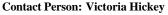# FLORIDA DEPARTMENT OF EDUCATION
Differentiated Accountability
2012-2013 District Improvement and Assistance Plan
District: Brevard

Contact Person: Victoria Hickey
Title: Resource Teacher, School Improvement
E-mail hickey.victoria@brevardschools.org
Phone Number: 321-633-1000
Fax:

Last Modified on: 21-10-2012

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 mission of serving every student with excellence as the standard along with the vision of serving our community and enhancing students' lives by delivering the highest quality education in a culture of dedication, collaboration, and learning provide the primary focus for the district's process of continuous improvement.

The associate superintendent, directors, and resource teachers from the Instructional Services Division all participate in a review of data for the purpose of developing the district strategic plan as well as the District Improvement and Assistance Plan (DIAP). The Director of Early Childhood and Title I working with the Office of School Improvement oversees the development of the DIAP with support from the curriculum and parent involvement resource teachers to write the plan.

The District Improvement and Assistance Plan requirements are reviewed by the Title I District Advisory Council, which in addition to district staff from various departments, includes parent and administrative representatives from Title I schools.

Parents and teachers are able to participate in the development of the Title I plan through involvement on the district parent involvement team which includes a parent and parent liaison staff member from each Title I school. School stakeholders were invited to attend a meeting which explained NCLB requirements. Participants in these meetings as well as the Title I District Advisory Council provided their input by completing a suggestions sheet. Additional input sheets were made available for those who did not attend but wished to give suggestions. The input was compiled in order to derive an outline for the improvement and assistance plan.

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 Ttaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
				Monitor for student growth and for effectiveness of instruction through the analysis of student data (down		

Total	Reading	The 2011-12 AYP target for reading was missed by by 14 percentage points.	Although the gap for this subgroup widened, it did not widen more than the increase in the new benchmark. The rigor of FCAT 2.0 increased therefore demanding more of our students.	to the specific item) utilizing PMRN and A3 Vision data management software as well as specific intervention program data; data chats (specifically with students performing at the 39th percentile rank and below on FAIR and students scoring Level 1 and 2 on FCAT) and increased use of formative assessment information to drive instructional planning to meet specific student needs; utilize the Response to Intervention process to monitor the effect of instructional and intervention strategies put in place; targeted modeling of lessons provided by literacy coach; conduct classroom walkthroughs to monitor fidelity of implementation; increase teacher use of quality questioning and use of varied and more complex texts;	To address the need for teachers to prepare students for increasing rigor and the upcoming implementation of the Common Core State Standards, various long-term professional development has been planned. Topics will include: Comprehension Instructional Sequence, Multisyllabic Words, Responding to Text through Writing, Quality Questioning, Text Complexity, Deepening Comprehension Strategies, Common Core State Standards, Document Based Questioning, Implement professional development strategies and actions defined in the district's DOE approved K-12 Comprehensive Reading Plan including the Assessment/Curriculum Decision Trees and Response to Intervention;	District Directors and Resource Teachers from Elementary, Middle, Secondary, Student Services and Title I programs; Testing, Accountability & School Improvement; Title I Literacy Trainers; Principals; Literacy Coaches and Response to Intervention Coaches
				Increase the use of PLCs to discuss strategies for math instruction; enhance teacher content knowledge especially at the elementary level; utilize district		

| Total | Mathematics | The 2011-12 AYP target for math was missed by by 9 percentage points. | The percentage points by which the district missed AYP reflects the increase in rigor and the depth of understanding required by the Next Generation Sunshine State Standards and assessed on FCAT 2.0 and End-of-Course Exams. | mathematics pacing guides and other district-created teacher resources; continue to increase the use of item specifications and content limits to maximize instructional time; provide AVID program in select secondary schools for support of students in this subgroup to access higher level courses, especially mathematics; using district developed rubrics for proper placement of students in secondary math courses. | Training in the following: mathematical content; best practices for teaching mathematics including the NCTM's Process Standards and the five strands of mathematical proficiency; Lesson Study Groups; RtI; PROMISE modules. | District directors and resource teachers from: Elementary, Middle, Secondary, and Title I programs; Testing, Accountability& School Improvement; Title I Literacy Trainers; principals. assistant principals, and Response to Intervention Trainers. |
| | | | | Monitor for student growth and for effectiveness of instruction through the analysis of student data (down | | |

White	Reading	This subgroup missed the 2011-12 AYP target by 9 percentage points in reading.	Although the gap for this subgroup widened, it did not widen more than the increase in the new benchmark. The rigor of FCAT 2.0 increased therefore demanding more of our students.	to the specific item) utilizing PMRN and A3 Vision data management software as well as specific intervention program data; data chats (specifically with students performing at the 39th percentile rank and below on FAIR and students scoring Level 1 and 2 on FCAT) and increased use of formative assessment information to drive instructional planning to meet specific student needs; utilize the Response to Intervention process to monitor the effect of instructional and intervention strategies put in place; targeted modeling of lessons provided by literacy coach; conduct classroom walkthroughs to monitor fidelity of implementation; increase teacher use of quality questioning and use of varied and more complex texts;	To address the need for teachers to prepare students for increasing rigor and the upcoming implementation of the Common Core State Standards, various long-term professional development has been planned. Topics will include: Comprehension Instructional Sequence, Multisyllabic Words, Responding to Text through Writing, Quality Questioning, Text Complexity, Deepening Comprehension Strategies, Common Core State Standards, Document Based Questioning, Implement professional development strategies and actions defined in the district's DOE approved K-12 Comprehensive Reading Plan including the Assessment/Curriculum Decision Trees and Response to Intervention;	District Directors and Resource Teachers from Elementary, Middle, Secondary, Student Services and Title I programs; Testing, Accountability & School Improvement; Title I Literacy Trainers; Principals; Literacy Coaches and Response to Intervention Coaches
White	Mathematics	This subgroup made AYP in math.	This subgroup made AYP in math.	This subgroup made AYP in math.	This subgroup made AYP in math.	This subgroup made AYP in math.
				Monitor for student growth and for effectiveness of instruction through the analysis of student data (down		

| Black | Reading | This subgroup missed the 2011-12 AYP target by 37 percentage points in reading. | Although the gap for this subgroup widened, it did not widen more than the increase in the new benchmark. The rigor of FCAT 2.0 increased therefore demanding more of our students. | to the specific item) utilizing PMRN and A3 Vision data management software as well as specific intervention program data; data chats (specifically with students performing at the 39th percentile rank and below on FAIR and students scoring Level 1 and 2 on FCAT) and increased use of formative assessment information to drive instructional planning to meet specific student needs; utilize the Response to Intervention process to monitor the effect of instructional and intervention strategies put in place; targeted modeling of lessons provided by literacy coach; conduct classroom walkthroughs to monitor fidelity of implementation; increase teacher use of quality questioning and use of varied and more complex texts; | To address the need for teachers to prepare students for increasing rigor and the upcoming implementation of the Common Core State Standards, various long-term professional development has been planned. Topics will include: Comprehension Instructional Sequence, Multisyllabic Words, Responding to Text through Writing, Quality Questioning, Text Complexity, Deepening Comprehension Strategies, Common Core State Standards, Document Based Questioning, Implement professional development strategies and actions defined in the district's DOE approved K-12 Comprehensive Reading Plan including the Assessment/Curriculum Decision Trees and Response to Intervention; | District Directors and Resource Teachers from Elementary, Middle, Secondary, Student Services and Title I programs; Testing, Accountability & School Improvement; Title I Literacy Trainers; Principals; Literacy Coaches and Response to Intervention Coaches |
| | | | District programs, pacing guides, teacher handbooks and notes not being implemented with fidelity in all classrooms; NCTM Process Standards (Problem Solving, Reasoning and Proof, Communication, Connections, Representation) not | Increase the use of PLCs to discuss strategies for math instruction; enhance teacher content | | |

| Black | Mathematics | This subgroup missed the 2011-12 AYP target by 32 percentage points in math. | being incorporated sufficiently in teaching and learning math; data analysis not consistently being used to guide and improve instruction; inconsistent instructional schedules; limited use of differentiated instruction; insufficient use of test item specifications and content limits to maximize instructional focus and time; incorrect placement of students in secondary math courses. The increase in the percentage points by which this subgroup missed AYP reflects the increase in rigor and the depth of understanding required by the Next Generation Sunshine State Standards and assessed on FCAT 2.0. | knowledge especially at the elementary level; utilize district mathematics pacing guides and other district-created teacher resources; continue to increase the use of item specifications and content limits to maximize instructional time; provide AVID program in select secondary schools for support of students in this subgroup to access higher level courses, especially mathematics; using district developed rubrics for proper placement of students in secondary math courses. | Training in the following: mathematical content; best practices for teaching mathematics including the NCTM's Process Standards and the five strands of mathematical proficiency; Lesson Study Groups; RtI; PROMISE modules. | District directors and resource teachers from: Elementary, Middle, Secondary, and Title I programs; Testing, Accountability& School Improvement; Title I Literacy Trainers; principals, assistant principals, and Response to Intervention Trainers. |
| | | | | Monitor for student growth and for effectiveness of instruction through the analysis of student data (down | | |

Hispanic	Reading	This subgroup missed the 2011-12 AYP target by 20 percentage points in reading.	Although the gap for this subgroup widened, it did not widen more than the increase in the new benchmark. The rigor of FCAT 2.0 increased therefore demanding more of our students.	to the specific item) utilizing PMRN and A3 Vision data management software as well as specific intervention program data; data chats (specifically with students performing at the 39th percentile rank and below on FAIR and students scoring Level 1 and 2 on FCAT) and increased use of formative assessment information to drive instructional planning to meet specific student needs; utilize the Response to Intervention process to monitor the effect of instructional and intervention strategies put in place; targeted modeling of lessons provided by literacy coach; conduct classroom walkthroughs to monitor fidelity of implementation; increase teacher use of quality questioning and use of varied and more complex texts;	To address the need for teachers to prepare students for increasing rigor and the upcoming implementation of the Common Core State Standards, various long-term professional development has been planned. Topics will include: Comprehension Instructional Sequence, Multisyllabic Words, Responding to Text through Writing, Quality Questioning, Text Complexity, Deepening Comprehension Strategies, Common Core State Standards, Document Based Questioning, Implement professional development strategies and actions defined in the district's DOE approved K-12 Comprehensive Reading Plan including the Assessment/Curriculum Decision Trees and Response to Intervention;	District Directors and Resource Teachers from Elementary, Middle, Secondary, Student Services and Title I programs; Testing, Accountability & School Improvement; Title I Literacy Trainers; Principals; Literacy Coaches and Response to Intervention Coaches
			District programs, pacing guides, teacher handbooks and notes not being implemented with fidelity in all classrooms; NCTM Process Standards (Problem Solving, Reasoning and Proof, Communication, Connections, Representation) not	Increase the use of PLCs to discuss strategies for math instruction; enhance teacher content		

Hispanic	Mathematics	This subgroup missed the 2011-12 AYP target by 14 percentage points in math.	being incorporated sufficiently in teaching and learning math; data analysis not consistently being used to guide and improve instruction; inconsistent instructional schedules; limited use of differentiated instruction; insufficient use of test item specifications and content limits to maximize instructional focus and time; incorrect placement of students in secondary math courses. The increase in the percentage points by which this subgroup missed AYP reflects the increase in rigor and the depth of understanding required by the Next Generation Sunshine State Standards and assessed on FCAT 2.0.	knowledge especially at the elementary level; utilize district mathematics pacing guides and other district-created teacher resources; continue to increase the use of item specifications and content limits to maximize instructional time; provide AVID program in select secondary schools for support of students in this subgroup to access higher level courses, especially mathematics; using district developed rubrics for proper placement of students in secondary math courses.	Training in the following: mathematical content; best practices for teaching mathematics including the NCTM's Process Standards and the five strands of mathematical proficiency; Lesson Study Groups; RtI; PROMISE modules.	District directors and resource teachers from: Elementary, Middle, and Secondary, and Title I programs; Testing, Accountability& School Improvement; Title I Literacy Trainers; principals, assistant principals and Response to Intervention Trainers.
Asian	Reading	This subgroup made AYP in reading.	This subgroup made AYP in reading.	This subgroup made AYP in reading.	This subgroup made AYP in reading.	This subgroup made AYP in reading.
Asian	Mathematics	This subgroup made AYP in math.	This subgroup made AYP in math.	This subgroup made AYP in math.	This subgroup made AYP in math.	This subgroup made AYP in math.
				Monitor for student growth and for effectiveness of instruction through the analysis of student data (down		

American Indian	Reading	This subgroup missed the 2011-12 AYP target by 18 percentage points in reading.	Although the gap for this subgroup widened, it did not widen more than the increase in the new benchmark. The rigor of FCAT 2.0 increased therefore demanding more of our students.	to the specific item) utilizing PMRN and A3 Vision data management software as well as specific intervention program data; data chats (specifically with students performing at the 39th percentile rank and below on FAIR and students scoring Level 1 and 2 on FCAT) and increased use of formative assessment information to drive instructional planning to meet specific student needs; utilize the Response to Intervention process to monitor the effect of instructional and intervention strategies put in place; targeted modeling of lessons provided by literacy coach; conduct classroom walkthroughs to monitor fidelity of implementation; increase teacher use of quality questioning and use of varied and more complex texts;	To address the need for teachers to prepare students for increasing rigor and the upcoming implementation of the Common Core State Standards, various long-term professional development has been planned. Topics will include: Comprehension Instructional Sequence, Multisyllabic Words, Responding to Text through Writing, Quality Questioning, Text Complexity, Deepening Comprehension Strategies, Common Core State Standards, Document Based Questioning, Implement professional development strategies and actions defined in the district's DOE approved K-12 Comprehensive Reading Plan including the Assessment/Curriculum Decision Trees and Response to Intervention;	District Directors and Resource Teachers from Elementary, Middle, Secondary, Student Services and Title I programs; Testing, Accountability & School Improvement; Title I Literacy Trainers; Principals; Literacy Coaches and Response to Intervention Coaches
			District programs, pacing guides, teacher handbooks and notes not being implemented with fidelity in all			

| American Indian | Mathematics | This subgroup missed the 2011-12 AYP target by 13 percentage points in math. | classrooms; NCTM Process Standards (Problem Solving, Reasoning and Proof, Communication, Connections, Representation) not being incorporated sufficiently in teaching and learning math; increase in rigor and the depth of understanding required by the Next Generation Sunshine State Standards and assessed on FCAT 2.0; data analysis not consistently being used to guide and improve instruction; inconsistent instructional schedules; limited use of differentiated instruction; insufficient use of test item specifications and content limits to maximize instructional focus and time; incorrect placement of students in secondary math courses. | Increase the use of PLCs to discuss strategies for math instruction; enhance teacher content knowledge especially at the elementary level; utilize district mathematics pacing guides and other district-created teacher resources; continue to increase the use of item specifications and content limits to maximize instructional time; provide AVID program in select secondary schools for support of students in this subgroup to access higher level courses, especially mathematics; using district developed rubrics for proper placement of students in secondary math courses. | Training in the following: mathematical content; best practices for teaching mathematics including the NCTM's Process Standards and the five strands of mathematical proficiency; Lesson Study Groups; RtI; PROMISE modules. | District directors and resource teachers from: Elementary, Middle, Secondary, and Title I programs; Testing, Accountability& School Improvement; Title I Literacy Trainers; principals, assistant principals and Response to Intervention Trainers. |
| | | | | Revisit and implement Ruby Payne strategies and framework (Understanding Poverty);Monitor for student growth and for effectiveness of | | |

| Economically Disadvantaged | Reading | This subgroup missed the 2011-12 AYP target by 25 percentage points in reading. | Insufficient understanding of the unique needs of impoverished students; digital divide; rigor of FCAT 2.0 increased therefore demanding more of our students | instruction through the analysis of student data (down to the specific item) utilizing PMRN and A3 Vision data management software as well as specific intervention program data; data chats (specifically with students performing at the 39th percentile rank and below on FAIR and students scoring Level 1 and 2 on FCAT) and increased use of formative assessment information to drive instructional planning to meet specific student needs; utilize the Response to Intervention process to monitor the effect of instructional and intervention strategies put in place; targeted modeling of lessons provided by literacy coach; conduct classroom walkthroughs to monitor fidelity of implementation; increase teacher use of quality questioning and use of varied and more complex texts; | To address the need for teachers to prepare students for increasing rigor and the upcoming implementation of the Common Core State Standards, various long-term professional development has been planned. Topics will include: Comprehension Instructional Sequence, Multisyllabic Words, Responding to Text through Writing, Quality Questioning, Text Complexity, Deepening Comprehension Strategies, Common Core State Standards, Document Based Questioning, Implement professional development strategies and actions defined in the district's DOE approved K-12 Comprehensive Reading Plan including the Assessment/Curriculum Decision Trees and Response to Intervention; | District Directors and Resource Teachers from Elementary, Middle, Secondary, Student Services and Title I programs; Testing, Accountability & School Improvement; Title I Literacy Trainers; Principals; Literacy Coaches; Response to Intervention Coaches and Title I personnel |
| | | | Insufficient understanding of the unique needs of impoverished students; digital divide; District programs, pacing guides, teacher handbooks and | | | |

| Economically Disadvantaged | Mathematics | This subgroup missed the 2011-12 AYP target by 20 percentage points in math. | notes not being implemented with fidelity in all classrooms; NCTM Process Standards (Problem Solving, Reasoning and Proof, Communication, Connections, Representation) not being incorporated sufficiently in teaching and learning math; data analysis not consistently being used to guide and improve instruction; inconsistent instructional schedules; limited use of differentiated instruction; insufficient use of test item specifications and content limits to maximize instructional focus and time; incorrect placement of students in secondary math courses. The increase in the percentage points by which this subgroup missed AYP reflects the increase in rigor and the depth of understanding required by the Next Generation Sunshine State Standards and assessed on FCAT 2.0. | Increase the use of Ruby Payne (Understanding Poverty); Make It Take It program; increase the use of PLCs to discuss strategies for math instruction; enhance teacher content knowledge especially at the elementary level; utilize district mathematics pacing guides and other district-created teacher resources; continue to increase the use of item specifications and content limits to maximize instructional time; provide AVID program in select secondary schools for support of students in this subgroup to access higher level courses, especially mathematics; using district developed rubrics for proper placement of students in secondary math courses. | Training in the following: mathematical content; best practices for teaching mathematics including the NCTM's Process Standards and the five strands of mathematical proficiency; Lesson Study Groups; RtI; PROMISE modules. | District directors and resource teachers from: Elementary, Middle, Secondary, and Title I programs; Testing, Accountability& School Improvement; Title I Literacy Trainers; principals, assistant principals and Response to Intervention Trainers. |
| | | | | ELL training and materials as described in the Title III Improvement Plan; Monitor for student growth and for effectiveness of | | |

English Language Learners	Reading		This subgroup missed the 2011-12 AYP target by 46 percentage points in reading.	Insufficient understanding of the unique needs of English Language Learners; digital divide; rigor of FCAT 2.0 increased therefore demanding more of our students	instruction through the analysis of student data (down to the specific item) utilizing PMRN and A3 Vision data management software as well as specific intervention program data; data chats (specifically with students performing at the 39th percentile rank and below on FAIR and students scoring Level 1 and 2 on FCAT) and increased use of formative assessment information to drive instructional planning to meet specific student needs; utilize the Response to Intervention process to monitor the effect of instructional and intervention strategies put in place; targeted modeling of lessons provided by literacy coach; conduct classroom walkthroughs to monitor fidelity of implementation; increase teacher use of quality questioning and use of varied and more complex texts;	To address the need for teachers to prepare students for increasing rigor and the upcoming implementation of the Common Core State Standards, various long-term professional development has been planned. Topics will include: Comprehension Instructional Sequence, Multisyllabic Words, Responding to Text through Writing, Quality Questioning, Text Complexity, Deepening Comprehension Strategies, Common Core State Standards, Document Based Questioning, Implement professional development strategies and actions defined in the district's DOE approved K-12 Comprehensive Reading Plan including the Assessment/Curriculum Decision Trees and Response to Intervention;	District Directors and Resource Teachers from Elementary, Middle, Secondary, Student Services and Title I programs; Testing, Accountability & School Improvement; Title I Literacy Trainers; Principals; Literacy Coaches, Response to Intervention Coaches and ELL Itinerant teachers
				Insufficient understanding of the unique instructional needs of English Language Learners; digital divide; District programs, pacing guides, teacher handbooks and notes not being implemented with	Continue to provide ELL training and		

| English Language Learners | Mathematics | This subgroup missed the 2011-12 AYP target by 33 percentage points in math. | fidelity in all classrooms; NCTM Process Standards (Problem Solving, Reasoning and Proof, Communication, Connections, Representation) not being incorporated sufficiently in teaching and learning math; data analysis not consistently being used to guide and improve instruction; inconsistent instructional schedules; limited use of differentiated instruction; insufficient use of test item specifications and content limits to maximize instructional focus and time; incorrect placement of students in secondary math courses. The increase in the percentage points by which this subgroup missed AYP reflects the increase in rigor and the depth of understanding required by the Next Generation Sunshine State Standards and assessed on FCAT 2.0. | materials as described in the Title III Improvement Plan; Make It Take It program; Increase the use of PLCs to discuss strategies for math instruction; enhance teacher content knowledge especially at the elementary level; utilize district mathematics pacing guides and other district-created teacher resources; continue to increase the use of item specifications and content limits to maximize instructional time; provide AVID program in select secondary schools for support of students in this subgroup to access higher level courses, especially mathematics; using district developed rubrics for proper placement of students in secondary math courses. | Training in the following: ELL training and materials as described in the Title III Improvement Plan; Training in the following: mathematical content; best practices for teaching mathematics including the NCTM's Process Standards and the five strands of mathematical proficiency; Lesson Study Groups; RtI; PROMISE modules. | District directors and resource teachers from: Elementary, Middle, and Secondary, and Title I programs; Testing, Accountability& School Improvement; Title I Literacy Trainers; principals and assistant principals, ELL Resource teacher, and Response to Intervention Trainers. |
| | | | | Review chosen interventions to ensure the best match of student need to intervention in order to promote "catch-up growth"; provide support with text features and test taking | | |

| Students with Disabilities | Reading | This subgroup missed the 2011-12 AYP target by 45 percentage points in reading. | Many teachers lack sufficient knowledge to meet the diverse needs of students with disabilities,especially in inclusive settings; rigor of FCAT 2.0 increased therefore demanding more of our students | strategies with grade level text; Monitor for student growth and for effectiveness of instruction through the analysis of student data (down to the specific item) utilizing PMRN and A3 Vision data management software as well as specific intervention program data; data chats (specifically with students performing at the 39th percentile rank and below on FAIR and students scoring Level 1 and 2 on FCAT) and increased use of formative assessment information to drive instructional planning to meet specific student needs; utilize the Response to Intervention process to monitor the effect of instructional and intervention strategies put in place; targeted modeling of lessons provided by literacy coach; conduct classroom walkthroughs to monitor fidelity of implementation; increase teacher use of quality questioning and use of varied and more complex texts; | To address the need for teachers to prepare students for increasing rigor and the upcoming implementation of the Common Core State Standards, various long-term professional development has been planned. Topics will include: Comprehension Instructional Sequence, Multisyllabic Words, Responding to Text through Writing, Quality Questioning, Text Complexity, Deepening Comprehension Strategies, Common Core State Standards, Document Based Questioning, Implement professional development strategies and actions defined in the district's DOE approved K-12 Comprehensive Reading Plan including the Assessment/Curriculum Decision Trees and Response to Intervention; | District Directors and Resource Teachers from Elementary, Middle, Secondary, Student Services and Title I programs; Testing, Accountability & School Improvement; Title I Literacy Trainers; Principals; Literacy Coaches, Response to Intervention Coaches and Exceptional Student Education teachers |
| | | | Many teachers lack sufficient knowledge to meet the diverse needs of students with disabilities, especially in | | | |

Students with Disabilities	Mathematics	This subgroup missed the 2011-12 AYP target by 19 percentage points in math.	inclusive settings; District programs, pacing guides, teacher handbooks and notes not being implemented with fidelity in all classrooms; NCTM Process Standards (Problem Solving, Reasoning and Proof, Communication, Connections, Representation) not being incorporated sufficiently in teaching and learning math; data analysis not consistently being used to guide and improve instruction; inconsistent instructional schedules; limited use of differentiated instruction; insufficient use of test item specifications and content limits to maximize instructional focus and time; incorrect placement of students in secondary math courses. The increase in the percentage points by which this subgroup missed AYP reflects the increase in rigor and the depth of understanding required by the Next Generation Sunshine State Standards and assessed on FCAT 2.0.	Continue the use of the Make It Take It program; Increase the use of PLCs to discuss strategies for math instruction; enhance teacher content knowledge especially at the elementary level; utilize district mathematics pacing guides and other district-created teacher resources; continue to increase the use of item specifications and content limits to maximize instructional time; provide AVID program in select secondary schools for support of students in this subgroup to access higher level courses, especially mathematics; using district developed rubrics for proper placement of students in secondary math courses.	Training in the following: Strategies for inclusion and co-teach models; Training in the following: mathematical content; best practices for teaching mathematics including the NCTM's Process Standards and the five strands of mathematical proficiency; Lesson Study Groups; RtI; PROMISE modules.	District directors and resource teachers from: Elementary, Middle Schools, Secondary, ESE and Title I programs; Testing, Accountability & School Improvement; principals, assistant principals, and Response to Intervention Trainers.
Other (e.g. Migrant) [as needed]	Reading	Non-applicable for Brevard.	Non-applicable for Brevard.	Non-applicable for Brevard.	Non-applicable for Brevard.	Non-applicable for Brevard.

Other (e.g. Migrant) [as needed]	Mathematics	Non-applicable for Brevard.	Non-applicable for Brevard.	Non-applicable for Brevard.	Non-applicable for Brevard.	Non-applicable for Brevard.

Title I District Improvement Plan - (Part3_1)

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

Grade Level	Core Reading and Scientifically Research-Based Program(s)
ELEMENTARY	The School Board of Brevard County will continue to utilize state adopted 2009 Macmillan/McGraw Hill Treasures as our comprehensive core reading program for K-6 students. Treasures is based on scientific, research–based methods of reading instruction and is authored by distinguished researchers and authors of reading instruction. The six essential components of reading, as identified by the National Reading Panel, "Reading First", and the state's "Just Read, Florida!" initiative, are emphasized within the instructional design of lessons, instructional routines, and practices of Treasures. The award-winning literature representing a wide range of genres within this series provides a systematic path toward reading independence. Small group instructional lesson plans provide intensive instruction that is explicit and is carefully scaffolded to meet the needs of readers. Schools have a variety of resources within the program such as the leveled readers (beyond, approaching, on level, or ELL) letter cards, decodable readers, word sorts or Elkonin Boxes, letter sound cards, retelling cards, oral vocabulary cards, and phonics/grammar practice books which are utilized for differentiated small group instruction and to support initial instruction of language arts and reading standards. All children receive ninety minutes of initial reading instruction on grade level state standards (2007 or Common Core) utilizing the comprehensive core reading program as a guide during whole group instruction. Brevard Public Schools developed an implementation guide for teachers for the adopted core reading which streamlines the instructional resources and lesson delivery for teachers. Teachers use provided matrix for focusing their instructional time addressing essential skills, vocabulary and strategies initially and highlighting concepts or skills that need to be addressed during review week. K-2 ELA Common Core Launch Teams have been established in every elementary school including charter schools. Each team consists of a lead kindergarten, first, second grade teacher and an administrator. Launch team members have received extensive training and have unpacked the common core standards by clusters. Launch team members are charged with duplicating the opportunity for unpacking or analyzing of the Common Core Standards with their grade level peers, as well as facilitating the discussion regarding instructional implications for their grade level. A planning tool on how to utilize their current resources to instruct with the Common Core State Standards was shared with teachers. Teachers have been instructed to start with the Common Core State Standards and cross reference with their Treasures materials by looking at the Week at a Glance or Unit Matrix to indicate what standards are not covered or are possibly no longer a requirement for their grade level. Also, the district required criterion reading assessments will be aligned with the Common Core State Standards. K-2 teachers are embracing the Common Core Standards. Primary Comprehension Toolkit (Harvey and Goudvis) training is a district initiative. Teachers who have attended this training made the connection immediately as to how the instructional strategies introduced, if implemented, would assist with meeting the high expectations set by the Common Core State Standards. Teachers are learning how to facilitate text based discussions, model text based writing, and how to incorporate speaking and listening opportunities for deepening comprehension. Future training will provide primary teachers support on how to effectively use complex text in daily instruction. Charter schools that are participating in the K-12 Reading Plan list their instructional programs on Chart C. These programs are approved under their charter agreement with the district. Brevard Public Schools provide consultative services when requested regarding the purchasing and implementation of core materials.

Grade Level	
MIDDLE	Brevard Public Schools does not offer a Reading course for middle school students who score Level 3 or above on FCAT Reading.The materials being utilized in middle school intervention classrooms were chosen by Brevard Public Schools' teachers during the last adoption cycle. All materials were selected from the state approved materials list and all provide scaffolded instruction with a variety of texts. To provide students exposure to more complex text, teachers have worked together to develop supplemental materials over the last two summers. These materials are intended to supplement and not replace currently adopted materials as Brevard Public Schools follows a district unified adoption.
HIGH	The materials being utilized in high school intervention classrooms were chosen by Brevard Public Schools' teachers during the last adoption cycle. All materials were selected from the state approved materials list and all provide scaffolded instruction with a variety of texts. To provide students to exposure more complex text, teachers have worked together to develop supplemental materials over the last two summers. These materials are intended to supplement and not replace currently adopted materials as Brevard Public Schools follows a district unified adoption.
Additional Information	No additional information.

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
	Brevard Public Schools does not anticipate having a school in the 100-lowest performing elementary schools. However, our lowest performing elementary school has implemented an extended day for all of its students. All elementary schools are provided academic support before or after school for identified students who need additional literacy instruction.

Teachers utilize Macmillan/McGraw-Hill Treasures Time for Kids articles which provide an enriching exposure to nonfiction and real-world literature. The paired selection element of the core reading program pairs an informational text with a literature text around a central theme providing a balance of literature and informational text within their weekly plan. Students make text based comparisons and connections and synthesize information providing evidentiary support from both texts. Teachers are encouraged to incorporate their science or social studies leveled readers as way to differentiate and to stretch their students during small group instruction. Through grant funds, some schools have updated classroom libraries to include rigorous and relevant titles which support NGSSS and the Common Core State Standards.

Involvement of classroom teachers, media specialists and parents help to guide our students to appropriate reading selections. Common Core Text Exemplars provide a sample of appropriate grade level text with complex language, structure and content. Teachers and media specialists will refer to the Common Core Text Exemplars as they transition from solely matching students to text to selecting text for their instructional purpose. A district priority for the upcoming reading adoption is to select a program which provides a wide range and quality of complex text. As we move forward with Common Core State Standards implementation, teachers will be provided training on how to use complex text for close reading purposes as well as enriching Read Alouds and small group instructional time through utilizing complex text.

Brevard Public Schools has a history of utilizing Lexiles to assist in matching students to text. Using FAIR (Florida Assessments for Instruction in Reading) or SRI (Scholastic Reading Inventory) data, students set growth goals throughout the school year to increase their Lexile score, which motivates students to read more, as well as more complex, text. An integral part of the Scholastic Reading Inventory is the Interest Inventory that each student takes as part of the test. At the end of each assessment, each student will be provided with a list of books that are targeted to his interest and Lexile level. We also encourage teachers to look beyond lexiles, the quantitative measure of text. Text may be more complex and have a lower Lexile on account of the shades or levels of meaning within a text, the language or structures within the text or the prior knowledge the reader must have to understand the meaning of the text. The media specialist and teacher will play an integral role in helping our students find reading materials that will be motivating and challenging at a variety of reading levels and complexities based on the required task of reader.

Student reading development is enhanced and reinforced through easy, frequent, open and flexible access, to classroom libraries and to the school media center. Research studies indicate that participation in the Accelerated Reader and Reading Counts programs increases students' reading motivation. The majority of elementary |

	students have access to the Accelerated Reader or Reading Counts reading incentive programs. District guidelines are in place to ensure that these programs are used appropriately, not for grades or limiting student choice and access to text. In addition to texts in the media center, independent reading practice is monitored by the teacher. Time spent reading from a variety of diverse text provides opportunities for students to increase their reading fluency, develop vocabulary and comprehension skills, and apply higher order thinking skills. Teachers will monitor progress through running records, response journals and conferencing.
ELEMENTARY	Brevard Pubic Schools has in place methods and procedures for providing supports for student learning and the transfer of knowledge and skills. Tier 1, or core instruction, is evaluated first to identify what is and not working and then determining how best to address struggling readers' needs. Through a scaffolded approach, teachers provide direct, explicit instruction by modeling strategies, engaging students in guided practice, and gradually releasing responsibility ("I do", "We do", "You do") to individual students to ensure application and transfer. The small group component of the 90 minute reading block effectively enables teachers to meet diverse and changing needs of struggling readers. Teachers plan differentiated lessons and tiered activities for students of similar needs. Differentiated small group lessons incorporate foundational reading, writing, and language skills. The Macmillan/McGraw-Hill Instructional Routines provide a systematic and consistent model for teaching key elements such as vocabulary and spelling. The Read Aloud Anthology and Think Clouds, which engage students in creating, thinking and asking relevant questions about text, are part of the teacher's weekly instructional plan for Treasures. Also, teachers incorporate the key comprehension strategies as modeled and outlined in the core program and by the Comprehension Toolkit (Harvey and Goudvis).

Teachers use a variety of screening and progress monitoring assessment data as outlined on Assessment Decision Trees (Chart D1 and D2) to identify students who need intervention beyond the 90 minute reading block. Literacy coaches assist teachers on narrowing intervention group's instructional focus using the Phonological Awareness, Phonics, and Comprehension Continua. Through completing error pattern analysis on running records or oral reading fluency measures, teachers can identify accuracy issues that are prohibiting a student's reading progress. Teachers use a variety of formal, informal, and on-going progress monitoring assessments such as running records, Phonological Awareness Screening Instrument, oral reading fluency passages, FAIR K-2 and 3-12 Toolkit measures, MAZE and the Phonics Screening Instrument to monitor student growth and achievement, grouping students for assessment, assess for student skill and strategy proficiency, and assess the effectiveness of instruction. Principals and teachers utilize A3, Student Data Desktop and Dashboard district tools, as well as, the PMRN for reviewing student progress and achievement data.

In addition to the 90 minutes of initial instruction, the classroom teacher, special education teacher, reading resource teacher or other highly qualified school staff will provide daily immediate intensive intervention to identified children. School Literacy Leadership Teams develop a school wide plan for intervention (Walk to Intervention Model, Grade Level Intervention Blocks on Master Schedule, or through the use of support personnel: ESE, Title I or Instructional Assistants) based on student assessment data. Intensive immediate intervention (iii) instruction is provided daily for students needing Tier 2 or Tier 3 services as outlined in MTSS (Multi-Tiered System of Student Support). Students who are identified as needing support by either scoring Level 1 or 2 on FCAT Reading or who are working below grade level in grades K – 3, have a set time for intervention reflected on their daily schedule in addition to the 90 minute reading block. A Progress Monitoring Plan (PMP) or Individual Education Plan (IEP) documents an instructional plan for addressing reading deficiencies. Small group instruction occurs daily for 20 - 45 minutes based on student deficiencies and the severity of the gaps in reading skills mastered. Teachers provide iii instruction with their students in groups of similar needs and with no less than two students, as well as, no more than eight students in that focus group.

Brevard's Elementary Programs Division has implemented intervention programs which have been reviewed by The Florida Center for Reading Research (FCRR). Also, schools have purchased or been provided a variety of approved materials/programs such as, but not limited to, Early Reading Intervention, Voyager Passport, SRA Reading Mastery, SRA - Open Court, SRA Corrective Reading, Waterford, Read 180, Earobics Comprehension Toolkit, Barton Reading and Spelling Program, StarLit, Early Success, Soar to Success, Text Talk, In a Word, 100 Book Challenge, SRA Language for Learning, Macmillan/McGraw-Hill Triumphs, Reading A- Z, Classworks, FCAT Explorer, FCAT Galactic Library, FCAT Focus, PowerMediaPlus, Voyager Learning Ticket to Read, Successmaker, Accelerated Reader and Reading Counts. |
| | The materials being utilized in middle school intervention classrooms were chosen by Brevard Public Schools' teachers during the last adoption cycle. All materials were selected from the state approved materials list and all |

MIDDLE	provide scaffolded instruction with a variety of texts. To provide students exposure to more complex text, teachers have worked together to develop supplemental materials over the last two summers. These materials are intended to supplement and not replace currently adopted materials as Brevard Public Schools follows a district unified adoption.
HIGH	The materials being utilized in high school intervention classrooms were chosen by Brevard Public Schools' teachers during the last adoption cycle. All materials were selected from the state approved materials list and all provide scaffolded instruction with a variety of texts. To provide students to exposure more complex text, teachers have worked together to develop supplemental materials over the last two summers. These materials are intended to supplement and not replace currently adopted materials as Brevard Public Schools follows a district unified adoption.
Additional Information	No 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	No 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
	Brevard Public Schools encourage students to participate in the summer reading opportunity Ride the Reading Wave. Students are motivated to read from a variety of genres to broaden their vocabulary and deepen their comprehension skills. Also, many schools challenge their students to read over the summer through school wide or grade level contests by submitting the books read, minutes read or time spent reading online.

Classroom teachers and literacy coaches collaborate with organizations which provide tutoring and mentoring before, during, and after the school day for students needing additional reading support. Student Progress Monitoring Plans (PMP) drive all instructional services provided. Mentoring and tutoring services are documented and reported to individual classroom teachers regarding students' progress. Student eligibility is based on data from the schools and teacher availability. Attendance areas based on home school geographic location and the number of students who meet the eligibility requirements are identified for the summer school activities. Students are provided opportunities to improve their reading skill through a unified program.

Tutoring programs - Brevard students are tutored before/or after school through the following:
• Academic Support Program - Based on student assessment, teachers provide additional instructional support utilizing both the core and supplemental reading materials targeted to address individual student deficiencies in the six components of reading. | | |

ELEMENTARY	• Reading Buddies - Students or teachers select reading materials and travel to other grade level classrooms to promote literacy. • Rolling Readers – Retired Brevard residents are trained in providing tutoring services in reading. • Service Learning – Students are trained to work with younger students to provide academic support in reading. • Community Centers - Computer assisted programs available for students and parents of low income neighborhoods. Mentoring Programs: • Take Stock in Children - Brevard Schools Foundation provide mentors and tutoring to middle school students who are encouraged to attend college. A full college scholarship is awarded with successful high school completion. • Business Partners - Many local area businesses encourage employees to mentor at local schools. • FBBR - Families Building Better Readers - Many schools provide this training throughout the year for parents to encourage collaboration on building reading skills in their children. • Third Grade Summer Camp – Service learning students will provide mentoring services to Level 1 third grade students. • SES (Supplemental Educational Services) - Title I Schools identified under NCLB as being in "Improvement" for two or more years must offer Supplemental Educational Services (SES) provided by state-approved providers. Classroom teachers provide student data information to the private providers to ensure that reading instruction focuses on the areas of reading deficiency during tutoring sessions. Elementary principals select reading intervention teachers based on student achievement outcomes. Priority is given to teachers who maximize instructional time while accelerating learning, as well as those who have evidence of prior success teaching reading to struggling readers as indicated by various assessment data and student work samples over time. Teachers who have additional reading training or certification are preferred as indicated on in-service component record or teaching certificate. Brevard Public Schools does not anticipate having a school in the 100-lowest performing elementary schools. However, our lowest performing elementary school has implemented an extended day for all of its students. All elementary schools are provided academic support before or after school for identified students who need additional literacy instruction. In addition, students are offered a two week "Jump Start" to the school year. The intent of "Jump Start" is to minimize summer loss and to provide these students with an advantage going into the school year. The students are chosen for the program based on prior academic performance and identified gaps in their skills.		Director, Title I Director, Elementary Programs Director, Brevard Schools Foundation School Based Administrators
	All secondary schools are required to provide Intensive Reading classes for all students who scored a Level 1 or 2 on the previous year's FCAT. If a student is determined to need additional support in the areas of decoding and text reading efficiency, based on Brevard's Assessment Decision Tree, he/she will be placed in an additional reading class to provide extended time for intensive intervention. This student will receive two periods of reading (back to back) in addition to the regular		

MIDDLE	Language Arts class. Student Information System reports will be reviewed during FTE survey periods to ensure all schools, including charter schools, are adhering to the requirement of extended intervention time for these students.

Classroom teachers and literacy coaches collaborate with organizations which provide tutoring and mentoring before, during, and after the school day for students needing additional reading support. Student Progress Monitoring Plans (PMP) drive all instructional services provided. Mentoring and tutoring services are documented and reported to individual classroom teachers regarding students' progress. Student eligibility is based on data from the schools and teacher availability..

Tutoring and Mentoring Programs:
? Brevard students are tutored before or after school with certified teachers in the Academic Support Program. Based on student assessment, teachers provide additional instructional support utilizing both the core and supplemental reading intervention materials targeted to address individual student deficiencies in the six components of reading.
? Reading Buddies - Students or teachers select reading materials and travel to other grade level classrooms to promote literacy.
? Rolling Readers – Retired Brevard residents are trained in providing tutoring services in reading
? Service Learning – Students are trained to work with younger students to provide academic support in reading.
? Community Centers - Computer assisted programs available for students and parents of low income neighborhoods.
? Take Stock in Children - Brevard Schools Foundation provides mentors and tutoring to middle school students who are encouraged to attend college. A full college scholarship is awarded with successful high school completion.
? Business Partners - Many local area businesses encourage employees to mentor at local schools.
? FBBR - Families Building Better Readers - Many schools provide this training throughout the year for parents to encourage collaboration on building reading skills in their children.

Brevard Public Schools summer school for middle school students consists of credit make-up only due to budget constraints. There will be no additional reading support or enrichment offered to students during the summer of 2012. | | Director, Middle School Programs Director, Brevard Schools Foundation School Based Administrators | |
| | All secondary schools are required to provide Intensive Reading classes for all students who scored a Level 1 or 2 on the previous year's FCAT. If a student is determined to need additional support in the areas of decoding and text reading efficiency, based on Brevard's Assessment Decision Tree, he/she will be placed in an additional reading class to provide extended time for intensive intervention. This student will receive two periods of reading (back to back) in addition to the regular Language Arts class. Student Information System reports will be reviewed during FTE survey periods to ensure all schools, including charter schools, are adhering to the requirement of extended intervention time for these students.

Classroom teachers and literacy coaches collaborate with organizations which provide tutoring and mentoring before, during, and after the school day for students needing additional reading support. Student Progress Monitoring Plans (PMP) drive all instructional services | | | |

	provided. Mentoring and tutoring services are documented and reported to individual classroom teachers regarding students' progress. Student eligibility is based on data from the schools and teacher availability..		
HIGH	Tutoring and Mentoring Programs: ? Brevard students are tutored before or after school with certified teachers in the Academic Support Program. Based on student assessment, teachers provide additional instructional support utilizing both the core and supplemental reading intervention materials targeted to address individual student deficiencies in the six components of reading. ? Reading Buddies - Students or teachers select reading materials and travel to other grade level classrooms to promote literacy. ? Rolling Readers – Retired Brevard residents are trained in providing tutoring services in reading ? Service Learning – Students are trained to work with younger students to provide academic support in reading. ? Community Centers - Computer assisted programs available for students and parents of low income neighborhoods. ? Take Stock in Children - Brevard Schools Foundation provides mentors and tutoring to middle school students who are encouraged to attend college. A full college scholarship is awarded with successful high school completion. ? Business Partners - Many local area businesses encourage employees to mentor at local schools. ? FBBR - Families Building Better Readers - Many schools provide this training throughout the year for parents to encourage collaboration on building reading skills in their children. Brevard Public Schools summer school for secondary students consists of credit make-up only due to budget constraints. There will be no additional reading support or enrichment offered to students during the summer of 2012.		Director, Secondary Programs Director, Brevard Schools Foundation School Based Administrators
Additional Information	No 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	Grades K-3 students working below grade level Grades 4-6 students who scored a level one or two on the previous FCAT	K-6 students receive intervention five days a week in the area of greatest deficiency (above and beyond the ninety minute reading block) with frequent progress monitoring to determine growth and to inform instruction	Director, Title I Director, Elementary Programs, School Based Administrators
MIDDLE	Students in grade 7-8 who scored a Level One or Two on the FCAT 2.0 assessment in the spring.	Students will participate daily in Intensive Reading as part of their regular class schedule. Students in need of extended academic learning time (as determined by a triangulation of data) will participate in two periods of Intensive Reading in addition to their Language	Director, Middle School Programs, School Based Administrators

		Arts class. Frequent progress monitoring is built into each intervention program utilized by Brevard Public Schools.	
HIGH	Students in grade 9-10 who scored a Level One or Two on the FCAT 2.0 assessment in the spring or those 11-12 graders who have not yet met the graduation requirement for FCAT via passing the FCAT assessment or reaching the concordant score on either the ACT or the SAT.	Students will participate daily in Intensive Reading as part of their regular class schedule. Students in need of extended academic learning time (as determined by a triangulation of data) will participate in two periods of Intensive Reading in addition to their English class. Frequent progress monitoring is built into each intervention program utilized by Brevard Public Schools.	Director, Secondary Programs, School Based Administrators

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	The district adopted mathematics program for grades K-5 is Scott-Foresman-Addison Wesley enVisionMath (Florida © 2011). This program is organized into 16 topics (chapters) that provide in-depth instruction. A variety of assessment opportunities for ongoing progress monitoring and intervention are provided.

The district adopted mathematics program for grade 6 is Glencoe McGraw-Hill Florida Math Connects Plus: Course 1 (Florida © 2011). This program is organized into 12 chapters and the content is arranged to provide depth and cohesiveness. A variety of assessments opportunities are offered throughout the program.

Both programs are aligned with our state adopted standards - the Next Generation Sunshine State Standards for Mathematics. They are also research-based and designed to engage students in problem solving activities that enable them to build deep understanding of the mathematical concepts and ideas. Activities and lessons that support differentiated instruction and RtI (Response to Intervention) are offered in within these programs. | Elementary Mathematics Handbooks were revised and distributed to each elementary teacher. These handbooks contain an Activity Resource Chart for each grade level. These charts include correlations of activities and lessons from both the core program and supplemental resources. Supplemental resources include books such as Teaching Student-Centered Mathematics by John Van de Walle and LouAnn Lovin, (2006), Super Source Books by ETA Cuisenaire, AIMS Solve It! books, various Math Solution teacher resource books, as well as NCTM teacher resource books. Documents listing and describing the five process standards as outlined by the National Council of Teachers of Mathematics are also in these handbooks. Teachers are encouraged to incorporate these process standards in their lessons and a Lesson Analysis tool has been included in the teachers' handbooks to help them to do so. | Continued professional development is offered throughout the school year and during the summer. Workshops are designed and implemented to help teachers learn strategies that enable students to construct mathematical knowledge and master the content of the NGSSS for mathematics in grades K-6. Another goal of these workshops is to enhance teacher content knowledge and their understanding of the NGSSS. The elementary mathematics resource teacher provides training and leadership for K-6 teachers. These professional development opportunities include but are not limited to: Grade level and grade band specific workshops Elementary Mathematics Contact Teacher workshops, school presentations, classroom visits and meetings, Early Childhood contact workshops, Literacy Coach workshops, Leadership Team and Assistant Principals Meetings, and so on. Intensive training for K-2 teachers was provided this summer in order to help insure K-2 students master the foundational skills necesssary to be successful in mathematics in higher grades. |

MIDDLE	The following textbooks were adopted for the 2009-2010 school year from the state list of approved textbooks: MJ Math 2 Holt McDougal Florida Mathematics, Course 2 Burger, 2011 MJ Math 2 Advanced Glencoe/McGraw Hill Florida Connects Plus, Course 2 2011/ 1st MJ Math 3 Holt McDougal Florida Mathematics, Course 3 Burger, 2011 MJ Math 3 Advanced Glencoe/McGraw Hill Florida Conjnects Plus, Course 3 2011/ 1st Algebra 1 Prentice Hall Algebra 1 Florida Edition 2011/1st Algebra 1 Honors Prentice Hall Algebra 1 Honors Gold Series Florida Edition 2011/1st Geometry Honors Glencoe/McGraw Hill Florida Geometry 2011/1st Geometry Honors Option: Key Curriculum Press Discovering Geometry, An Investigative Approach 2008/4th edition	Curriculum Guides were produced for the new textbooks aligning the standards and the course descriptions. Correlations of activities and lessons from both the core program and supplemental resources to the state standards have been developed and distributed to teachers. Teachers are encouraged to incorporate the five process standards as outlined by the National Council of Teachers of Mathematics in their lessons.	Continued staff development throughout the school year targeting literacy strategies in the mathematics classrooms and implementation of the NGSSS.The resource teacher for mathematics provides training and leadership for math teachers to help them learn strategies that enable students to construct mathematical knowledge. Secondary Mathematics Conference Middle School Mathematics Department Chair Meeting MIL (Math Instructional Leaders) members provide training for middle school math teachers at their school. Classroom visits and ongoing support by the district resource teacher.
	The following textbooks were adopted for the 2009-2010 school year from the state list of approved textbooks: Algebra 1a: Glencoe/McGraw Hill, Glencoe Florida Algebra 1, 2011/1st Algebra 1b: Glencoe/McGraw Hill, Glencoe Florida Algebra 1, 2011/1st		

HIGH	Algebra 1: Pearson Education, Inc. Publishing as Prentice Hall, Prentice Hall Algebra 1, Florida Edition, 2011/1st Algebra 1 Honors: Pearson Education, Inc. Publishing as Prentice Hall, Prentice Hall Algebra 1 Honors Gold Series, Florida Edition, 2011/1st Applied Mathematics 1: Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company, Algebra 1 Concept and Skills, Larson 2010 Applied Mathematics 2: Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company, Algebra 1 Concept and Skills, Larson 2010 Geometry: Pearson Education, Inc. Publishing as Prentice Hall, Prentice Hall Geometry, Florida Edition, 2011/1st Informal Geometry: Glencoe/McGraw Hill, Glencoe Geometry Concepts and Applications, 2008/4th Geometry Honors: Glencoe/McGraw Hill, Glencoe Florida Geometry, 2011/1st. Option: Key Curriculum Press: Discovering Geometry, An Investigative Approach 20008/4th edition Liberal Arts Mathematics: Saxon, an imprint of HMH Supplemental Publishers Inc., Saxon Algebra 1, 2009/4th	Curriculum Guides were produced for the new textbooks aligning the standards and the course descriptions. Correlations of activities and lessons from both the core program and supplemental resources to the state standards have been developed and distributed to teachers. Teachers are encouraged to incorporate the five process standards as outlined by the National Council of Teachers of Mathematics in their lessons.	Continued staff development throughout the school year targeting literacy strategies in the mathematics classrooms and implementation of the NGSSS.The resource teacher for mathematics provides training and leadership for math teachers to help them learn strategies that enable students to construct mathematical knowledge. Mathematics Mini-Conference Mathematics Department Chair Meeting NGSMELT (Next Generation Mathematics Educators Leadership Team) members provide training for secondary mathematics educators within feeder systems. Classroom visits by the district resource teachers.

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
Academic Support Program - Before and after school and	Elementary and secondary students scoring at Levels 1	Schedules and extended learning opportunities are determined by individual schools	Director Of Elementary Programs

Saturday camps	and 2	throughout the school year and during the summer.	Director of Middle School Programs
Intensive Math classes	All students scoring at Levels 1 and 2	Schedules and extended learning opportunities are determined by individual schools throughout the school year and during the summer.	Director Of Elementary Programs Director of Middle School Programs Director of Secondary Programs
Online Credit Retrieval Program	Secondary students scoring at Levels 1 and 2	Schedules and extended learning opportunities are determined by individual schools throughout the school year and during the summer.	Director Of Elementary Programs Director of Middle School Programs Director of Secondary Programs
Summer Math Camps and SOAR opportunities	All students scoring at Levels 1 and 2	Schedules and extended learning opportunities are determined by individual schools throughout the school year and during the summer.	Director Of Elementary Programs Director of Middle School Programs Director of Secondary Programs
Virtual course make-up	All students scoring at Levels 1 and 2	Schedules and extended learning opportunities are determined by individual schools throughout the school year and during the summer.	Director Of Elementary Programs Director of Middle School Programs Director of Secondary Programs

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	District adopted programs: National Geographic Science (K-5) Discovery Education Science Techbook (Gr. 6)	CSI: BREVARD Science Instruction Guide; Scientific Literacy for All; Earth & Space Science Guide-Grade 5; Lagoon Quest Resource Guide; Space Week Resource Guide; Building Young Scientists Resource Guide; BPS Elementary Science Resources website; CPALMS Science Safety Manual	Program implementation training by publisher consultants. Individual school site training by district resource teacher for science. Science Point of Contact Training. District training provided by Resource Teacher and Elementary Science Leadership and Training Cadre.

		Uncovering Student Ideas in Science: Formative Assessments - Vol. 1-4	
MIDDLE	M/J COMPREHENSIVE SCIENCE II & M/J COMPREHENSIVE SCIENCE II ADVANCED Florida Comprehensive Science 2, 2012 Prentice Hall M/J COMPREHENSIVE SCIENCE III & M/J COMPREHENSIVE SCIENCE III ADVANCED Florida Comprehensive Science 3, 2012 Prentice Hall	Next Generation Middle School Science Guide- BPS The guide is aligned to the standards and the course descriptions for the NGSSS. BLAST Student Guide BLAST Supplemental Packet Best Practices in Middle School Science Science Research Program Guide Scientific Literacy for All Science Safety Manual Teaching & Assessing Experimental Design Uncovering Student Ideas in Science: Formative Assessments- Vol. 1,2,3,4, 1 Life Science, 1 Physical Science	Secondary Science Conference STEM Technology Training Science Department Chair meetings "Emerging Science Leaders" Summer Training for New Science Teachers "21st Century Science" Summer Training 'Thinking Maps for Science" Summer Training "Reading Text Sets for Middle School Science" Summer Training "New Instructional Materials for Science" Multiple Summer Trainings School visitations and onsite B.E.S.T. training for science.
HIGH	BIOLOGY I Miller Levine Biology BIOLOGY 1, HONORS Miller Levine Biology CHEMISTRY I Prentice Hall Chemistry CHEMISTRY I, HONORS Modern Chemistry INTEGRATED SCIENCE I & INTEGRATED SCIENCE I, HONORS Conceptual Integrated Science Science: An Inquiry Approach L. 1 INTEGRATED SCIENCE II & INTEGRATED SCIENCE II HONORS Conceptual Integrated Science Science: An Inquiry Approach L. 2 INTEGRATED SCIENCE III &	21st Century Integrated Science 21st Century Biology 21st Century Chemistry 21st Century Physics 21st Century Anatomy and Physiology (Each guide is aligned to the Next Generation SS Standards and the course descriptions. Each guide also includes information about research and best practices for science instruction.) Science Research Program Guide Science Safety Manual Teaching & Assessing Experimental Design	Brevard Secondary Science Conference Science Department Chair meetings "Emerging Science Leaders" Summer Training for New Science Teachers "21st Century Science" Summer Training 'Thinking Maps for Science" Summer Training "New Instructional Materials for Science" Multiple Summer Trainings

	INTEGRATED SCIENCE III HONORS Science: An Inquiry Approach L. 3 Miller Levine Biology PHYSICS I Florida Active Physics PHYSICS I, HONORS Physics: Principles and Problems	Uncovering Student Ideas in Science: Formative Assessments- Vol. 1,2,3,4, 1L, 1P "Best Practices in Science"	School visitations and onsite trainings on the use of formative assessment, high yield strategies, and science inquiry.

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 research	All levels	throughout the school year	District resource teachers for secondary science; individual schools
Academic Support Program (ASP)	Levels 1 and 2	throughout the school year	Directors for Elementary, Middle School, and Secondary Programs
Various competition groups (Junior Solar Sprint, Middle School Science Bowl, Science Olympiad, Robotics)	All levels	throughout the school year	Individual 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-Based Program(s)	Supplemental Writing and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Macmillan McGraw/Hill Reading Series	Six Traits	District Created Publications: Developing the Craft; Developing Ideas; Developing Artistic Writing with Engaging Literature; Piece by Piece Writing Plan; Extreme Makeover: Writing Skills and Conventions Edition; Professional development training - at individual school sites, contact meetings (train the trainer model); training in Six Traits, Language Mechanics, Primary Writing called "Nuts and Bolts," FCAT holistic scoring training and Best Practices training.
MIDDLE	McDougal Littell Language Network; Prentice Hall Literature	Anderson's Mechanically Inclined Six Traits National Writing Project	District Created Publications: Mastering the Craft, Mastering Ideas Mastering Editing and Revising, Write Starts grades 7-10, Mastering Sentence Craft, Writing with Pattern and Artistry, Mastering the Core of ELA Training. Individual school site training; Six Traits training; Editing and revising professional development; Writing mechanics

			training; FCAT holistic scoring training; Writing contact train-the-trainer model.
HIGH	McDougal Littell Language Network; Holt Elements of Literature	Anderson's Mechanically Inclined Six Traits National Writing Project	District Created Publications: Mastering the Craft, Mastering Ideas Mastering Editing and Revising,Mastering Sentence Craft, Write Starts grades 7-10, Writing with Pattern and Artistry, Mastering the Core of ELA Training, Connecting to the Core Standards. Individual school site training; Six Traits training; Editing and revising professional development; Writing mechanics training; FCAT holistic scoring training; Writing contact train-the-trainer model.

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
Academic Support Program	Level 1 students, grades 3-8; below grade level students in grades K-2	Determined by individual school sites	Directors for Elementary and Middle School Programs
Middle and high school school-based opportunities	grades 7-10	Varies by school	Writing contact at each school

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 district allocates no less than 10% of the Title I Part A funds for professional development. The district Title I Advisory Council provides input on the Title I expenditures for professional development and the district Title I adminsitrative team provide assurance that this expenditure takes place. The professional development activities of the district directly addresses the areas identified by schools as weak in terms of student achievement. Furthermore, these expenditures are coordinated with School Improvement Plans. Appropriate follow-up and monitoring is provided to assure effective implementation. All professional development programs are based on scientific research and have a proven record of success.

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
		Provide resources and strategies for parent leaders to share and implement at schools through monthly District		

Increase meaningful communication between schools and families and build strong partnerships that will have a positive impact on student achievement.	Parent feedback from District Parent Leadership Team Meetings and other parenting events. Results of district-wide annual parent survey.	Parent Leadership Team Meetings; offer and publicize opportunities for parents to attend parenting workshops/conferences with high quality sessions; publish information on the BPS Parent Involvement website that focus on the correlation between parental involvement and student achievement; and work collaboratiively with schools to focus parental involvement events on ways to foster student achievement.	Survey parents at our District Parent Leadership Team meeting and through our district-wide Annual Parent Survey.	K-12 Parent Involvement Resource Teacher and Title I Family Involvement Resource Teacher
Increase professional development opportunities offered to school staff on how to work effectively with families to build partnerships and increase student achievement.	Parent feedback from District Parent leadership Team Meetings,Planning Committee and other parenting groups/events. Results of district-wide annual parent survey.	Plan professional development workshops/webinars; make presentations at school faculty/staff meetings; collaborate with other departments to increase the focus for particular staff; share best practices at meetings with school instructional leaders (e.g. principals, assistant principals, curriculum contacts, guidance counselors, Title I Contacts/Parent Involvement Contacts)	Survey parents at our District Parent Leadership Team meeting and request feedback from various other parenting groups at the end of the school year.Gather results from the annual district-wide parent survey.	K-12 Parent Involvement Resource Teacher and Title I Family Involvement Resource teacher
Increase parental awareness of School Improvement Plans.	District-wide Parent Survey results.	Area Training meetings on effective development of SIPs that encourages participation of multiple SAC members at each school; providing schools with specific strategies and methods of increasing parental awareness about their SIP; District SAC training meetings for members that includes strategies for increasing awareness and involvement at schools; and increasing collaboration between K-12 Parental Involvement Resource Teachers and School Improvement Resource Teacher to address this issue.	Annual district-wide Parent Survey results	K-12 Parent Involvement Resource Teacher, Title I Family Involvement Resource Teacher and School Improvement Resource Teacher
Connect School Improvement goals for Parental Involvement to identified needs from Parent Survey data.	Parent Survey data from 2011-2012.	Schools will utilize their 2010-2011 Parent Survey results to identify Parent Involvement needs to guide their 2012-2013 School Improvement Plans.	District-wide Annual Parent Survey results	K-12 Parent Involvement Resource Teacher, Title I Family Involvement Resource Teacher and School Improvement Resource Teacher

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)

Volusia County Schools met Annual Measurable Achievement Objective #1 (AMAO 1), progress toward English Language Acquisition as measured by CELLA. However, the district did not meet Annual Measurable Achievement Objective #2 (AMAO 2), proficiency in English Language Acquisition as measured by CELLA for the 2011-2012 school year and Annual Measurable Achievement Objective #3 (AMAO3), performance on the attainment of academic standards based on FCAT in reading and mathematics, for the 2011-2012 school year.

Factors that prevented the District from achieving AMAO#2 and AMAO #3 are:
• Many intermediate and secondary ELL students are deficient in reading and language skills due to coming into our school system late in their educational process.
• Recent arrivals with limited or interrupted formal schooling lack the background knowledge and vocabulary skills needed to grasp concepts and develop reading comprehension skills.
• Many ELL students have a high mobility rate within the district and between districts, creating gaps in education that impacts the ELL students' language acquisition process and academic content.
• Long-term ELLs, while acquiring Basic Interpersonal Communication Skills (BICS), only develop minimal academic language.
• Mathematics requires students to understand mathematical concepts and skills embedded in problems with multiple steps and abstract concepts. Many English Language Learners have difficulty in identifying pertinent information from a mathematical problem, especially in word problems. This understanding is essential so that ELLs can apply conceptual understanding and mathematical computations.
• There is need for greater fidelity in the implementation of strategies and accommodations to provide comprehensible instructional delivery to ELLs.
• Progress monitoring tools are not available in the ELLs' home language. Assessments in the students' home language would enable educators to determine the difference between language and academic deficits and determine a baseline of academic knowledge for the student.
• There is a need for greater fidelity in the implementation of strategies and accommodations to provide comprehensible instruction to ELLs.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
The research based programs for the English language learners will include: Achieve 3000 (Teenbiz) Mentoring Minds Brain Child Milestones Elevator Rourke Reading Web ESOL contacts and bilingual assistants will be trained in Classroom Instruction That Works with English Language Learners. The students will increase their academic language proficiency levels in the content areas and on the CELLA.	Judith Magloire ESOL Resource Teacher & Title III coordinator	August 2012-June 2013	Title III

3. Describe scientifically based research strategies to improve academic achievement in	Personnel Responsible	Timeline	Funding Source

reading/language arts. (AMAO 3; FCAT)				
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		Resource teachers, classroom teachers, school & district administrators	August 2012-June 2013	Various, including district, state and federal (Title III, Title I)funds

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	**Personnel Responsible**	**Timeline**	**Funding Source**
The research-based programs for the English language learners to improve the skills in mathematics include: a) The Learning Today Spotlight online program b) The Touchdown Math Educational Software (provided to Grades 3-8. c) The Achieve 3000 Program (includes a math component in each lesson to apply math skills to comprehension. d)The Frog Publications Learning activity kits (provided for elementary students) In addition, teachers will use hands-on activities and cooperative group activities to develop skills for numerical operations, telling digital and analog time, understanding place value, and performing calculations mentally. The bilingual assistants will provide support for English language learners based on the individual needs of the students and their language proficiency levels to increase academic language in mathematics.	Judith Magloire ESOL Resource Teacher Classroom teachers	August 2012-June 2013	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**
The teachers of English language learners will be trained on developing language and content area objectives from the Sheltered Instruction Observation Protocol Method. The teachers will be trained on how to implement the new program materials in the classroom from the Rourke Reading Web for middle schools to increase academic vocabulary in the content areas. The parent liaison for the Spanish-speaking families will collaborate with the Title I program directors to support the parents of English Language Learners (ELLs). The teachers will develop strategies for comperehensible input and academic vocabulary learning. The bilingual assistants will be trained on how to support the English language learners for math, science, computer technology, and social studies. The bilingual assistants will complete the online training from www.elcivicsonline.com to increase the academic vocabulary skills of students for U.S. government and U.S. History.	Judith Magloire ESOL Resource Teacher Beth Windover Family Partnerships for Title I Classroom Teachers	August 2012-July 2013	Title I Title II 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**
ESOL District website and Edline will be utilized to communicate with parents. Parent workshops will be provided at the district and at various community sites for academic success and drop out prevention. District approved sites will be utilized for parent assistance: (www.flchoices.org) (www.usalearns.org) (www.elcivics.com) The Al Dia Today bilingual newspaper for Brevard County will be provided to all schools free of charge and will include a variety of resources from the district for adult education and for community events. The ESOL teachers will provide support to families using the Frog Family Fun Pack set in Spanish and English to develop family literacy. The parent liason will provide support to parents through phone calls, emails, and workshops at the schools. The parent liaison will collaborate with all stakeholders to develop ongoing partnerships.	Judith Magloire ESOL Resource teacher Beth Windover Family Partnerships for Title I Virginia Gleason Parent Involvement Resource Teacher Blanca Garcia Parent Liaison	August 2012-July 2013	Title I Title III

7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
The immigrant education program will include: Civics Education classes each month from July 2012 to June 2013 for the Hipanic Community at the Memory Bell Museum in Melbourne. The Arabic Consultant will provide civics education at the Arabic Mosque for the Arabic Community throughout the year. The Civics education for immigrants will include the Welcome packets from the Center for Applied Linguistics for Arabic, Haitian Creole, Spanish, and Russian families (www.cal.org).	Judith Magloire ESOL Resource Teacher Blanca Garcia Parent Liaison	August 2012-June 2013	Title III

District Assistance and Intervention Plan: Differentiated Accountability

Section 1001.42(18), Florida Statutes

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

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

No Attached district's Differentiated Accountability Checklist of Compliance.