

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Sarasota



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Last Modified on: 08-03-2013

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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 district-based leadership team, comprised of the Superintendent, the Associate Superintendent, directors for curriculum, special education, PD, assessment & evaluation, school improvement, Title I and ESOL, and other key support staff, developed the 2012-2013 district plan based on the 3-year analysis of school and district AYP student performance and the identification of subgroups and content areas where students did not meet AYP benchmarks. District staff also reviewed last year's DIAP to review and determine which strategies, programs, and or materials were effective in promoting student achievement. Consideration was also given to the PD needs of teachers, initiatives and efforts to promote and enhance leadership qualities, parent and community involvement data, and available resource. School administrators attended training sessions related to the new DA-requirements and met with their respective Executive Directors to discuss and provide feedback relative to the SIP process and the district's plan for ongoing assistance and support.

The draft DIAP was disseminated and provided for review to other stakeholder groups, including parents and community members. In addition, each year district staff conducts an orientation and training at the beginning of the school year to help parents understand how they can fully participate as SAC members. The district-based leadership team will continue to work with school SACs as they complete their SIPs. The 2011-2012 DIAP will be updated or modified, as needed, to ensure the continued support of school-based efforts to improve student

Title I District Improvement Plan - (Part1_2)

STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

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 fluency and decoding skills</p> <p>Engaging students in the learning process; Specific differentiated instruction, small group instruction.</p> <p>More systemic use and application of diagnostic assessment results</p>	<p>Limited application of formative assessment results to differentiated instruction</p> <p>Reading Instructional Focus Calendar was not fully implemented</p>	See sections 4.1 and 4.2	See sections 4.1 and 4.2	Curriculum Dept, Assessment Dept & PD Dept
		Need for a common Math vocabulary	Limited	<p>a. Continued application of and training with enhanced instructional focus calendars and corresponding</p>	<p>a. Next Generation Sunshine Standards in Mathematics</p> <p>b. School site trainings for instructional focus calendars</p> <p>c. District Math Benchmark</p>	<p>a. Curriculum & Instruction Dept.; Research & Assessment Dept.; Professional</p>

Total	Mathematics	<p>Reading skills that impact math performance</p> <p>Math fluency</p> <p>Engaging students in the learning process</p>	<p>availability of formative assessments in math</p> <p>Math pacing guide was not consistently implemented</p>	<p>formative assessments.</p> <p>b. RtI/MTSS implementation</p> <p>c. Enhanced Collaborative Planning</p> <p>d. Promote student engagement in learning</p>	<p>Assessments</p> <p>b. RtI/MTSS teacher training</p> <p>Positive Behavior Support</p> <p>-Classroom Management</p> <p>c. Facilitator Training for Collaborative Planning;</p> <p>Sharepoint: Collaborating in a Digital Environment</p> <p>d. Gradual Release of Responsibility / iEngage Learning Model training</p>	<p>Development Dept.</p> <p>b. PSS</p> <p>c. Professional Development Dept., Instructional Technology Dept.</p> <p>d. Curriculum & Instruction Dept.; Professional Development Dept.</p>
White	Reading	<p>Need for fluency and decoding skills</p> <p>Engaging students in the learning process</p> <p>More systemic use and application of diagnostic assessment results</p>		<p>a. Implementation of K-12 Reading Plan</p> <p>b. RtI implementation</p> <p>c. Enhanced Collaborative Planning</p> <p>d. Promote student engagement in learning</p> <p>Teachers instructed on best practices</p>	<p>a.Fusion Model: Lang Arts/Reading</p> <p>-Next Gen Standards in Reading</p> <p>-Differentiated Instruction</p> <p>-Classroom Instruction That Works</p> <p>-Understanding FAIR results</p> <p>b. RtI teacher training</p> <p>-Positive Behavior Support</p> <p>-Classroom Management</p> <p>c. Facilitator Training for Collaborative Planning;</p> <p>-Sharepoint: Collaborating in a Digital Environment</p> <p>d. Gradual Release Model training</p> <p>-Cooperative Learning</p>	<p>a. Curriculum Dept, Assessment Dept & PD Dept</p> <p>b. PSS</p> <p>c. PD Dept IT Dept</p> <p>d. Curriculum dept</p>
				1. Continued	<p>a. Next Generation Sunshine Standards in Mathematics</p> <p>b.Schoolsite trainings for</p>	

White	Mathematics	<p>Need for a common Math vocabulary</p> <p>Reading skills that impact math performance</p> <p>Math fluency</p> <p>Engaging students in the learning process</p>	<p>Limited availability of formative assessments in math</p> <p>Math pacing guide was not consistently implemented</p>	<p>application of and training with enhanced instructional focus calendars and corresponding formative assessments.</p> <p>2. RtI/MTSS implementation</p> <p>3. Data driven Collaborative Planning</p> <p>4. Promote student engagement in learning</p>	<p>instructional focus calendars.</p> <p>c. District Math Benchmark Assessments</p> <p>a. RtI/MTSS teacher training</p> <p>Positive Behavior Support -Classroom Management</p> <p>c. Facilitator Training for Collaborative Planning; Sharepoint: Collaborating in a Digital Environment</p> <p>d. Gradual Release of Responsibility/ iEngage Learning Model training</p>	<p>a. Curriculum & Instruction Dept.; Research & Assessment Dept.;Professional Development Dept.</p> <p>b. PSS</p> <p>c. Professional Development Dept., Instructional Technology Dept.</p> <p>d. Curriculum & Instruction Dept.; Professional Development Dept.</p>
Black	Reading	<p>Need for fluency and decoding skills</p> <p>Engaging students in the learning process</p> <p>More systemic use and application of diagnostic assessment results</p>		<p>a. Implementation of K-12 Reading Plan</p> <p>b. RtI implementation</p> <p>c. Enhanced Collaborative Planning</p> <p>d. Promote student engagement in learning</p>	<p>a.Fusion Model: Lang Arts/Reading -Next Gen Standards in Reading -Differentiated Instruction -Classroom Instruction That Works -Understanding FAIR results</p> <p>b. RtI teacher training -Positive Behavior Support -Classroom Management</p> <p>c. Facilitator Training for Collaborative Planning; -Sharepoint: Collaborating in a Digital Environment</p> <p>d. Gradual Release Model training -Cooperative Learning</p>	<p>a. Curriculum Dept, Assessment Dept & PD Dept</p> <p>b. PSS</p> <p>c. PD Dept IT Dept</p> <p>d. Curriculum dept</p>

Black	Mathematics	<p>Need for a common Math vocabulary</p> <p>Reading skills that impact math performance</p> <p>Math fluency</p> <p>Engaging students in the learning process</p>	<p>Limited availability of formative assessments in math</p> <p>Math pacing guide was not consistently implemented</p>	<p>1. Continued application of and training with enhanced instructional focus calendars and corresponding formative assessments.</p> <p>2. RtI/MTSS implementation</p> <p>3. Enhanced Collaborative Planning</p> <p>4. Promote student engagement in learning</p>	<p>a. Next Generation Sunshine Standards in Mathematics</p> <p>b. School site trainings for instructional focus calendars</p> <p>c. District Math Benchmark Assessments</p> <p>b. RtI/MTSS teacher training</p> <p>Positive Behavior Support</p> <p>-Classroom Management</p> <p>c. Facilitator Training for Collaborative Planning;</p> <p>Sharepoint: Collaborating in a Digital Environment</p> <p>d. Gradual Release of Responsibility / iEngage Learning Model training</p>	<p>a. Curriculum & Instruction Dept.; Research & Assessment Dept.; Professional Development Dept. Assessment Dept & PD Dept.</p> <p>b. PSS</p> <p>c. Professional development Dept., Instructional Technology Dept.</p> <p>d. Curriculum & instruction Dept.; Professional Development Dept.</p>
Hispanic	Reading	<p>All of above plus</p> <p>English-Language acquisitions skills (note: for Hispanic ELL students)</p>		<p>a. Implementation of K-12 Reading Plan</p> <p>b. RtI implementation</p> <p>c. Enhanced Collaborative Planning</p> <p>d. Promote student engagement in learning</p>	<p>a. Fusion Model: Lang Arts/Reading Next Gen Standards in Reading</p> <p>Differentiated Instruction</p> <p>Classroom Instruction That Works</p> <p>Understanding FAIR results</p> <p>b. RtI teacher training</p> <p>Positive Behavior Support</p> <p>Classroom Management</p> <p>c. Facilitator Training for Collaborative Planning;</p> <p>Sharepoint: Collaborating in a Digital Environment</p> <p>d. Gradual Release Model training</p>	<p>a. Curriculum Dept</p> <p>b. PSS</p> <p>c. PD Dept IT Dept</p> <p>d. Curriculum dept PD Dept</p>

					Cooperative Learning	
Hispanic	Mathematics	All of above plus English-Language acquisitions skills (for Hispanic ELL students)	Limited availability of formative assessments in math Math pacing guide was not consistently implemented	a. Continued application of and training with enhanced instructional focus calendars and corresponding formative assessments. b. RtI/MTSS implementation c. Enhanced Collaborative Planning d. Promote student engagement in learning	a. Next Generation Sunshine Standards in Mathematics b. School site trainings for instructional focus calendars c. District Math Benchmark Assessments b. RtI/MTSS teacher training Positive Behavior Support Classroom Management c. Facilitator Training for Collaborative Planning; Sharepoint: Collaborating in a Digital Environment d. Gradual Release of Responsibility / iEngage Learning Model training Cooperative Learning	a. Curriculum & Instruction Dept.; Research & Assessment Dept.; Professional Development Dept. b. PSS c. Professional Development Dept.; Instructional Technology Dept. d. curriculum & Instruction Dept.; Professional Development Dept.
Asian	Reading					
Asian	Mathematics					
American Indian	Reading					
American Indian	Mathematics					
Economically Disadvantaged	Reading	Same reasons provided for other subgroups		All of above plus. a. Increased awareness of non-academic factors that impact learning	All of above plus a. A Framework for Understanding Poverty	a. PD Dept
Economically Disadvantaged	Mathematics	Same reasons provided for other subgroups	Limited availability of formative assessments in math Math pacing guide was not consistently	All of above plus: a. Increased awareness of non-academic factors that impact learning	All of above plus A Framework for Understanding Poverty	a. Professional Development Department

			implemented			
English Language Learners	Reading	All of above plus English-Language acquisitions skills		All of above plus: a. Increase teacher support for ESOL strategies b. Increase multicultural awareness	All of above plus: a. A+ RISE for ELLs Rosetta Stone: Eng.-lang acquisition Open-Book: English-Lang acquisition Methods of teaching English ESOL Curriculum & Materials Development ESOL Applied Linguistics Empowering ESOL Teachers b. Multicultural Awareness Training	a. ESOL Dept & Curriculum Dept b. ESOL Dept & Curriculum Dept
English Language Learners	Mathematics	All of above plus English-Language acquisitions skills	Limited availability of formative assessments in math Math pacing guide was not consistently implemented.	a. Increase teacher support for ESOL strategies b. Increase multicultural awareness	All of above plus: a. A+ RISE for ELLs b. Rosetta Stone: Eng.-lang acquisition Open-Book: English-Lang acquisition Methods of teaching English ESOL Curriculum & Materials Development ESOL Applied Linguistics Empowering ESOL Teachers. b. Multicultural Awareness Training	a. ESOL Dept.; Curriculum & Instruction Dept. b. ESOL Dept Curriculum & Instruction Dept
				a. Recruit and retain qualified, certified ESE teachers b. Alignment of	All above plus: a. Recruit and train teachers b. FBA/BIP & PDA-ESE	

Students with Disabilities	Reading	More systemic use and application of diagnostic assessment results.	instruction to area of disability c. Enhanced collaborative planning d. Increased support for promoting specifically-designed instruction e. provide reading instruction for teachers.	c. Specially Designed Instruction d. TEAM & CPI training Continuous analysis of assess data to align targeted instruction for SwD Cont PD in using research-based program to align needs to deficit area	a. HR & Pupil Support Services/ESE b. ESE & PD Offices c. Pupil Support d. Pupil Support
Students with Disabilities	Mathematics	Need for fluency and decoding skills Engaging students in the learning process More systemic use and application of diagnostic assessment results	a. Recruit and retain qualified, certified ESE teachers b. Alignment of instruction to area of disability c. Enhanced collaborative planning d. Increased support for promoting specifically-designed instruction	All above plus: a. Recruit and train teachers b. FBA/BIP & PDA-ESE c. Specially Designed Instruction d. TEAM & CPI training PD in the use of Equals Instructional materials to deliver instruction to severely disabled students.	a. HR & Pupil Support Services/ESE b. ESE & PD Offices c. Pupil Support d. Pupil Support
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)
	Comprehensive Core Reading Programs (CCRP): Harcourt Storytown (Beck, Farr, & Strickland, 2008) is the adopted comprehensive core reading program (CCRP). Another CCRP used is SRA Reading Mastery Plus (Engelmann, Bruner, et al., 2002). Each provides a variety of instructional resources and systematic and explicit instruction in the five elements of reading and for the components of the 90 minute reading block: initial instruction and differentiated instruction. Some schools have extended their reading block to 120 minutes allowing for the inclusion of content area reading. These complex texts are good sources for teachers to do close reading.

ELEMENTARY	<p>According to Florida's Common Core Implementation Timeline, Sarasota's K-1 classes will fully implement the Common Core Standards (CCS) in 2012-2013. Teachers have received training in the expectations of the CCS, the standards addressed in the CCRP, and the caution of gaps where new standards are not addressed. Teams of K and grade 1 teachers are meeting with District staff to revise and enhance the Instructional Focus Calendars so that all CCS are included. District reading personnel will share and explain the use of the calendars to elementary principals and K-1 teachers. A similar process for grade 2 will occur later in the school year.</p> <p>Training in identifying the components of text complexity and using complex texts for close reading has already begun for elementary staffs. Additional support will be given to K-2 teachers in this process.</p>
MIDDLE	<p>Sarasota County District Schools will not have the capacity to serve our FCAT Reading Level 3 and above students in a Developmental Reading Program. Through guided reading instruction, students will be supported in learning how to extract and use information from increasingly complex texts. Differentiation and scaffolding will be the key to take our readers to the next level. Teachers will also model their own thinking of complex text through shared reading and read alouds. Teachers will be expected to teach close readings lasting 3-5 days for complex text using state provided exemplars a minimum of two times per quarter. Students will also be provided time to engage in conversation to encourage the social nature of literacy. Some "social networking" applications will be integrated in this process.</p>
HIGH	<p>High schools continue to identify new materials and use current reading materials such as Daybook and Impact to bring a diet of complex text into the reading intervention class. A team of curriculum specialists- English/Language Arts, Science, and Social Studies, have developed a professional development plan to help their respective teachers recognize complex texts and identify ways to incorporate close reading into their classes. While the professional development will be standard at first, it will be customized and supported at individual high schools.</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>Although Sarasota County Schools is not currently identified in the 100 lowest-performing elementary schools, our elementary schools provide many after school programs with a focus on literacy. Some of them are the 21st Century Learning Centers Program which provides tutorial services to students attending low performing schools; after school services through SES providers through Title I; FCAT Bootcamp to give students extra support in literacy; Saturday School for low performing students to continue the learning from the school week.</p> <p>If any of Sarasota schools are designated as "lowest 100 elementary schools", these programs may be expanded for those schools in need. The Academic Intervention, Curriculum and Instruction, and Title I Departments would meet to identify and analyze needs and then develop a supportive plan.</p> <p>Teachers are being prepared to use the newly adopted Science textbooks and leveled reading resources as a source for complex texts. Because Houghton Mifflin Harcourt is the publisher of both the District-adopted reading and science texts, the paper texts as well as the digital texts can be used to scaffold students through deeper understanding through close reading. Professional development in this endeavor has begun with elementary staffs and will continue throughout the year.</p> <p>Social studies texts will also be used in a similar manner.</p> <p>Immediate intensive intervention may occur within or outside the 90 minute reading block. Students needs are identified through diagnostic and progress monitoring assessments. The intervention may occur in small groups or one on one for 15-25 minutes, 5 days per week. Students will be supported based on reading skill needs or reading achievement level. These needs are identified through FAIR results, District progress monitoring assessments, and teacher anecdotal records.</p>

	Because the intervention services require a smaller group number, teachers can provide more support and teaching of strategies to address more complex texts. Typically, a teacher may use part of a text that has been used during the reading block to practice the focus reading skill, vocabulary instruction, and extended student discussion. Because students need more explicit instruction, the teacher models, thinks aloud, and guides students through the thinking process.
MIDDLE	Through guided reading instruction, students will be supported in learning how to extract and use information from increasingly complex texts. Differentiation and scaffolding will be the key to take our readers to the next level. Teachers will also model their own thinking of complex text through shared reading and read alouds. Teachers will be expected to teach close readings lasting 3-5 days for complex text using state provided exemplars a minimum of two times per quarter. Students will also be provided time to engage in conversation to encourage the social nature of literacy. Some “social networking” applications will be integrated in this process.
HIGH	High schools continue to identify new materials and use current reading materials such as Daybook and Impact to bring a diet of complex text into the reading intervention class. A team of curriculum specialists-English/Language Arts, Science, and Social Studies, have developed a professional development plan to help their respective teachers recognize complex texts and identify ways to incorporate close reading into their classes. While the professional development will be standard at first, it will be customized and supported at individual high schools.
Additional Information	

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Click here to Professional Development in Reading web page
MIDDLE	
HIGH	
Additional Information	

Title I District Improvement Plan - (Part 3_2)

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

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
	<p>Tutoring and mentoring programs use the six essential components of reading and best instructional practice as a basis to support and extend the high quality teaching during the instructional day. Sarasota’s tutoring and mentoring programs are extensive and include Rockin’ Readers for kindergarten students, Read First for first graders, Reading Rangers for grade 2, and Reading PALS for grade 3. The Big Brothers and Big Sisters of Sarasota work in cooperation with the school district’s PALS volunteer office to provide mentors for students in the intermediate grades. Eligibility for these programs comes from academic need based on FAIR scores and through teacher recommendation.</p> <p>In some of the schools, after school tutoring is provided by the instructional staff of that school, therefore teachers are aware of the reading standards and expectations.</p>		

ELEMENTARY	<p>Reading intervention teachers are highly-qualified to teach reading because of their elementary certification. When oral language needs are identified as a factor affecting student reading achievement, language services may be provided by the speech/language teacher.</p> <p>Elementary teachers continually receive inservice throughout the year based on the NGSSS reading standards, the Common Core English/Language Arts (K-1), FAIR assessment interpretation, CCRP inservice, and other school-identified topics.</p> <p>None of Sarasota County Schools have currently been identified as being in the "100 lowest performing elementary schools". However, there are after school programs that currently offer additional reading service and intervention. Some of them are the 21st Century Learning Centers Program which provides tutorial services to students attending low performing schools; after school services through SES providers through Title I; FCAT Bootcamp to give students extra support in literacy; Saturday School for low performing students to continue the learning from the school week.</p> <p>If any of Sarasota schools are designated as "lowest 100 elementary schools", these programs may be expanded for those schools in need. The Academic Intervention, Curriculum and Instruction, and Title I Departments would meet to identify and analyze needs and then develop a supportive plan.</p>		
MIDDLE	<p>All Level 1 students will be placed in a FUSION course for 123 minutes of uninterrupted instruction. A district created framework and aligned instructional resources will be used by each teacher. Level 2 students will receive 60 minutes of instruction daily in addition to their regular LA class. All Social Studies teachers will also imbed literacy instruction into their content area including close reading, vocabulary development, and accountable wide reading through shared reading and daily read alouds.</p> <p>Many of our middle schools have a core group of trained volunteers and mentors who provide support and assistance. These tutors are trained at the district level and are carefully screened before they assist with the before and after school tutoring programs. Often, intensive reading students are identified for tutorial services. The Academic Intervention department also provides after school tutorial services through the 21st Century Community Learning Center program.</p> <p>At this time, summer reading activities at the middle school level are delivered through recommended summer reading book lists from Just Read Florida. All students are encouraged to participate. We do have summer school in place for middle school course retrieval for those students who have failed a course during the school year. These courses will include some required reading.</p> <p>All reading activities are linked by the method of delivery. The District literacy specialists offer training district-wide and by school request, in that reading is a process, comprehension is the goal, and that reading must be scaffolded with before, during, and after reading strategies to achieve understanding. The connection between the reading instruction during the day and beyond is in the transfer of the fix-up strategies to outside reading.</p>		

HIGH	<p>Students who have been identified as needing extended intervention time may be provided it during the day or after school by non-classroom support people such as the speech/language pathologist, guidance counselor, an instructional aide, or a volunteer. All will receive training in supporting students with these additional needs.</p> <p>Trained volunteers assist at various schools and provide students with reading assistance. At times, volunteers also agree to tutor in the content areas. Teachers identify students as needing tutoring by subject achievement and classroom performance.</p> <p>At this time, summer reading activities at the high school level are offered through recommended summer reading book lists from the Just Read Florida site, or in the case of our IB courses, required reading. We do have summer school in place for high school credit retrieval. These courses will include required reading.</p>		
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	a) Extended year b) After School 21st Century c) After School YMCA Reads	a) 4 days/week for 6 weeks b) 5 days/week for school year c) 4 days/week - school year	School administrator & site coordinator
MIDDLE	After School 21st Century Grant program	5 days per week throughout school year	School administrator
HIGH			

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	New adoption: Pearson/Scott Foresman Florida K-5	1.District Formative Assessment Program – K-5 2.Pearson SuccessNet	1.Implementing the newly adopted textbook and resources including digital components 2.Understanding and Teaching the Next Generation Sunshine State Standards (NGSSS) 3.Implementing District

	enVision Mathematics	3. Pearson Success Maker 4. FCAT Explorer	Instructional Focus Calendars (K-5) 4. Differentiated Instruction in Math 5. Transitioning to Core Curriculum SS Grades K-1
MIDDLE	<p>Current adoption:</p> <p>Glencoe/McGraw-Hill</p> <ol style="list-style-type: none"> 1. Florida Math Connects Plus Course 1 (Grade 6) 2. Florida Math Connects Plus Course 2 (Grade 7) 3. Florida Math Connects Plus Course 3 (Grade 8) 4. Florida Pre-Algebra (Advanced Grade 7) <p>McDougal Littell</p> <ol style="list-style-type: none"> 1. Florida Math Course 1 (Advanced Grade 6) 2. Florida Math Course 3 (Advanced Grade 8) 	<p>. District Formative Assessment Program for Grades 6-8</p> <ol style="list-style-type: none"> 2. Gradual Release of Responsibility Instructional / iEngage Learning Model 3. Glencoe/McGraw-Hill <ol style="list-style-type: none"> a. Math Triumphs 4. CompassLearning Odyssey 5. Florida Achieves: <ol style="list-style-type: none"> a. FCAT Explorer b. FOCUS 	<ol style="list-style-type: none"> 1. Implementation of adopted textbook and resources including digital components 2. Implementing District Instructional Focus Calendars (Grades 6-8, Pre-Algebra, Algebra and Geometry) 3. Using the District Formative Assessment Program for Grades 6-8, Pre-Algebra, Algebra 1, and Geometry 4. Doug Fisher; consultant 5. Implementing CompassLearning Odyssey
HIGH	<p>Current adoption:</p> <p>Glencoe/McGraw-Hill</p> <ol style="list-style-type: none"> 1. Florida Pre-Algebra (Pre-Algebra) 2. Florida Algebra 1 (Honors Algebra 1) 3. Florida Algebra 2 (Honors Algebra 2) 4. Florida Geometry (Honors Geometry) 5. Florida Geometry Concepts and Applications (Informal Geometry) 6. Math Matters 2: An Integrated Program, 2009 (Liberal Arts Mathematics) <p>Pearson/Prentice Hall</p> <ol style="list-style-type: none"> 1. Florida Algebra 1 (Algebra 1) 2. Florida Algebra 2 (Algebra 2) 3. Florida Geometry (Geometry) 4. Precalculus: Graphical, Numerical, Algebraic Florida Edition (Precalculus) 5. Algebra and Trigonometry, Blitzer (Integrated III) 6. Calculus: Graphical, Numerical, Algebraic, Media Update (Advanced Placement Calculus AB and Calculus Honors) 7. Elementary Statistics: Picturing the World (Probability and Statistics with Applications) 	<ol style="list-style-type: none"> 1. District Formative Assessment Program for Algebra 1 and Geometry 2. Pearson SuccessNet 3. Apex Learning 4. Florida Achieves: <ol style="list-style-type: none"> a. FCAT Explorer b. FOCUS 	<ol style="list-style-type: none"> 1. Implementation of adopted textbook and resources including digital components 2. Implementing District Instructional Focus Calendars (Algebra 1, Geometry, and Math for College Readiness) 3. Using the District Formative Assessment Program for Algebra 1 and Geometry 4. STEM Workshops

Holt/McDougal 1. Trigonometry, Larson (Trigonometry) 2. Precalculus with Limits: A Graphing Approach (Math Analysis) 3. Calculus, Larson (Advanced Placement Calculus BC)		
Bedford/Freeman/Worth 1. The Practice of Statistics (Advanced Placement Statistics)		

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
Before School/After School	Elementary, Middle, High – Level 1 math students	Weekly for 8 weeks	School Administrators
Saturday School	Elementary – Level 1 and 2 math	Weekly for 8 weeks	School Administrators

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	Houghton Mifflin/Harcourt - Fusion Series	Formative Assessments AIMS FCAT Explorer Think Central	1. Inquiry Based Workshops by FCAT Cluster 2. New Standards Workshops 3. Formative Assessments for Science Training 4. Textbook trainings to include technology training 5. Scientific inquiry training.
MIDDLE	Glencoe Science	Connect Ed. AIMS ScienceSaurus – Great Source Formative Assessments	1. Inquiry Based Workshops by FCAT Cluster 2. New Standards Workshops 3. Formative Assessments for Science Training 4. Problem-Based Learning 5. STEM Workshops 6. GRR Training 7. Textbook Training 8. Scientific Inquiry Training
	Biology 1 – Pearson Biology 2 – Glencoe AP Biology- PH Pearson Biology		

HIGH	Anatomy & Physiology – PH Essentials of Human Anatomy & Physiology Zoology – Glencoe Zoology Earth-Space Science- Glencoe Earth Science Environmental Science- Florida Holt Environmental Science Astronomy – PH Astronomy Today Integrated Science-Glencoe Physical Science w/ Earth Science		
	Marine Science – Current Publishing Life on an Ocean Planet	Connect Ed. FCAT Explorer	
	Physical Science 1- Glencoe Physical Science Honors Chemistry 1- McDougal Littell World of Chemistry Chemistry II – PH General Chemistry AP Chemistry – McDougal Littell Chemistry Physics I – Holt Physics Physics II – Physics for Scientists and Engineers AP Physics B – PH Physics AP Physics C – Thomson Learning Physics for Scientists & Engineers		1. Inquiry Based Workshops by FCAT Cluster 2. New Standards Workshops 3. Formative Assessments for Science Training 4. Problem-Based Learning 5. STEM Workshops 6. Textbook Training 7. Scientific Inquiry Trainings 8. Biology Assessment Trainings

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 Fair Workshops – Before /After School	All 3-12 students	2-3 per year at regional sites	Science Program Specialist
STEM Summer Enrichment Camp	South County Middle & High School students	Summer 2012	STEM Project Manager/Science Program Specialist
After School/Science Clubs	High School and Middle School	Weekly	Science Club Sponsors at Schools

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-	Supplemental Writing and Scientifically Research-Based	Professional Development Activities to Support Programs
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	Based Program(s)	Program(s)	and Strategies
ELEMENTARY	Harcourt - Storytown	Great Source – Write Traits Great Source – Write Source	Six Traits of Writing Writing Consultant – Lisa Capitano, Chris Lewis District ELA Specialist. Differentiated Instruction in Writing Skills
MIDDLE	McDougal-Littell – Language of Literature	Great Source – Write Source Great Source -Reading Writing Sourcebooks	Six Traits of Writing Writing Consultant – Lisa Capitano Differentiated Instruction in Writing Skills
HIGH	McDougal-Littell – Language of Literature Prentice Hall Writing and Grammar	Great Source – Write Source Great Source -Reading Writing Sourcebooks Great Source- Daybooks	Six Traits of Writing Writing Consultant – Lisa Capitano Differentiated Instruction in Writing Skills

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
Schools Helping Schools – interschool grading of writing essays	All levels	2 to 3 times per year	School Administrators/Teachers

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 Finance, Curriculum and State and Federal Project offices are responsible for monitoring the expenditures of Title I funds. 10% of the Title I, Part A grant is set aside for Professional Development in compliance with State and Federal requirements. The Title I, Part A grant also funds the equivalent of 1.6 FTE positions, specifically for the provision of support related to reading and mathematics professional development, technical assistance, modeling, and progress monitoring for Title I schools.

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
Awareness of parental involvement opportunities & increased participation	Prior year participation rates, Parent Survey results	PALS Fall 2012 Leadership Training for SAC parents	Attendance & Participant feedback Evaluation of program impact	PALs Office
	School & parent			

Additional training to better serve as parent volunteers in child's school	feedback requesting need for additional training	Increased training modules for parents and volunteers	Parent Volunteer Program evaluation	PALS Office
Gaining knowledge & information regarding school programs/services & ways to promote their child's learning	2011-12 Parent Survey results Principal feedback	Title I Brochure to all Title I families. Connect-Ed parent notification system Update school websites. Collaboration with community organizations to present parent training at community events.	Title I parent survey, Attendance & Participant feedback	Title I Office
Additional support to school working build PI capacity of Title I schools	2011-12 Title I parent survey	Title I Parent Facilitator to assist Title I schools PI activities	Title I parent survey, attendance & Participant feedback	Title I Office
Understanding of STEM-related careers and opportunities for their children	Nat'l research findings indicate low level of awareness	Career events, Media events, scholarship opportunities for students	Attendance & Survey	STEM coordinator
Parent Information Series for parents of students with disabilities	Parent survey feedback	Provision of 4 sessions of various topics of interest	Parent evaluation	Pupil Support Services
Information need about college and scholarship opportunities	Parent survey feedback	District wide College Nights information series at each high school	Attendance & parent evaluation of event	Pupil Support Services
Parenting skills	Parent needs assessment survey	Delivery of weekly skills classes in parenting skills	Evaluation of training program & Parent evaluation	Pupil Support Services
Additional parent support for children's at home reading K-1	Parent Survey Feedback	Partners in Print workshops at Title 1 Schools.	Parent and Teacher Evaluation	Curriculum

Title III District Improvement Plan

Title III, Section 3122(b)(2)

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

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

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

The School District of Sarasota County Florida met AMAOs 1 and 2 for both, SY 2010-11 and SY 2011-12.

- This indicates that ELLs in the District are making adequate progress in English language acquisition and becoming proficient in English. The District did not meet AMAO 3 for either SY 2010-11 or SY 2011-12.
- Less than the required percentage of ELLs are attaining proficiency in math and reading (level 3) as measured by FCAT.
- Compared with the regular student population in the District, fewer ELLs attain proficiency because the group is constantly refreshed with students whose primary language is not English, which is the single most important factor that prevents the

District from achieving AMAO 3 which is supported by the attainment of Academic Standards based on the FCAT.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
1. Use Title III monies to increase supplementary materials for reading, writing, and language acquisition/development for ELLs in classrooms, including Rosetta Stone and OpenBook software programs. 2. Contract a Parent Outreach Facilitator to assist parents of currently enrolled (LY) and proficient trial mainstream (LF) ELL students. 3. Provide a teacher trainer-ESOL to supplement language learning initiatives in the district. 4. Provide additional teacher training in current English language acquisition strategies.	ESOL Office	Ongoing SY 2012-13	Title III

3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
Grade Level Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+) K-2 Grade K-2 Chart 3-5 Grade 3-5 Chart 6-8 Grade 6-8 Chart 9-12 Grade 9-12 Chart	ESOL Office	Ongoing SY2012-13	Title III

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
Purchase materials that supplement state adopted instructional materials in order to assist teachers and paraprofessionals improve mathematics achievement levels, including hands-on materials and text support. Provide training opportunities above and beyond the mandated ESOL training to ESOL liaisons/teachers, other subject area teachers, administrators, and paraprofessionals regarding current ESOL strategies. Provide after school tutoring for high school ELLs in math and science, provide a second grade ESOL Summer Camp for targeted students based on FAIR FSP.	ESOL Office	Ongoing	Title III

5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.	Personnel Responsible	Timeline	Funding Source
Professional Development Activities - The primary focus is staff development initiatives that provide strategies instruction above and beyond the state-mandated ESOL training to teachers, paraprofessionals, and administrators who work with ELLs. - The following are examples of staff development activities: * Training of Bilingual Paraprofessionals/ESOL Teachers * Rosetta Stone training for school staff * OpenBook training for school staff * A+Rise training for selected staff and schools * Provide training in current trends in ELL strategies: • Provide training workshops to Parents of English Language Learners • Provide Basic Guidelines for Interpreters training * Provide training on Vocabulary development in the content areas * Rourke reading strategies for ELLs for selected schools and staff	ESOL Office	Ongoing SY 2012-13	Title III

6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.	Personnel Responsible	Timeline	Funding Source
Parental Involvement and Outreach Strategies 1. The Parent Outreach Facilitator is the linchpin of the parent involvement services in the district. 2. The major services provided			

by the Parent Outreach Facilitator: A Assists parents with any concerns/issues involving their children and their school B Provides parents with training and materials designed to enhance their child's school experience C Facilitates the District and School Parent Leadership Council meetings D. Provide TeleParent phone system to school and district staff to connect with parents of ELLs in their home language (system supports over 20 languages).	ESOL Office	Ongoing	Title III
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7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
N/A			

District Assistance and Intervention Plan: Differentiated Accountability

Section 1001.42(18), Florida Statutes

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

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

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