

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Duval



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Pam Stewart, Commissioner

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Title I District Improvement Plan

Title I, Section 1116(c)(7)

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

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

Title I District Improvement Plan - (Part1_1)

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

District staff, relevant to the development of the District Improvement and Assistance Plan (e.g., Superintendent, Chief of Schools, Chief Academic Officer, Executive Director of Title I, Parental Involvement Office, Executive Director of Secondary Programs, Executive Director of Elementary Programs, ESOL Office, and Office of School Improvement) collaborated to discuss the purpose and direction of the plan. Sections of the DIAP were assigned to lead writers. The lead writers were encouraged to collaborate with others in the district and community in order to complete assigned sections (e.g., Community Assessment Team, Executive Directors, Cluster Chiefs, District Coaches, school administrators, teachers, and parents).

The finalized plan will be disseminated to a variety of district and school staff for review. For example, the DCPS School Improvement Coordinator will discuss the DIAP with the District Advisory Council that includes parents and other community people. In addition, the district's Community Assessment Team will meet to review the finalized plan at which time parents, community members, business leaders, regional FLDOE representatives, and others will have the opportunity to review and give feedback on the plan. Based on all feedback, any warranted plan changes will be made.

Title I District Improvement Plan - (Part1_2)

STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

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

Title I District Improvement Plan - (Part 2)

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

Subgroup not making satisfactory progress.	Subject Area	Specific Teaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
				A.Increase focus on teacher use of more complex text and building of cognitive endurance through rigorous performance tasks; B. Increase focus on teacher use of differentiated instruction to meet the needs of		

Total	Reading	More time engaged with complex text, opportunities for additional readings, strategies for connecting with text, and additional modeling of effective reading	<p>A. Increase in the percentage in new and novice teachers; B. Insufficient professional development targeting cultural competency that supports student learning styles; C. Insufficient engagement with community to provide appropriate models; D. Teacher inability to discern complex texts from those unworthy of close reading and thoughtful analysis.</p> <p>students; C. Increase instructional time to include before/after school reading support through use of technology to enhance explicit reading instruction; D. Increase student assistance and mentoring by community-based stakeholders and school supporters (e.g., faith-based partners, alumni, retired educators, school alumni, community organizations, and fraternity/sorority groups, and business partners). E. Use “Read It Forward Jax” trainings to increase proficiency F. Use newspaper and local media to inform parents of school-related news, events, support opportunities, and resources and promote positive, proactive publicity; G. Encourage teachers to apply the comprehensive instructional sequence (CIS) model of instruction to support cross-curricular reading;</p>	<p>A. Provide professional development for teachers focused on shared inquiry, instructional delivery, gradual release, and rigorous questioning techniques B. Provide opportunities for teachers to attend job embedded professional development; C. Provide high quality professional development in the areas of text complexity, close reading, and the Common Core State Standards; D. Help teachers better understand the reciprocal nature of reading and writing to support critical literacy;</p>	<p>A. Academic Services, Schultz Center, district and school-based academic coaches B. Academic Services, Schultz Center, Community partnerships</p>
			<p>A. Increase focus on teacher use of Common Core State Standards mathematical practices to assist with differentiated instruction, focus on problem-solving, developing communication, and</p>	<p>A. Increase</p>	

Total	Mathematics	Increased opportunities for explicit instruction and teacher modeling, higher order questioning, and student discourse	Insufficient professional development targeting multiple learning styles, technology access and diversity in support of all students	<p>extending relevance of content to meet the needs of students.</p> <p>B. Increase instructional time to include before/after school support through use of technology to enhance explicit instruction.</p> <p>C. Increase student assistance and mentoring by community-based stakeholders and school supporters (e.g., faith-based partners, alumni, retired educators, school alumni, community organizations, and fraternity/sorority groups, and business partners).</p> <p>D. Use newspaper and local media to inform parents of school-related news, events, support opportunities, and resources to promote positive, proactive publicity.</p>	<p>professional development focus on Common Core State Standards mathematical practices to enhance Differentiated Instruction to address the needs of all learners</p> <p>B. Increase professional development focus on identifying multiple learning styles to facilitate better student engagement</p> <p>C. Increase professional development to support the use of data to drive instruction and address the needs of all students</p>	<p>A. Academic Services, Schultz Center, district and school-based academic coaches</p> <p>B. Academic Services, Schultz Center, district and school-based academic coaches</p> <p>c. Academic Services, Schultz Center, district and school-based academic coaches</p>
			A. Increase in the percentage in new and novice	<p>A. Increase focus on teacher use of more complex text and building of cognitive endurance through rigorous performance tasks;</p> <p>B. Increase focus on teacher use of differentiated instruction to meet the needs of</p>		

White	Reading	More time engaged with complex text, opportunities for additional readings, strategies for connecting with text, and additional modeling of effective reading	<p>teachers;</p> <p>B. Insufficient professional development targeting gradual release method of instructional delivery with content that supports real life connections to support individual learning styles;</p> <p>C. insufficient engagement with community to provide appropriate models</p> <p>D. Teacher inability to discern complex texts from those unworthy of close reading and thoughtful analysis.</p>	<p>students; C. Increase instructional time to include before/after school reading support through use of technology to enhance explicit reading instruction; D. Increase student assistance and mentoring by community-based stakeholders and school supporters (e.g., faith-based partners, alumni, retired educators, school alumni, community organizations, and fraternity/sorority groups, and business partners). E. Use “Read It Forward Jax” trainings to increase proficiency F. Use newspaper and local media to inform parents of school-related news, events, support opportunities, and resources and promote positive, proactive publicity; G. Encourage teachers to apply the comprehensive instructional sequence (CIS) model of instruction to support cross-curricular reading;</p>	<p>A. Provide professional development for teachers focused on shared inquiry, instructional delivery, gradual release, and rigorous questioning techniques</p> <p>B. Provide opportunities for teachers to attend job embedded professional development; C. Provide high quality professional development in the areas of text complexity, close reading, and the Common Core State Standards; D. Help teachers better understand the reciprocal nature of reading and writing to support critical literacy;</p>	<p>A. Academic Services, Schultz Center, district and school-based academic coaches</p> <p>B. Academic Services, Schultz Center, Community partnerships</p>
				A. Increase focus on teacher use of Common Core State Standards mathematical practices to assist with differentiated instruction, focus on		

White	Mathematics	Increased opportunities for explicit instruction and teacher modeling, higher order questioning, and student discourse	Insufficient professional development targeting multiple learning styles, technology access and diversity in support of all White students	<p>problem-solving, develop communication, and extend relevance of content to meet the needs of students.</p> <p>B. Increase instructional time to include before/after school support through use of technology to enhance explicit instruction.</p> <p>C. Increase student assistance and mentoring by community-based stakeholders and school supporters (e.g., faith-based partners, alumni, retired educators, school alumni, community organizations, and fraternity/sorority groups, and business partners).</p> <p>D. Use newspaper and local media to inform parents of school-related news, events, support opportunities, and resources and promote positive, proactive publicity.</p>	<p>A. Increase professional development focus on Common Core State Standards mathematical practices to enhance Differentiated Instruction to address the needs of all White students</p> <p>B. Increase professional development focus on identifying multiple learning styles to facilitate better student engagement</p> <p>C. Increase professional development to support the use of data to drive instruction and address the needs of all White students</p>	<p>A. Academic Services, Schultz Center, district and school-based academic coaches</p> <p>B. Academic Services, Schultz Center, district and school-based academic coaches</p> <p>C. Academic Services, Schultz Center, district and school-based academic coaches</p>
				<p>A. Increase focus on teacher use of more complex text and building of cognitive endurance through rigorous performance tasks.</p> <p>B. increase focus on teacher use of differentiated instruction to meet the needs of students.</p> <p>C. Increase</p>		

Black	Reading	More time engaged with complex text as well as additional reading and thinking strategies, with modeled and scaffolded support	<p>A. Increase in the percentage of new and novice teachers</p> <p>B. insufficient professional development targeting gradual release method of instructional delivery with culturally appropriate content that support student learning styles</p> <p>C. Insufficient engagement with community to provide appropriate models</p> <p>D. Teacher inability to discern complex texts from those unworthy of close reading and thoughtful analysis.</p>	<p>instructional time to include before/after school reading support through use of technology to enhance explicit reading instruction;</p> <p>D. Increase student assistance and mentoring by community-based stakeholders and school supporters (e.g., faith-based partners, alumni, retired educators, school alumni, community organizations, and fraternity/sorority groups, and business partners).</p> <p>E. Use “Read It Forward Jax” trainings to increase proficiency</p> <p>F. Use newspaper and local media to inform parents of school-related news, events, support opportunities, and resources and promote positive, proactive publicity;</p> <p>G. Encourage teachers to apply the comprehensive instructional sequence (CIS) model of instruction to support cross-curricular reading; h. Work to increase access to multicultural libraries.</p>	<p>A. Provide professional development for teachers focused on shared inquiry and instructional delivery, gradual release, and rigorous questioning techniques; B. Provide opportunities for teachers to attend job-embedded professional development; C. Provide high quality professional development in the areas of text complexity, close reading, and the Common Core State Standards; D. Help teachers better understand the reciprocal nature of reading and writing to support critical literacy;</p>	<p>A. Academic Services, Schultz Center, district and school-based academic coaches</p> <p>B. Academic Services, Schultz Center, Community partnerships</p>
				<p>A. Increase focus on teacher use of Common Core State Standards of mathematical practice to assist with differentiated instruction, focus on</p>		

Black	Mathematics	Increased opportunities for explicit instruction and teacher modeling, higher order questioning, and student discourse	Insufficient professional development targeting multiple learning styles, technology access and diversity in support of all Black students	<p>problem-solving, develop communication, and extend relevance of content to meet the needs of students.</p> <p>B. Increase instructional time to include before/after school support through use of technology to enhance explicit instruction.</p> <p>C. Increase student assistance and mentoring by community-based stakeholders and school supporters (e.g., faith-based partners, alumni, retired educators, school alumni, community organizations, and fraternity/sorority groups, and business partners).</p> <p>D. Use newspaper and local media to inform parents of school-related news, events, support opportunities, and resources and promote positive, proactive publicity.</p>	<p>A. Increase professional development focus on Common Core State Standards mathematical practices to enhance Differentiated Instruction to address the needs of all Black students</p> <p>B. Increase professional development focus on identifying multiple learning styles to facilitate better student engagement</p> <p>C. Increase professional development to support the use of data to drive instruction and address the needs of all Black students</p>	<p>A. Academic Services, Schultz Center, district and school-based academic coaches</p> <p>B. Academic Services, Schultz Center, district and school-based academic coaches</p> <p>C. Academic Services, Schultz Center, district and school-based academic coaches</p>
				<p>A. Increase focus on teacher use of differentiated instruction to meet the needs of Hispanic students.</p> <p>B. Increase focus on teacher use of an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice to meet the needs of Hispanic students.</p>		

Hispanic	Reading	More time engaged with text, opportunities for additional readings, strategies for world to self connections with text, and additional modeling of effective reading	<p>Insufficient professional development targeting Hispanic student learning styles, insufficient engagement with community to provide appropriate models d. Teacher inability to discern complex texts from those unworthy of close reading and thoughtful analysis.</p>	<p>C. Increase instructional time to include before/after school reading support. D. Increase student assistance and mentoring by community-based stakeholders and school supporters (e.g., faith-based partners, alumni, retired educators, school alumni, community organizations, and fraternity/sorority groups, and business partners). E. Use “Read It Forward Jax” trainings to increase proficiency F. Use newspaper and local media to inform parents of school-related news, events, support opportunities, and resources and promote positive, proactive publicity; G. Encourage teachers to apply the comprehensive instructional sequence (CIS) model of instruction to support cross-curricular reading; h. Work to increase access to multicultural libraries.</p>	<p>A. Provide professional development for teachers focused on Hispanic students’ achievement. B. Provide opportunities for teachers to attend Informational and motivational sessions; C. Provide high quality professional development in the areas of text complexity, close reading, and the Common Core State Standards; D. Help teachers better understand the reciprocal nature of reading and writing to support critical literacy;</p>	<p>A. Academic Services, Schultz Center, Public Library B. Academic Services, Schultz Center, Community partnerships</p>
				<p>A. Increase focus on teacher use of Common Core State Standards mathematical practices to assist with differentiated instruction, increase</p>		

Hispanic	Mathematics	Increased opportunities for explicit instruction and teacher modeling, higher order questioning, and student discourse	Insufficient professional development targeting multiple learning styles, technology access and diversity in support of all Hispanic students	<p>focus on problem-solving, develop communication, and extend relevance of content to meet the needs of students.</p> <p>B. Increase instructional time to include before/after school support through use of technology to enhance explicit instruction.</p> <p>C. Increase student assistance and mentoring by community-based stakeholders and school supporters (e.g., faith-based partners, alumni, retired educators, school alumni, community organizations, and fraternity/sorority groups, and business partners).</p> <p>D. Use newspaper and local media to inform parents of school-related news, events, support opportunities, and resources and promote positive, proactive publicity.</p>	<p>A. Increase professional development focus on Common Core State Standards mathematical practices to enhance Differentiated Instruction to address the needs of all Hispanic learners</p> <p>B. Increase professional development focus on identifying multiple learning styles to facilitate better student engagement</p> <p>C. Increase professional development to support the use of data to drive instruction and address the needs of all Hispanic students</p>	<p>A. Academic Services, Schultz Center, district and school-based academic coaches</p> <p>B. Academic Services, Schultz Center, district and school-based academic coaches</p> <p>C. Academic Services, Schultz Center, district and school-based academic coaches</p>
				<p>A. Increase focus on teacher use of more complex text and building of cognitive endurance through rigorous performance tasks.</p> <p>B. increase focus on teacher use of differentiated instruction to meet the needs of students.</p>		

Asian	Reading	More time engaged with complex text, opportunities for additional readings, strategies for connecting with text, and additional modeling of effective reading	<p>A. insufficient professional development targeting Asian students' learning styles; B. insufficient targeting gradual release method of instructional delivery with cultural appropriate content that supports student learning styles; C. insufficient engagement with community to provide appropriate models; D. Teacher inability to discern complex texts from those unworthy of close reading and thoughtful analysis.</p> <p>C. Increase instructional time to include before/after school reading support through use of technology to enhance explicit reading instruction; D. Increase student assistance and mentoring by community-based stakeholders and school supporters (e.g., faith-based partners, alumni, retired educators, school alumni, community organizations, and fraternity/sorority groups, and business partners). E. Use “Read It Forward Jax” trainings to increase proficiency F. Use newspaper and local media to inform parents of school-related news, events, support opportunities, and resources and promote positive, proactive publicity; G. Encourage teachers to apply the comprehensive instructional sequence (CIS) model of instruction to support cross-curricular reading; h. Work to increase access to multicultural libraries.</p>	<p>A. Provide professional development for teachers focused on shared inquiry and instructional delivery, gradual release, and rigorous questioning techniques; B. Provide opportunities for teachers to attend job-embedded professional development; C. Provide high quality professional development in the areas of text complexity, close reading, and the Common Core State Standards; D. Help teachers better understand the reciprocal nature of reading and writing to support critical literacy;</p>	<p>A. Academic Services, Schultz Center, district and school-based academic coaches</p> <p>B. Academic Services, Schultz Center, Community partnerships</p>
			<p>A. Increase focus on teacher use of Common Core State Standards mathematical practices to assist with differentiated instruction, increase</p>		

Asian	Mathematics	Increased opportunities for explicit instruction and teacher modeling, higher order questioning, and student discourse	Insufficient professional development targeting multiple learning styles, technology access and diversity in support of all Asian students	<p>focus on problem-solving, develop communication, and extend relevance of content to meet the needs of students.</p> <p>B. Increase instructional time to include before/after school support through use of technology to enhance explicit instruction.</p> <p>C. Increase student assistance and mentoring by community-based stakeholders and school supporters (e.g., faith-based partners, alumni, retired educators, school alumni, community organizations, and fraternity/sorority groups, and business partners).</p> <p>D. Use newspaper and local media to inform parents of school-related news, events, support opportunities, and resources and promote positive, proactive publicity.</p>	<p>A. Increase professional development focus on Common Core State Standards mathematical practices to enhance Differentiated Instruction to address the needs of all Asian learners</p> <p>B. Increase professional development focus on identifying multiple learning styles to facilitate better student engagement</p> <p>C. Increase professional development to support the use of data to drive instruction and address the needs of all Asian students</p>	<p>A. Academic Services, Schultz Center, district and school-based academic coaches</p> <p>B. Academic Services, Schultz Center, district and school-based academic coaches</p> <p>C. Academic Services, Schultz Center, district and school-based academic coaches</p>
				<p>A. Increase focus on teacher use of more complex text and building of cognitive endurance through rigorous performance tasks.</p> <p>B. increase focus on teacher use of differentiated instruction to meet the needs of students.</p>		

American Indian	Reading	More time engaged with complex text, opportunities for additional readings, strategies for connecting with text, and additional modeling of effective reading	A. insufficient professional development targeting Asian students' learning styles; B. insufficient targeting gradual release method of instructional delivery with cultural appropriate content that supports student learning styles; C. insufficient engagement with community to provide appropriate models; D. Teacher inability to discern complex texts from those unworthy of close reading and thoughtful analysis.	C. Increase instructional time to include before/after school reading support through use of technology to enhance explicit reading instruction; D. Increase student assistance and mentoring by community-based stakeholders and school supporters (e.g., faith-based partners, alumni, retired educators, school alumni, community organizations, and fraternity/sorority groups, and business partners). F. Use “Read It Forward Jax” trainings to increase proficiency F. Use newspaper and local media to inform parents of school-related news, events, support opportunities, and resources and promote positive, proactive publicity; G. Encourage teachers to apply the comprehensive instructional sequence (CIS) model of instruction to support cross-curricular reading; h. Work to increase access to multicultural libraries.	A. Provide professional development for teachers focused on shared inquiry and instructional delivery, gradual release, and rigorous questioning techniques; B. Provide opportunities for teachers to attend job-embedded professional development; ; C. Provide high quality professional development in the areas of text complexity, close reading, and the Common Core State Standards; D. Help teachers better understand the reciprocal nature of reading and writing to support critical literacy;	A. Academic Services, Schultz Center, district and school-based academic coaches B. Academic Services, Schultz Center, Community partnerships
				A. Increase focus on teacher use of Common Core State Standards mathematical practices to assist with differentiated instruction, increase		

American Indian	Mathematics	Increased opportunities for explicit instruction and teacher modeling, higher order questioning, and student discourse	Insufficient professional development targeting multiple learning styles, technology access and diversity in support of all American Indian students.	<p>focus on problem-solving, develop communication, and extend relevance of content to meet the needs of students.</p> <p>B. Increase instructional time to include before/after school support through use of technology to enhance explicit instruction.</p> <p>C. Increase student assistance and mentoring by community-based stakeholders and school supporters (e.g., faith-based partners, alumni, retired educators, school alumni, community organizations, and fraternity/sorority groups, and business partners).</p> <p>D. Use newspaper and local media to inform parents of school-related news, events, support opportunities, and resources and promote positive, proactive publicity.</p>	<p>A. Increase professional development focus on Common Core State Standards mathematical practices to enhance Differentiated Instruction to address the needs of all American Indian learners</p> <p>B. Increase professional development focus on identifying multiple learning styles to facilitate better student engagement</p> <p>C. Increase professional development to support the use of data to drive instruction and address the needs of all American Indian students</p>	<p>A. Academic Services, Schultz Center, district and school-based academic coaches</p> <p>B. Academic Services, Schultz Center, district and school-based academic coaches</p> <p>C. Academic Services, Schultz Center, district and school-based academic coaches</p>
				<p>A. Increase focus on teacher use of differentiated instruction to meet the needs of economically disadvantaged students.</p> <p>B. Provide professional development for teachers focused on economically disadvantaged students’</p>		

Economically Disadvantaged	Reading	Additional opportunities for access to appropriate text, strategies for connecting with text, and additional modeling of effective reading	Insufficient professional development targeting multiple learning styles and how to support economically disadvantaged students, insufficient engagement with community to provide additional home access to appropriate reading materials.	achievement. C. Increase instructional time to include direct explicit reading strategy support before/after school. D. Increase student assistance and mentoring by community-based stakeholders and school supporters (e.g., faith-based partners, alumni, retired educators, school alumni, community organizations, and fraternity/sorority groups, and business partners). E. Use “Read It Forward Jax” trainings to increase proficiency F. Use newspaper and local media to inform parents of school-related news, events, support opportunities, and resources and promote positive, proactive publicity; G. Provide access to technology and online libraries before and after school to increase technological awareness and broaden access to literacy learning tools.	A. Provide professional development for teachers focused on economically disadvantaged students’ achievement. B. Provide opportunities for teachers to attend Informational and motivational sessions; C. Provide high quality professional development in the areas of text complexity, close reading, and the Common Core State Standards; D. Help teachers better understand the reciprocal nature of reading and writing to support critical literacy;	A. Academic Services, Schultz Center, Jacksonville Public Library B. Academic Services, Schultz Center, Community partnerships
				A. Increase focus on teacher use of Common Core State Standards mathematical practices to assist with differentiated		

Economically Disadvantaged	Mathematics	Increased opportunities for explicit instruction and teacher modeling, higher order questioning, and student discourse	Insufficient professional development targeting multiple learning styles, technology access and diversity in support of all Economically Disadvantaged students	<p>instruction, increase focus on problem-solving, develop communication, and extend relevance of content to meet the needs of students.</p> <p>B. Increase instructional time to include before/after school support through use of technology to enhance explicit instruction.</p> <p>C. Increase student assistance and mentoring by community-based stakeholders and school supporters (e.g., faith-based partners, alumni, retired educators, school alumni, community organizations, and fraternity/sorority groups, and business partners).</p> <p>D. Use newspaper and local media to inform parents of school-related news, events, support opportunities, and resources and promote positive, proactive publicity.</p>	<p>A. Increase professional development focus on Common Core State Standards mathematical practices to enhance Differentiated Instruction to address the needs of all Economically Disadvantaged students</p> <p>B. Increase professional development focus on identifying multiple learning styles to facilitate better student engagement</p> <p>C. Increase professional development to support the use of data to drive instruction and address the needs of all Economically Disadvantaged students</p>	<p>A. Academic Services, Schultz Center, district and school-based academic coaches</p> <p>B. Academic Services, Schultz Center, district and school-based academic coaches</p> <p>C. Academic Services, Schultz Center, district and school-based academic coaches</p>
				<p>A. Increase focus on teacher use of differentiated instruction to meet the needs of ELL students.</p> <p>B. Increase focus on teacher use of an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice to meet the needs of ELL</p>		

English Language Learners	Reading	More time engaged with text, opportunities for additional readings, strategies to make connections with text that support real world experiences, and additional modeling of effective reading	Insufficient opportunities for teachers to have explicit professional development on ELL strategies during District content area Professional Development, insufficient engagement with community to provide appropriate models	<p>students.</p> <p>C. Increase instructional time to include before/after school reading support.</p> <p>D. Increase student assistance and mentoring by community-based stakeholders and school supporters (e.g., faith-based partners, alumni, retired educators, school alumni, community organizations, and fraternity/sorority groups, and business partners).</p> <p>E. Use “Read It Forward Jax” trainings to increase proficiency</p> <p>F. Use newspaper and local media to inform parents of school-related news, events, support opportunities, and resources and promote positive, proactive publicity;</p> <p>G. Provide access to technology and online libraries before and after school to increase technological awareness and broaden access to literacy learning tools.</p>	<p>A. Provide professional development for teachers focused on ELL students’ achievement.</p> <p>B. Provide opportunities for teachers to attend Informational and motivational sessions;</p> <p>C. Provide high quality professional development in the areas of text complexity, close reading, and the Common Core State Standards;</p> <p>D. Help teachers better understand the reciprocal nature of reading and writing to support critical literacy;</p>	<p>A. Academic Services, Schultz Center, Public Library</p> <p>B. Academic Services, Schultz Center, Community partnerships</p>
				A. Increase focus on teacher use of Common Core State Standards mathematical practices to assist with differentiated instruction, increase		

English Language Learners	Mathematics	Increased opportunities for explicit instruction and teacher modeling, higher order questioning, and student discourse	Insufficient professional development targeting multiple learning styles, technology access and diversity in support of all English Language Learners	<p>focus on problem-solving, develop communication, and extend relevance of content to meet the needs of students.</p> <p>B. Increase instructional time to include before/after school support through use of technology to enhance explicit instruction.</p> <p>C. Increase student assistance and mentoring by community-based stakeholders and school supporters (e.g., faith-based partners, alumni, retired educators, school alumni, community organizations, and fraternity/sorority groups, and business partners).</p> <p>D. Use newspaper and local media to inform parents of school-related news, events, support opportunities, and resources and promote positive, proactive publicity.</p>	<p>A. Increase professional development focus on Common Core State Standards mathematical practices to enhance Differentiated Instruction to address the needs of all English Language Learners</p> <p>B. Increase professional development focus on identifying multiple learning styles to facilitate better student engagement</p> <p>C. Increase professional development to support the use of data to drive instruction and address the needs of all English Language Learners</p>	<p>A. Academic Services, Schultz Center, district and school-based academic coaches</p> <p>B. Academic Services, Schultz Center, district and school-based academic coaches</p> <p>C. Academic Services, Schultz Center, district and school-based academic coaches</p>
				<p>A. Increase focus on teacher use of differentiated instruction to meet the needs of students with varying exceptionalities.</p> <p>B. Provide additional professional planning with cross content teachers and additional professional development for teachers on learning</p>		

Students with Disabilities	Reading	More time engaged with text, opportunities for additional readings, strategies for connecting with text, and additional modeling of effective reading	Insufficient professional development targeting learning styles of students with varying exceptionalities as well as lack of common planning with cross content teachers.	strategies that engage students in active participation and stimulates students' intellectual interest; C. Increase student assistance and mentoring by community-based stakeholders and school supporters (e.g., faith-based partners, alumni, retired educators, school alumni, community organizations, and fraternity/sorority groups, and business partners). D. Use “Read It Forward Jax” trainings to increase proficiency E. Use newspaper and local media to inform parents of school-related news, events, support opportunities, and resources and promote positive, proactive publicity; F. Provide access to technology and online libraries before and after school to increase technological awareness, broaden access to literacy learning tools, and additional accommodations and modifications to enhance learning.	A. Provide professional development for teachers focused on achievement of students with varying exceptionalities.	A. Academic Services, Schultz Center B. Academic Services, Schultz Center
				A. Increase focus on teacher use of Common Core State Standards mathematical practices to assist with differentiated instruction, increase		

Students with Disabilities	Mathematics	Increase differentiation in the classroom to meet the needs of students with varying exceptionalities	Insufficient professional development targeting multiple learning styles, technology access and diversity in support of all Students with Disabilities	focus on problem-solving, develop communication, and extend relevance of content to meet the needs of students. B. Increase instructional time to include before/after school support through use of technology to enhance explicit instruction. C. Increase student assistance and mentoring by community-based stakeholders and school supporters (e.g., faith-based partners, alumni, retired educators, school alumni, community organizations, and fraternity/sorority groups, and business partners). D. Use newspaper and local media to inform parents of school-related news, events, support opportunities, and resources and promote positive, proactive publicity.	A. Increase professional development focus on Common Core State Standards mathematical practices to enhance Differentiated Instruction to address the needs of all Students with Disabilities B. Increase professional development focus on identifying multiple learning styles to facilitate better student engagement C. Increase professional development to support the use of data to drive instruction and address the needs of all Students with Disabilities	A. Academic Services, Schultz Center, district and school-based academic coaches B. Academic Services, Schultz Center, district and school-based academic coaches C. Academic Services, Schultz Center, district and school-based academic coaches
Other (e.g. Migrant) [as needed]	Reading					
Other (e.g. Migrant) [as needed]	Mathematics					

Title I District Improvement Plan - (Part3_1)

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

Grade Level	Core Reading and Scientifically Research-Based Program(s)
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ELEMENTARY	<p>Duval County's school-based decision making process has resulted in the adoption of Houghton Mifflin for its elementary schools. The program meets the Florida Department of Education's rigorous criteria for scientifically-based reading research. It includes explicit, systematic instruction based on the five building blocks of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension), and the program provides clear guidance for teachers about reading instruction to ensure that students will be able to read on grade level by the end of third grade.</p> <p>Houghton Mifflin is a research-proven program that provides students with explicit instruction that focuses on phonics, word learning activities, the use of leveled books, ongoing assessments (Emerging Literacy Survey, grades K-1; Phonics/Decoding Screening Test, grades 1-6; Leveled Reading Passages Assessment, grades K-6; Lexia Quick Phonics Assessment, Theme Skills Test, Spiral Reviews, and observation checklists in the Teacher's Assessment Handbook), reading fluency, oral reading skills, and the development of independent reading. Its framework also includes fluency instruction, screening instruments, student practice lessons, text comprehension instruction, coordinated instructional sequences, and ample opportunities for students to practice what they have learned. This core series contains tools for progress monitoring, data management, safety-net interventions, sound instructional materials, and significant professional development support.</p>
MIDDLE	<p>All 6th grade students who score Level 3, 4, or 5 on FCAT Reading are enrolled in an elective one-semester Critical Reading course. Teachers deliver instruction using the Socratic Method of inquiry with materials from Junior Great Books. All students identified through FAIR with a MAZE score below 15% will be further assessed using additional Fluency probes to determine if decoding and reading efficiency are areas needing intensive reading intervention. Students who continue to demonstrate insufficient skills with decoding and fluency will be provided 90 minutes of intensive reading intervention daily.</p>
HIGH	<p>The district is reviewing all previously adopted reading instructional resources to ensure alignment with Common Core Standard 10 and expectation for all students to become exposed to rigorous and complex text. New resources are pending purchase to supplement IR programs in which insufficient resources to provide daily "stretch" are not present. Currently schools are using district purchased online resources to supplement all intensive reading courses to ensure that the 30/70 proportion of literary and informational text is supported in all classrooms.</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
	<p>All identified schools, required to provide the one hour extended day, will have the use of multiple research based instructional materials to support and reinforce reading learning objectives. These resources will include supplements to the guided reading library, computer assisted reading support, and student specific student center activities. Students in grades K-2, who demonstrate below expectations in fluency, decoding, vocabulary, and comprehension on any of the three assessment periods of FAIR and all students in grades 3-5 who score a Level I or II on Spring 2012 FCAT will utilize resources from the appropriate grade level FAIR tool kits. In addition FCRR activities will be used as pull-out or small group skills instruction to remediate and stretch reading achievement and overall comprehension of complex text in both print and digital formats provided by online data banks and Achieve 3000 a research based reading intervention software program that allows to align lexile levels to meet the needs and purpose for all student learning.</p> <p>For students in grades K-2, who demonstrate on-target by a PRS of 85% or higher and all students in grades 3-5 who score a FCAT Level 3-5 on the Spring 2012 Administration of FCAT, will use both complex text that supports close readings of informational and literary text to extend and stretch reading learning and overall achievement. Students will rotate between adaptive computer stations of SuccessMaker and/or</p> <p>The district's language arts philosophy is clear in suggesting that a successful reading teacher not only teaches a child how to read, but also incorporates strategies that foster a love of reading and prepares the student to enjoy a lifetime of reading. In using Readers Workshop, teachers place a high value on rich and diverse</p>

ELEMENTARY	<p>classroom libraries that offer students engaging and appropriately leveled books for independent reading. Schools strengthen classroom libraries through a variety of funding sources to ensure that all students have readable books that are interesting and relevant.</p> <p>District-wide, teachers and library media specialists provide encouragement for students to read from a variety of genres and sources (including magazines, newspapers, and journals). Third through twelfth grade students understand that reading a million words per year from these multiple sources (with a focus on leveled texts) is integral to developing a strong and rich vocabulary. For students in kindergarten through second grade, read-alouds are counted towards meeting the million words per year goal.</p> <p>In addition to interventions provided in the context of the Readers Workshop, classroom teachers and other support staff provide immediate intensive interventions outside of the regular literacy block to meet the requirements of the K-12 Intervention State Board Rule. During this time the teacher or support staff addresses the small group and/or individual needs of students who require additional time using appropriate intervention/supplemental programs or materials. Tier 2 interventions are identified to address the specific needs of small groups of students and may range in frequency from 15 - 30 minutes up to 5 times a week. Tier 3 interventions are identified to address the specific needs of individual students and the amount of time will vary with the level and intensity of the intervention used. The amount of time provided each day and the size of the group will be determined by the specific intervention and the identified needs of the students. Students participate in progress monitoring to determine the effectiveness of the intervention.</p>
MIDDLE	All students identified through FAIR with a MAZE score below 15% will be further assessed using additional Fluency probes to determine if decoding and reading efficiency are areas needing intensive reading intervention. Student's who continue to demonstrate insufficient skills with decoding and fluency will be provided 90 minutes of intensive reading intervention daily.
HIGH	The district is reviewing all previously adopted reading instructional resources to ensure alignment with Common Core Standard 10 and expectation for all students to become exposed to rigours and complex text. New resources are pending purchase to supplement IR programs in which insufficient resources to provide daily "stretch" are not present. Currently schools are using district purchased online resources to supplement all intensive reading courses to ensure that the 30/70 proportion of literary and informational text is supported in all classrooms.
Additional Information	

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

Title I District Improvement Plan - (Part 3_2)

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

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
	An Extended Day Program exists in most of the district's elementary schools offering two types of academic assistance - academic		

enhancement including homework assistance and academic remediation that includes intense, individualized skills instruction. The remediation safety-nets are supported by SAI funds and are based on the number of Level 1 students in each school which allows the schools in greatest need to benefit from the largest share of the funds. Seventeen lower-achieving elementary schools offer the TEAM UP after school safety-net program for students who are usually behind in their class work and in need of individualized academic assistance.

Many of the district's elementary schools benefit from partnerships with military groups and local businesses that "adopt" schools and provide one-to-one mentoring to identified students. Duval County Public Schools partners with Big Brothers and Big Sisters of Northeast Florida and Take Stock in Children to provide mentors for the most challenged schools. Mentoring programs focus on helping students gain a greater appreciation for reading as well as helping students develop and maintain motivation for succeeding in school.

In addition to the state mandated Summer Reading School for third grade students who score Level 1 on the FCAT, the district offers Summer reading support to all students in grades K-2 who score below the 50th percentile ranking on SAT 10 administered at the end of Spring. Additionally, literacy enrichment through the Superintendent's Summer Academy for students in grades K-2 who are identified within the moderate success zone of <54% to 83% on the spring administration of FAIR will receive reading strategy and skill support.

Third, fourth, and fifth grade students who are being retained based only on a failing course grade in Reading are also offered Summer Reading Recovery for possible promotion. The goal of is that every student read at or above grade level and that no student is placed in a grade level based solely on age or other reasons that would be considered social promotion.

Reading intervention teachers in elementary schools, summer reading camps, and the one hour extended day programs will have the following qualifications: 1. Hold a valid certification in elementary education issued by the State of Florida; 2. Demonstrated knowledge of the complex process of reading instruction and how to use data to differentiate instruction based upon five components of reading; 3. Demonstrated performance gains with students in high risk of not meeting grade level expectations; and 4. Comfort with using student achievement data to guide classroom instruction and continually improve.

Finally, the reading intervention teacher must be able to provide in-depth one-on-one and small group support for students reading below grade level, provide opportunities for exposure to text stretch learning task and independent practice without preempting self learning and strategy practice. All interventionist must uphold the mission and strategic goals established by Duval County Public Schools.

ELEMENTARY

Ongoing

Academic Services,
School-based
leadership teams

	<p>The district has identified approximately 13 schools that currently are considered within the lowest performing elementary schools based on the 2011-2012 state reading assessment. The cluster leadership has been notified and meetings are on-going with the Duval Teacher Union and Transportation to determine the financial and staffing impacts. A budget calculation has been determined based upon the potential number of required staff, instructional materials, and transportation. Additional district funding beyond the allocated K-12 Reading and SAI funds will be required to meet this mandate.</p> <p>Planned parent informational sessions will be scheduled once official list of identified schools has been released. A MOU will be established with the DTU to ensure contract alignment and selection of appropriate staffing to support reading instruction during the extended hour. District and Cluster Coaches will support job-embedded professional development and implementation strategies in all identified schools.</p>		
MIDDLE	<p>All students identified through FAIR with a MAZE score below 15% will be further assessed using additonal Fluency probes to determine if decoding and reading efficienecy are areas needing intensive reading immedation. Student's who continue to demonstrate insufficient skills with decoding and fluency will be provided 90 minutes of intensive reading intervention daily.</p> <p>Before school and after school tutoring programs are on-going in schools across the district. The TEAM UP Program serves as an academic safety net in 14 elementary schools, 26 middle schools, and 2 exceptional student centers. In 2011-12, eight middle schools will offer TEAM UP five days per week - Ribault, Northwestern, Gilbert, Highlands, Paxon, Jeff Davis, and Arlington. The remaining 19 middle schools, plus John E. Ford K-8 and Palm Avenue, will offer TEAM UP three days per week.</p> <p>Some middle schools partner with local community organizations to provide mentoring and tutoring activities before and after school. During the summer months, students in grades 6-8 have the opportunity to recover language arts course credit through Compass Odyssey. Additionally students who score at FCAT Reading Level I will attend a six week summer maintenance and support reading program . In a special Title 1 summer program (Superintendent's Academy) middle school students who have failed FCAT Reading will have an opportunity to focus on reading and writing strategies that will prepare them for future success.</p> <p>Students are recommended for before and after school mentoring and tutoring as well as summer reading school if they score a Level I or Level II on FCAT and/or earn an "F" in reading on their report card. Additionally, students who score at or below the 15 percentile on their FAIR FSP score in AP3 will be required to attend summer school for reading maintenance.</p> <p>Just as the reading instruction during the regular school year focuses on the student's individual reading proficiency, mentoring, tutoring, and summer reading activities are determined by multiple sources of data.</p>	Ongoing	Academic Services, School-based leadership teams, Community partnerships
	All students identified through FAIR with a MAZE score below 15% will be further assessed using additonal Fluency probes to determine		

HIGH	<p>if decoding and reading efficiency are areas needing intensive reading intervention. Student's who continue to demonstrate insufficient skills with decoding and fluency will be provided 90 minutes of intensive reading intervention daily.</p> <p>Eighteen high schools offer an Accelerated Learning Center (ALC) credit recovery program for students who are in need of recovering failed credits, often due to poor reading performance in content areas. This program replicates the Comprehensive Accelerated Center instructional model at Andrew Jackson HS and Nathan B. Forrest HS where students earn credits after school through completion of rigorous course matrices that include reading strategies. Some high school partner with local community organizations to provide mentoring and tutoring activities before and after school. During the summer months, students in grades 9-12 have the opportunity to recover language arts course credit through Compass Odyssey. In a special Title 1 summer program (Superintendent's Academy) high school students who have failed FCAT Reading will have an opportunity to focus on reading and writing strategies that will prepare them for future FCAT Reading retakes, SAT, and/or ACT.</p> <p>Students are recommended for before and after school mentoring and tutoring as well as summer reading school if they score a Level I or Level II on FCAT and/or earn an "F" in reading on their report card. Additionally, students who score at or below the 15 percentile on their FAIR FSP score in AP3 will be required to attend summer school for reading maintenance.</p> <p>Just as the reading instruction during the regular school year focuses on the student's individual reading proficiency, mentoring, tutoring, and summer reading activities are determined by multiple sources of data.</p>	Ongoing	Academic Services, School-based leadership teams, Community partnerships
Additional Information			

Title I District Improvement Plan - (Part 3_3)

3_3) Describe the reading opportunities that will be provided for targeted groups and grade level as it relates to sections 3_1 and 3_2. Provide the frequency, duration, and person responsible for monitoring.

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	Level 1 and Level 2 students	Ongoing	Academic Services, School-based leadership teams
MIDDLE	Level 1 and Level 2 students	Ongoing 6 weeks during summer	Academic Services, School-based leadership teams, Community partnerships
HIGH	Level 1 and level 2 students; students behind on credits and/or grade levels	Ongoing 6 weeks during summer	Academic Services, School-based leadership teams, Community partnerships

Title I District Improvement Plan - (Part 4)

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

Grade Level	Core Mathematics and Scientifically Research-Based Program(s)	Supplemental Mathematics and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Pearson enVision and Scott Foresman Math Investigations	Destination Success; Explore Learning (GIZMOs); FCAT Explorer; SuccessMaker	Ongoing monthly teacher training; ongoing school-based mathematics coach training and support, one full time Pearson consultant to provide additional support to schools.
MIDDLE	Glencoe Math Connects Plus series	Compass Odyssey; Explore Learning (GIZMOs); Agile Mind (6th grade)	Ongoing monthly teacher training; ongoing school-based mathematics coach training and support, lesson study professional learning communities.
HIGH	Glencoe Algebra 1, Glencoe Geometry, Glencoe Algebra 2, and CPM Foundations for Algebra	Kaplan' ACT/SAT Online, Compass Odyssey; Explore Learning (GIZMOs); Agile Mind (Algebra 1, Geometry, AP Statistics, and AP Calculus AB)	Ongoing monthly teacher training; ongoing school-based mathematics coach training and support, and Advanced Placement professional learning communities.

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
Elementary RtI TEAM, Team Up (before/after school)	Level 1 and Level 2 students	Ongoing	Academic Services, School-based leadership teams
Superintendent's Academy Summer program (K-5)	Level 1 and Level 2 students	Summer only	Academic Services, School-based leadership teams,
Recovery Math (Gr. 3-5)	Students who failed only math	Summer only	Academic Services, School-based leadership teams
Middle school Team Up, RtI Team	Level 1 and Level 2 students	Ongoing	Academic Services, School-based leadership teams, Community partnerships
Summer promotion-based and enrichment programs (extended year)	Level 1 and Level 2 students	Summer only	Academic Services, School-based leadership teams, Community partnerships
Superintendent's Summer Bridge (Fifth to sixth grade bridge)	Level 1 and Level 2 students	Summer only	Academic Services, School-based leadership teams, Community partnerships
High school	Level 1 and level 2 students;		Academic Services, School-based

Extended day programs (ALC); RtI Team,	students behind on credits and/or grade levels	Ongoing	leadership teams, Community partnerships
Summer promotion-based program (extended year)	Algebra 1 EOC and Geometry EOC recovery courses	6 weeks during the summer	Academic Services, School-based leadership teams, Community partnerships

Title I District Improvement Plan - (Part 5)

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

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Pearson Interactive Science PSELL (at selected schools)	ExploreLearning Gizmos on-line simulations	5 days of each of the following workshops offered twice annually (once during the school year and once each summer): <ul style="list-style-type: none"> • Elementary Science Inquiry, Grades K-2 • Elementary Science Inquiry, Grades 3-5 • Next Generation Sunshine State Standards, Grade 5 2 one-day Life Cycle of Butterflies workshops 8 Continuous Learning Cycles (Learning Study) 4 days of Academy of Science (3 cohorts of teachers in Years 1, 2, and 3) ongoing school-based science coaches' training and support; on-going support by district science coaches;
MIDDLE	Holt Science Fusion	ExploreLearning Gizmos on-line simulations, Compass Odyssey	Ongoing monthly teacher training; ongoing school-based science coaches' training and support; on-going support by district science coaches; one full-time 6-8 science assessment specialist
HIGH	Earth System Science in the Community, Active Chemistry Active Physics, Glencoe Biology	ExploreLearning Gizmos on-line simulations, Compass Odyssey	Ongoing monthly teacher training; ongoing school-based science coaches' training and support; on-going support by district science coaches; one full-time high school science assessment specialist

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
Elementary Team Up (before/after school); RtI Team Summer enrichment programs	Level 1 and Level 2 students	Ongoing 6 weeks during summer	Academic Services School-based leadership teams

(extended year)			
Middle Team Up (before/after school); RtI Team , Summer enrichment programs	Level 1 and Level 2 students	Ongoing 6 weeks during the summer	school-based leadership teams
High Extended day programs (ALC); RtI Team,	Level 1 and level 2 students; students behind on credits	Ongoing	school-based leadership teams

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	Embedded writing workshops within CCRP Learning Schedules; Use of State Released prompts and anchor sets in grades 3-5 embedded in year-long Learning Schedules.	Skills-based writing materials provided through CCRP for additional writing practice; Step Up to Writing Program used in selected schools	Coaches and teachers provide professional development through state and district on On-demand writing and use of Scoring Rubrics and Anchor papers
MIDDLE	Embedded writing workshops within CCRP Learning Schedules; Use of State Released prompts and anchor sets in grades 6-8 embedded in year-long Learning Schedules.	Skills-based writing materials provided through CCRP for additional writing practice; Write Score used in selected schools.	Coaches and teachers provide professional development through state and district on On-demand writing and use of Scoring Rubrics and Anchor papers
HIGH	Embedded writing workshops within CCRP Learning Schedules; Use of State Released prompts and anchor sets in grades 9-12 embedded in year-long Learning Schedules.	Skills-based writing materials provided through CCRP for additional writing practice; Write Score used in selected schools	Coaches and teachers provide professional development through state and district on On-demand writing and use of Scoring Rubrics and Anchor papers

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
Team Up	Level 1 and Level 2 students K-8	Ongoing	Ongoing
Extended day programs (ALC) RtI Team, Summer promotion-based program (extended year)	Level 1 and level 2 students; All grade level students behind on credits and/or grade levels	Ongoing	Academic Services, Alternative Education, School-based leadership teams
Summer promotion-based and enrichment programs (extended year)	All students behind on credits and/or grade levels or needing enrichment	Six-week summer program during summer break	Academic Services, School-based leadership teams at designated sites

Summer Enrichment Program (BRIDGE)	High scale-score Level 2s, Levels 3-5	Six-week summer program during summer break	Academic Services, School-based instructional support (i.e., teachers, academic coaches, administrators)
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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.

Our schools are required to set aside 10% of their Title I School-wide Project Allocation for Professional Development (PD).

These schools may use the PD set-aside for coaches and other PD activities. This ensures job embedded professional development. All PD activities are targeted to support subgroups that did not make AYP. Oversight for the correct use of funds are handled at the school level and approved at the district level to ensure compliance.

Schools that are classified as Differentiated Accountability schools may use a portion or all of that set-aside for an outside expert, such as Educational Directions, LLC, to support face-to-face PD and job-embedded coaching in mathematics, reading, and science.

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
Parent/Family Forum to address concerns from Title I parents	Based upon a parent survey and the assessment of needs from the District Parent Advisory Council board members and parents/families and stakeholders	A Parent Advisory Council sponsored activity - Parent Empowerment: "Transforming Our Future Together" - Parents will have the opportunity to participate in panel discussions that relate to student achievement and attend breakout sessions to assist parents in working with their students at home in achieving academic success	Evaluation/feedback forms, Sign-in sheets Agenda/Minutes	Myrna Amos/ Title I Parent Involvement Director
Medium to address concerns, and or give recommendations for student achievement and implement parent engagement opportunities to benefit Title I schools	Based upon a parent survey and the assessment of needs from the District Parent Advisory Council board members and parents/families	Monthly Parent Advisory Council and School Board Meetings as well as parent activities - Parents will have the opportunity to participate in and address concerns and needs of students with school administrators and participate in parent engagement activities	Attendance/Sign-in Sheets Evaluation/feedback forms Agenda/Minutes	Myrna Amos/Title I Parent Involvement Director and Kimberly Rivers/Parent Advisory Council Chair Person
Parent workshop	Based upon a parent survey and	Annual Parent University		

sessions to provide specific community resource support to families and to increase student academic success	the assessment of needs from the District Parent Advisory Council board members and parents/families	Parents will have the opportunity to attend workshop sessions that will provide resources and give support in student academic success	Attendance/Sign-in Sheets Evaluation/feedback forms Agenda/Minutes	Myrna Amos/ Title I Parent Involvement Director
Family Literacy and Arts Workshop Sessions	A program developed by the Cummer Museum, Weaver Academy, and Florida Institute of Education (FIE) conducted with families in specific Title I neighborhoods	Parents will have the opportunity to participate in a Family Arts and Literacy Workshop Module that promotes learning	Attendance/Sign-in Sheets Evaluation/feed-back forms Survey	Paula Seymore/Parent Involvement Specialist
Pre-K Parent Literacy – Targeting specific Title I Pre-K Families	Analysis from data obtained from surveys to pre-k parents	Read It Forward Jax – Pre-K Parent Academy – Parents will be provided social-emotional support and strategy training in effective parent and home literacy	Attendance/Sign-in Sheets Evaluation/feed-back forms Survey FLKRS Assessment	Myrna Amos/Title I Parent Involvement Director, and supported by DCPS Academic Services Department
Targeting Title I Cluster elementary schools	Based upon a parent needs assessment that indicated that parents would benefit from standards-based home learning activities	Standards Festival of Learning– Parents will have the opportunity to participate in a variety of activities based on Next Generation Sunshine State Standards/Common Core which may be duplicated at home	Parent Response/ Surveys	Myrna Amos/Title I Parent Involvement Director, and supported by DCPS Academic Services Department
Family Literacy Activities	Based upon a needs survey from parents	Prime-Time at Library (NLN) Family Literacy	Sign-in attendance sheets	Paula W. Seymore Parent Involvement Specialist
Provide Calendar activities for State Family Involvement Month – Pre-K thru 8th grade	Based upon a needs survey from parents	State Family Involvement Month Activity Calendar Parents will be provided a calendar of learning activities that encourages parent/family involvement	Number of calendars distributed along with signature of parents/students participating in activities	Paula Seymore/Parent Involvement Specialist
Provide Summer Family-Fun Filled Learning Activity Calendars – Pre-K thru 8th grade	Based upon a needs survey from parents	Summer Family Activity Calendars – Parents will be provided a summer activity calendar (June, July, and August) that promotes learning throughout the summer	Number of calendars distributed to schools along with signatures of parents/students participating in activities	Myrna Amos Parent Involvement Specialist

Monthly Calendar of Events at Family Involvement Centers and District Parent Involvement Headquarters	Based upon a needs survey from parents	Monthly calendar of workshop events at all Title I Schools and Family Involvement Centers – Parents will be provided a monthly workshop calendar of events	Number of participants at each family center and at district center workshops – Attendance Sheets	Paula Seymore/Parent Involvement Specialist
District-wide literacy and math initiative for families offered at Parent Involvement Center Headquarters	Based upon a needs assessment from parents	Television Textbook – Literacy and Math - Parents will be provided the necessary technology tools and products for at-home learning and school support	Sign-in sheets/Attendance Evaluation	Claudette Lively/Parent Involvement Specialist
FCAT for Families workshop sessions conducted at various Family Involvement Centers	Based upon a needs assessment from parents	FCAT for Families workshops – Parents will have the opportunity to participate in sessions that promotes FCAT success	Sign-in /Attendance Sheets	Myrna Amos/Parent Involvement Director
FCAT for Families workshops held at district office and throughout the district in various Title I communities	Based upon a needs assessment from parents	FCAT for Families workshops	Sign-in/Attendance Sheets	Myrna Amos Parent Involvement Director
Family training sessions conducted at Title I Family Involvement Centers	Based upon a needs assessment from parents	Parent Grade Portal – Parents will have the opportunity to explore student assessment information	Sign-in/Attendance Sheets	Claudette Lively and Sharlay Smith Parent Involvement Resource Teachers
Family workshops conducted at various Title I Family Involvement Centers	Based upon a needs assessment from parents	After the Report Card – Parents will be provided resources and support when facing student challenges	Sign-in/Attendance Sheets	Claudette Lively and Sharlay Smith Parent Involvement Resource Teachers
Family workshops offered at district office and various Title I communities	Based upon a needs assessment from parents	Read and Rise Family Conversations – Parents will have the opportunity to participate in a apply family early learning literacy strategies	Sign-in/Attendance Sheets	Myrna Amos and Sharlay Smith Parent Involvement Resource Teachers
Family workshops conducted at various Title I Family Involvement Centers	Based upon a needs assessment from parents	Navigating the DCPS System – Parents will be provided support and resources when facing student challenges	Sign-in Sheets/Attendance	Paula Seymore/Parent Involvement Specialist

Neighborhood Learning Network Communities offering community resources and support to families • Community asset mapping guide • F.A.I.R. Home Learning Kit	Based upon a needs assessment from parents	DCPS Title I Success by Design Initiative with Florida Institute of Education – Parents will have the opportunity to apply F.A.I.R. Home Learning Kits for targeted HUB schools	The number of Neighborhood Learning Communities/Community Resources and Agencies that support families and partner with DCPS to help student/families become academically successful, F.A.I.R. assessment results	Myrna Amos Parent Involvement Director
Targeting the FCAT science for 5th and 8th grade students	Analysis from data obtained from surveys to pre-k parents	Museum of Science and History Family Night Series – Parents, students and siblings will have the opportunity to learn activities based on FCAT standards which may be duplicated at home to promote achievement in science	Sign-in Sheets/Attendance and Pre and Post Assessments	Myrna Amos Parent Involvement Director/Sharlay Smith Resource Teacher
Family workshop for Title I families at Jacksonville Country Day School	Based upon a survey from parents	Young Writers' Workshop – Parents will have the opportunity to participate in training sessions that provide writing strategies to assist them as they support their students in the writing process	Sign-in Sheets/Attendance	Claudette Lively/Parent Involvement Specialist

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)

Duval County ESOL students exceeded the state targets in AMAO's 1 and 2 in 2006-2007, 2007-2008, 2008-2009, and 2009-2010. Although Duval County met expectations in many areas in 2010-2011, it did not meet the state's expectations for AMAO's in all areas. The District is constantly striving to increase student performance. Factors that prevented DCPS from achieving AMAOs include populations currently arriving directly from refugee camps, or as traumatized victims of war. In addition, unlike other parts of the state, a large percentage of Duval County's ELLs are first-generation arrivals, who present multiple challenges: the need for extended acculturation time in Western culture, limited or interrupted formal education, lack of literacy in the native language, and the lack of an established community of peer resources. Family structures have been interrupted, leaving some parents highly burdened in unfamiliar family roles. Gender or generational roles may have been reversed. The parents are unable to provide educational support at home. In addition, due to the number of less-common languages such as Karen and Chin, bilingual support/bilingual resources are often limited.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
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3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
<p>Grade Level Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)</p> <p>K-2 Grade K-2 Chart</p> <p>3-5 Grade 3-5 Chart</p> <p>6-8 Grade 6-8 Chart</p> <p>9-12 Grade 9-12 Chart</p>	Duval District Supervisor of ESOL	August 22, 2011 – June 30, 2012	
K-2 DCPS ELL students at all proficiency levels on CELLA Reading, Writing and Oral subtests use a core curriculum for sheltered ESOL classes. Teachers have been trained to differentiate instruction based on data from multiple sources such as language assessment tests, FAIR, DRA, and district Benchmark assessment. The ESOL core series provides a curriculum which is parallel and comparable in scope and sequence but with additional language support for students to master the Common Core Standards. Teachers provide rigorous instruction, using grade level texts, as students progress in their language development levels.	Duval District Supervisor of ESOL	August 13, 2012 – June 30, 2013	Title III
3-5 DCPS ELL students at all language proficiency levels with Levels 1 & 2 FCAT scores use a core curriculum for sheltered ESOL classes. Teachers have been trained to differentiate instruction based on data from multiple sources such as language proficiency tests, FAIR, DRA, and district Benchmark assessment. The ESOL core series provides a curriculum which is parallel and comparable in scope and sequence but with additional scaffolding and language support for students to master the NGSSS. Teachers provide rigorous instruction, using grade level texts, as students progress in their language development levels.	Duval District Supervisor of ESOL	August 13, 2012 – June 30, 2013	Title III
6-8 DCPS ELL students at all language proficiency levels with Levels 1 & 2 FCAT scores use core curriculum for sheltered ESOL classes. Teachers have been trained to differentiate instruction based on data from multiple sources such as language proficiency tests, FAIR, DRA, and district Benchmark assessment. The ESOL core series provides a curriculum which is parallel and comparable in scope and sequence but with additional scaffolding and language support for students to master the NGSSS. Culture and language across the curriculum is a District focus to improve academic achievement among ELLs.	Duval District Supervisor of ESOL	August 13, 2012 – June 30, 2013	Title III
9-12 DCPS ELL students at all language proficiency levels with Levels 1 & 2 FCAT scores use a core curriculum for sheltered ESOL classes. Teachers have been trained to differentiate instruction based on data from multiple sources such as language proficiency tests, FAIR, DRA, and district Benchmark assessment. The ESOL core series provides a curriculum which is parallel and comparable in scope and sequence but with additional scaffolding and language support for students to master the NGSSS. Culture and language across the curriculum is a District focus to improve academic achievement among ELLs.	Duval District Supervisor of ESOL	August 13, 2012 – June 30, 2013	Title III

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
Teachers in all subject areas utilize and document the use of ESOL strategies to ensure that instruction is comprehensible at the appropriate level for the ELL student. This is reflected in teacher lesson plans which include the documentation of the use of ESOL strategies and methodologies. Additionally, instructional methods are used to ensure			

<p>accommodations are an integral part of the core instruction of ELL students. This includes making material understandable to the student given his/her individual level of English proficiency; providing curriculum which is parallel and comparable in scope and sequence and aligned with standards; using simplified language, not simplifying content; employing ESOL strategies; and implement instruction based on the Next Generation Sunshine State Standards. School administrators are tasked with monitoring teachers of ELLs for comprehensible instruction and documented strategies in lesson plans. Supplemental Math manipulatives are purchased for math classes, as requested by teachers. Culture and language across the curriculum is a District focus to improve academic achievement among ELLs in Mathematics through professional development. Native language support is: a) provided to students where there are sufficient numbers to have a bilingual paraprofessional at the school. Paras are assigned to content classrooms to provide academic support to students. b) provided through curriculum resources where publishers may have the texts translated. This occurs most frequently in the Spanish language. (DUVAL DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS, Sec. 4, Item 14d, Pg.18)</p>	Duval District Supervisor of ESOL	August 16, 2010 – June 30, 2011	Title III
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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
<p>• The District ESOL Resource Teachers conduct at least two in-service sessions a year on compliance issues, learning strategies, one-on-one instruction suggestions and other learning activities. They may also participate in school-based in-service. This is documented on the in-service sign in sheets and an in-service computer log. • The Title I and Title III offices frequently collaborate on No Child Left Behind programs including school choice, non-public schools, and supplementary instructional materials. • In addition, The District ESOL Resource teachers provide ESOL strategies in-services for charter school and private school staffs; and instructional, reading, and math coaches. (DUVAL DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS, Sec. 10, Item 39, Pg.33)</p>	Duval District Supervisor of ESOL	August 22, 2011 – June 30, 2012	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
<p>Duval County principals, clerks, teachers, paraprofessionals, and Parent Advisory Council members are in-serviced annually on the use of translated documents customized for Duval County and the state of Florida made available through a contract with TransACT. School personnel may access these documents through the Duval County Public Schools' ESOL webpage: http://www.duvalschools.org/static/aboutdcps/departments/special/esol/links.asp Duval County's bilingual paraprofessionals may also provide translations of home/school communications to the extent practical. In addition, contracts are maintained with other private firms by the ESOL, ESE, and Title I Offices to provide both written translations, oral translations using the telephone, document translation, and in-person translations as needed. At the beginning of each school year the Duval County ESOL School contacts are asked to submit the name of a parent able to serve on the ESOL Parent Leadership Council. Parents are informed of the meeting schedule by phone, by mail, and by note translated into home language to the extent practical via their child. The Parent Leadership Council has a majority of ESOL parent members. The Council chairperson is an ESOL student's parent and ESOL teachers and district level staff compose the rest of the Council. The Parent Leadership Council serves as advisors to the district staff prior to changes in the ELL/ESOL Plan. The Council provides a forum for parental input to the school system and to the ESOL program, and facilitates discussion of pertinent issues that affect families of ELL students. The ESOL office supports and facilitates training as requested by the Parent Council. The PLC also serves as a networking opportunity for</p>			

<p>parents and families to brainstorm ideas and share experiences. Some parent meetings may be scheduled that are offered to parents of specific language groups. At many schools' Open House Events, parents are provided opportunities to become members of the Parent Leadership Council and opportunities are announced to be a part of the PLC Review Team. Meetings are arranged and with District Staff and the entire plan is reviewed by the PLC. All recommendations made by the PLC are taken under advisement and suggestions are incorporated as appropriate. Parents are provided information in a translated newsletter, the ESOL EDGE. This newsletter is published at least 3 times a year, translated into at least five languages and distributed to all ELL students and parents. In addition, by request, ESOL parent meetings for particular language/ethnic groups are being held, such as the Burundi population. This has proven to be a very effective tool to facilitate home/school connection. It is currently being planned for other language groups. ESOL parents of students in Title I schools receive the Title I Parent Newsletter of workshops and training opportunities. In addition, the Title I Parent Involvement Center located at S. P. Livingston Elementary School provides parents information on ways to help their child become more successful in school. Upon request and to the extent practical, translators are provided at the meetings. The Lutheran Services School Liaison Cadre provides services to ESOL parents in select schools. The services provided include a home-school connection for information on education and social services. Title I holds a PAC Forum for parents, and strongly encourages participation by parents of ELLs. The Center for Language and Culture, serving refugee and immigrant families, provides parent workshops and English instruction as feasible. Orientation sessions are provided to familiarize parents with American public education. ELL students' parents are members of other committees as interested and/or required (i.e. the Dropout Plan Committee, Title I, and local school committees such as School Improvement Teams and School Advisory Councils). The Duval County Public School System maintains a website with instructional research & accountability information on school grades, the Annual Report on Assessment and Accountability, the School Public Accountability Reports, the FCAT Results by School, the District Performance Table, Individual School Performance results and other assessment information. The Center for Language and Culture is available to provide guidance on how to access information. (DUVAL DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS, Sec. 8, Item 22, Pg.25; Item 24, Pg.27; Item 25, Pg.28; Sec.9, Item 30 & 32, Pg.30)</p>	Duval District Supervisor of ESOL CLC Coordinator ESOL District Liaison - PLC	August 13, 2012 – June 30, 2013	Title III
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7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
a. The District does not qualify for Immigrant Funding in 2012-2013. The DCPS Title III Immigrant Education Program will continue to meet the academic and social needs of all eligible students • through supplemental services and activities as offered by the Center for Language and Culture and partnership with local refugee service agencies. through focused support for teachers and students in accessing the Common Core standards, SIOP, and Newcomer model of services	Duval District Supervisor of ESOL	August 13, 2012 – June 30, 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.**

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