIM Training Using data to drive instruction
MIDDLE	Mathematics: Applications and Concepts Course 1, 2, & 3 by Glencoe/McGraw-Hill	Acaletics Mathematics 6-8 Practical Arithmetic Series	FCIM Training Using data to drive instruction
HIGH	Glencoe Series for various mathematics offerings		FCIM Training Using data to drive instruction

**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.**

**Targeted Group and**

Type (before- or after-school, extended day, extended year, etc)	Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
Mathematics extended learning opportunities will be provided in the same context as the extended reading opportunities that are listed under the reading section. Portions of the after-school intervention programs will be dedicated to reading, mathematics, writing, and science.	The students will be prioritized by need with the Level 1 and Level 2 students having first choice for participation in the program.	The afterschool programs will be held three - four days per week.	The principal will work directly with an after-school coordinator to take responsibility for the monitoring of the program.

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

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

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Pearson Interactive Science	Web based supplementary materials and programs that accompany the newly adopted text.	Pearson Interactive training specific to elementary science teachers. The Lesson Study Process
MIDDLE	Pearson Interactive Science	Web based supplementary materials and programs that accompany the newly adopted text.	Pearson Interactive training specific to middle school science teachers. The Lesson Study Process
HIGH	Pearson Interactive Science for Biology, Chemistry, Physical Science, and Environmental Science.	Web based supplementary materials and programs that accompany the newly adopted text.	Pearson Interactive training specific to science content area teachers. The Lesson Study Process

**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
Science will be provided in the same context as the reading that is listed under the reading section. Part of the after-school will be spent on reading, mathematics, writing, and science.	The students will be prioritized by need with the Level 1 and Level 2 students having first choice for participation in the program.	The after-school programs will be held three - four days per week.	The principal will work directly with an after-school coordinator to take responsibility for the monitoring of the program.

**Title I District Improvement Plan - (Part 6)**

**6) List and describe specific scientifically research-based writing programs and instructional strategies the district**

will use at each level (elementary, middle, high).

Grade Level	Core Writing and Scientifically Research-Based Program(s)	Supplemental Writing and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Write-Score Six Traits of Writing	Writing is incorporated into the core reading series and taught weekly (e.g. Glenco Literature has a writing component).	SRA Imagine It! model demonstrations provided for all 3rd - 5th grade teachers and writing implementation included.  Six Traits of Writing
MIDDLE	Write-Score Six Traits of Writing	Writing is incorporated into the core reading series and taught weekly (e.g. Glenco Literature has a writing component).	Six Traits of Writing
HIGH	Write-Score Six Traits of Writing	Writing is incorporated into the core reading series and taught weekly (e.g. Glenco Literature has a writing component).	Six 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
Assistance will be provided in writing determined by participants' needs. All district-sponsored tutorials will utilize research-based materials and programs that are implemented with fidelity by highly effective instructors. The 21st Century Community Learning Center Grant will also provide students with tutorial and enrichment opportunities.	All fourth, eighth and tenth grade students will be prioritized by need with the Level 1 and Level 2 students having first choice for participation in the program.	The afterschool programs will be held three - four days per week.	The principal will work directly with an after-school coordinator to take responsibility for the monitoring of the program

**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 Title I grant was recently submitted, indicating at least 10% being allotted for Professional Development support. The district ensures continuous monitoring for accurate financial and/or function coding of these resources as evidenced by the following:

1. Funds have been reserved to pay the salaries of district instructional resource teacher, who will be providing training to school-level teachers throughout the year.
2. Funds have been reserved to pay travel expenses for teachers and administrators to attend trainings, workshops, and conferences that will assist them in increasing student performance.
3. Funds have also been reserved to pay teachers stipends for attending workshops and inservice trainings outside the normal teacher hours so that teachers are minimally removed during instructional time for inservice training.
4. Funds have been reserved to pay for substitutes when teachers are pulled from instructional school days for inservice

training.

**Title I District Improvement Plan - (Part 8)**

**8) Describe specific activities or strategies the district will use to promote effective parental involvement.**

<b>Specific Parent Needs</b>	<b>Data to Support Parent Needs</b>	<b>Activities/Strategies to Address Parent Needs</b>	<b>Evaluation Mechanism</b>	<b>Person/Department Responsible for Monitoring</b>
<p>PROGRAM: Florida Department of Education Strategic Imperatives:</p> <p>Parents and community members will be actively involved in an education-related activity in the home/school/district level and will perceive schools to be places that encourage active participation of its stakeholders in the learning process of all students.</p> <p>The District-wide Parent Advisory Committee and the Superintendent’s Executive Leadership Team members chose the following areas of concern: Graduation and Dropout rate (need more GED support), discipline-safe &amp; orderly conduct (need a discipline plan), homework support, literacy (reading before/after-school support) and implement more parent involvement trainings/workshops.</p> <p>The district will actively engage parents and the community in meaningful partnerships by providing leadership, professional development trainings, effective practice orientations, and participation in the</p>	<p>Parent Survey Results</p>	<p>The district uses the following strategies, programs, and/or goals to plan and implement effective parental involvement activities designed to increase parent participation.</p> <p>Schools will demonstrate annual progress toward this goal by continuing to provide parent/community support at the school level through the Parent Liaison who will assist in the coordination of:</p>	<p>Parent Surveys</p>	<p>Federal Programs Director, Parent Services Coordinator, Parent Liaisons, Principals, Parent Advisory Committees</p>



decision-making process to meet this goal.				
	Monthly School Advisory Council meeting minutes compile any suggestions recorded and given to the principal to share with the school's faculty and staff.	Forming a Parent Cadre (a parent committee) at each school, thus, designing a monthly calendar of continuous improvement parent and community initiatives and programs for the school year, to ensure active participation of all stakeholders in the students' learning process. Stakeholders/Parent Cadre (i.e. parents, community members, faith-based, parent liaison, faculty, program specific representation, such as ESE, and ESOL).	Checklist of Parent Involvement Cadre organized at each school	School Principal and Parent Liaison
	Annual Title 1 Parent Meeting (School representation of the SAC chair, ESE, ESOL, Migrant, Pre-K, PTA) parental input and survey results	Providing family education training opportunities for parents to enable them to assist students in the learning process through family literacy nights, math nights, DLOPI five module trainings, technology, scholarship information, vocational resources and other programs to include GED, and technology education. (On-going)	Agendas, sign-in sheets	Principal, Parent Liaison, Reading and Math Coaches, Guidance Counselors and Technology Support personnel
	School Advisory Councils and Parent Liaisons comments and suggestion	Providing opportunities for direct community involvement, with students through recruiting volunteers to assist students through the Faith-Based "Adopt A School" program, school related activities, mentoring, before and school tutoring, providing social services, and resource speakers for classes. Submission of Volunteer hours data quarterly.	Data revealing the number of volunteer hours submitted quarterly	District Volunteer Coordinator, Schools' Parent Liaisons
	School's data report of student performance	Establishing innovative after-school programs at each community's school in the areas of math, writing, and science, with an emphasis on reading. (Compliment students' learning styles with drama, storytelling, singing and the Arts.	Academic data of student achievement	After-school program coordinators provider data (SES, and 21st CCLC)
	Principals reporting of their individual academics of their students	Providing tutorial resources and support, in addition to Supplemental Educational Services for those students who score below acceptable levels in all skill areas. Develop a prescriptive form for use by tutors, preferably local college students (FAMU, TCC, and FSU), parents, or others who may mentor or work with students.	Academic data of student achievement	After-school program coordinators provider data (SES, and 21st CCLC )
		Expanding access to school facilities		

School Advisory Council's input of suggestions and concerns	for students and their parents, and community members for trainings and workshops (e.g., FCAT Explorer, technology, media centers, athletic facilities and auditoriums, etc.) as needed for trainings and meetings to promote student learning.	Agendas and parent sign-in sheets and pictures	Principal, Parent Liaison and School Advisory Council members
District-wide Parent Advisory committee and each School's Advisory Council	Involving parents in meaningful decision-making opportunities (District-Wide Parent Advisory Committee, School Advisory Councils, PTA/PTO) designed to improve student achievement (Monthly and Quarterly for district meetings) Traveling to Gadsden County's (6) community areas and housing project complexes to assist and distribute information for educational programs, questions, concerns and needs that will allow parents to further assist their children academically. Saturday School Programs – At Schools and in the Communities. Take materials and resources to them. During visits to the sites, provide "Parent' Tool Kits" based on the students' grade and skill levels, and subject area information requested. Distribute academic and other information via the District's Parent Resource Mobile Unit to each community to assist parents with literacy, technology, and homework assistance for student use for homework, research projects, FCAT Explorer practice, and other website resources for assistance.	Communication logs, sign-in sheets and pictures of events	District Parent Services Coordinator, Parent Liaisons and VISTA Volunteers
	Participating in collaborative business and community partnerships designed to enhance student learning and career preparation.	Sign-in sheets, program agendas of community conversation events	Parent Services Coordinator and Community Coalition members
	The district will continue to implement a Parent Link communication system to provide awareness of education-related activities, educational initiatives, information and resources in a timely manner.	Parent Link data base of the number of parents receiving calls, media coverage and attendance of parents and community members participation at events	Principals, Parent Liaisons, District Parent Services and Public Information Officer
	Provide parents with online access to		

	<p>student and school information via individual school websites and the district's website (e.g., information for parents, attendance, grades, Exceptional Student Education, ESOL, discipline reports, School Board policies, Parent Guide, Parent Check List, &amp; Parent Policy).</p>	<p>Number of website hits</p>	<p>District and Schools' Technology and Media specialist personnel</p>
	<p>Enhance and strengthen parent, business, and community involvement by communicating and making them aware through various medians, of the district's initiatives on education reform, such as the Continuous Improvement Model, Reading Wave, Math Models, FCAT prep activities (STOP, DROP, &amp; READ), character education program, school uniforms, "Adopt A School program, and continue to provide more DLOPI and Families Building Better Readers Workshops.</p>	<p>Agendas and sign-in sheets</p>	<p>Each school's Principal, Parent Liaison, Reading Coaches/teachers, Character Education Coordinator, Volunteer Coordinator and District Parent Services Coordinator</p>

**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)**

There is a need to develop an effective district assessment program that is predictive of students' levels of proficiencies and performance on the FCAT and EOCs. There is a need to increase district and site level competencies for use of district student data system to disaggregate data. There is a need to have an independent evaluator evaluate technology infrastructure, capacity, and utilization. There is a need to increase efforts to assign academic coaches and core content area teachers based on teacher performance. There is a need to increase district level monitoring of school site instruction. There is a need for district level mathematics and science specialists. There is a need to increase the level of teacher and administrator competencies and to decrease reliance on "programs".

<p><b>2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)</b></p>	<p><b>Personnel Responsible</b></p>	<p><b>Timeline</b></p>	<p><b>Funding Source</b></p>
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<p>1. Monitor the implementation of the Focus Calendar/instructional guide on a monthly basis 2. Monitor the implementation of research-based strategies identified by schools in the individual school improvement plan (e.g. SIOP, RtI, Direct/Explicit Instruction, Lesson Study Process). 3. Provide the necessary inservice and/or training to implement the identified strategies</p>	<p>Principal Assistant Principal Site Academic Coaches District Reading Coach Asst. Supt. Academic Services ESOL Coordinator K12 Director District Instructional Review Team District Walk-through Team</p>	<p>Monthly</p>	<p>General Title I Title II RTTT SIG</p>
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<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>Grade Level</b>	<b>Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)</b>	<p>Principal Assistant Principal Teacher District Reading Coach</p>	<p>Monthly</p>	<p>General Title I</p>
<p>K-2</p>	<p><a href="#">Grade K-2 Chart</a></p>			
<p>3-5</p>	<p><a href="#">Grade 3-5 Chart</a></p>			
<p>6-8</p>	<p><a href="#">Grade 6-8 Chart</a></p>			
<p>9-12</p>	<p><a href="#">Grade 9-12 Chart</a></p>			

<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>
<p>1. Data analyses/utilization of formative and summative data 2. Effective/Instructional strategies for NCLB subgroups (Limited English Proficient) 3. Florida Continuous Improvement Model (FCIM) refresher/follow-up training activities are scheduled to occur throughout the year 4. Instructional Focus Training. Training specifically targeted to help school administrators develop skills necessary to analyze data-driven focus calendars, lessons and mini-assessments. 5. Differentiated Instruction 6. Provide ESOL training to more teachers 7. Direct/Explicit Instruction 8. Lesson Study Training</p>		<p>Principal Assistant Principal Teacher ESOL Coordinator K-12 Director</p>	<p>Monthly</p>	<p>General Title I</p>

<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>
<p>1. Data analyses/utilization of formative and summative data 2. Effective/Instructional strategies for NCLB subgroups (Limited English Proficient) 3. Florida Continuous Improvement Model (FCIM) refresher/follow-up training activities are scheduled to occur throughout the year 4. Instructional Focus Training. Training specifically targeted to help school administrators develop skills necessary to analyze data-driven focus calendars, lessons and mini-assessments. 5. Differentiated Instruction</p>		<p>Principal Assistant Principal ESOL Coordinator K-12 Director</p>		

<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>
<p>Work more with the ESOL and Parent Involvement departments to help parents become active participants in the education of their children</p>		<p>Principal Assistant Principal ESOL Coordinator Parent Involvement Coordinator</p>	<p>Monthly</p>	<p>General</p>

<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.](#)