

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Palm Beach



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Title I District Improvement Plan

Title I, Section 1116(c)(7)

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

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

Title I District Improvement Plan - (Part1_1)

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

The process utilized for writing this plan included:

- 1.The District Academic Leadership Team, consisting of Assistant Superintendents and Area Superintendents, meet weekly to analyze and review the 2011-2012 Florida Accountability System District data. From those reviews, effective improvement strategies are discussed and developed in order to improve student achievement levels;
- 2.Schools promote parent involvement with the development of the District plan through their parent centers, scheduled parent meetings, open houses and curriculum nights;
- 3.Principals and their respective School Advisory Council members analyze best practices and effective instructional strategies yielding the highest return on investment for their own SIPs. The principals share the school's findings in a peer review completed with follow principals, Area Superintendents and Directors, and various District Administrators. In addition, the Classroom Teachers' Association (CTA) Contract provides information specific to school improvement.
- 4.When creating the 2012-13 DIAP, the Academic Leadership Team utilized the Schools' SIP plans. These school plans also included teacher and parent input to ensure the continuity of school SIPs and the District DIAP, as well as to include the District's K-12 Comprehensive Reading Plan;
- 5.All recommendations for the DIAP were approved by the Chief Academic Officer and submitted for State approval.

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
				<p>Elementary:</p> <ul style="list-style-type: none"> • Implement a balanced literacy instructional framework during the 90-minute reading block that includes components of interactive read aloud, shared reading, word work, small group instruction (small group read aloud/shared reading, guided reading, strategy groups, word study, etc.), and independent reading. Additionally, schools implementing reading workshop should provide mini-lessons in order to scaffold readers toward greater independence. • Develop and organize classroom libraries to include a range of levels according to Fountas and Pinnell's guided reading text gradient, and a range of genres, and topics, which include text sets. Classroom libraries must reflect students' interests, cultures, and grade level content. • Use instructional resources that support implementation of a balanced literacy framework such as read aloud mentor texts, big books and other materials appropriate for shared reading, and leveled texts for small group instruction, using Fountas and Pinnell's 		

Elementary:
Low-achieving students need scaffolded instruction designed to develop their ability to process grade level texts independently

Low achieving students need opportunities to interact with complex texts at grade level and above as well as instructional and independent levels.

Low-achieving students need additional instruction beyond the initial reading block (90-minute) that focuses on specific area(s) of need in reading (30 + minutes).

Low-achieving students need instruction in developing high-level critical literacy skills.

Low-achieving students need extended periods of time to engage in independent reading using student-selected texts.

Decontextualized skills practice, worksheets, and workbooks should be avoided.

The following are recommendations applied to all subgroups since the District did not make AYP in Total. They will not be repeated in individual subgroup sections. Only additional recommendations will be added to subgroups.

- Have school-wide consistent learning goals and benchmarks
- Utilize a variety of teaching strategies, whole group, small group and

guided reading levels and text gradient.

- Use formative assessments in grades K-5 to identify learning needs, student instructional and independent levels, plan explicit student instruction and monitor reading progress. Fountas and Pinnell's Benchmark Assessment System will be the primary formative assessment utilized across the district. Additional formative assessments may include FAIR, teacher-developed authentic assessments, rubrics, checklists, conferring notes, etc. The district's diagnostic assessment should only be used to identify learning needs for students reading at or above grade level.
- Provide students with the opportunity to interact with grade level and above complex texts during interactive read aloud and shared reading. Provide students with the opportunity to interact with texts at their instructional levels during small group instruction and independent levels during independent reading.

- Coordinate collaboration of services and schedules among classroom teacher and all other support teachers in order to avoid duplicate student services and to best meet students' learning needs through iii.
- Provide targeted interventions that address specific learning needs and include adequate time for students to practice implementing strategies in context through independent reading.
- Use formative

- Components of a Balanced Literacy Framework/Reading Day 1 and 2

- Reading Running Records/Level 1

- Reading Running Records/Level 2

- Common Core State Standards PD for Grade K

- Common Core State Standards PD for Grade 1

- Supplemental Academic Instruction (SAI) Monthly Teacher PD

- The Daily Five

- Matching Students to Appropriate Texts

- Using Data to Plan for and Deliver Small Group Instruction

- Prompting for Strategies in Reading

- Elementary Reading Coach Monthly PD

- Reading Workshop Cohort PD

- Leveled Literacy Intervention PD

Keith Oswald, Asst Superintendent, Curriculum and

Total	Reading	<p>Low-achieving students need instruction designed to develop proficiency at text processing and text comprehending.</p> <p>Secondary: Explicit instruction of reading strategies (Modeling, Guided Practice, and Independent Practice)</p> <p>Differentiated instruction based on data</p> <p>Engagement with reading texts per state guidelines Middle School 40% Literary Text 60% Informational Text High School 30% Literary Text 70% Informational Text</p> <p>Consistent models of proficient reading through Think Alouds/Read Alouds with complex text</p> <p>Numerous opportunities for close reading of text and use of academic language in discussion</p> <p>Practice with answering text-dependent questions which require students to cite evidence from the text</p>	<p>differentiated instruction</p> <ul style="list-style-type: none"> • Monitor progress with data and adjust instruction for reteaching • Center lessons around students interests and background knowledge • Common planning for monitoring for consistency • Refer students to SBT when needed • Using high expectations and rigorous classroom assignments. • Increase parent involvement and explain assessment results with them 	<p>assessment results to determine specific areas of learning need related to text processing (within the text) and text comprehending (beyond and about the text).</p> <ul style="list-style-type: none"> • Identify and use interventions and instructional materials that align with students' specifically identified needs. • Provide multiple opportunities throughout the day for students to discuss and write about texts read. • Provide a balance of fiction and informational texts, that include a variety of media. • Demonstrate strategies employed by proficient readers during think alouds and minilessons. • Schedule time in the reading block for students to engage in reading authentic texts at just right levels daily (independent reading) for at least 30 minutes and encourage students to read an additional 30 minutes at home each night. • Use reading logs to monitor volume and range of student reading being done at school and at home. • Confer with students on a regular basis to ensure they are being matched appropriately to texts and to provide individual support for comprehension. • Use Fountas and Pinnell's Benchmark Assessment System, The Continuum of Literacy Learning, and additional formative assessments to measure student learning and plan for future instruction. • Provide standards- 	<ul style="list-style-type: none"> • Creating Independence through Student-owned Strategies (CRISS) • Effective Reading Practices for Reading Teachers • Effective Reading Practices for ELA Teachers • Common Core Literacy Standards for Science • Common Core Literacy Standards for Social Studies • CCSS: Writing in Response to Text (Grade 6 Teachers) • Reading Endorsement Competencies (1-5) 	<p>Literacy</p> <p>Liz Perlman, Director, K-12 Literacy</p> <p>Debbie Battles, Exec. Director, Federal Programs and K-5 Literacy</p>
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			<p>based learning goals and instruction for strategic thinking within, beyond, and about text, as outlined in The Continuum of Literacy Learning (Fountas and Pinnell).</p> <ul style="list-style-type: none">• Utilize explicit instruction to support vocabulary, comprehension, and the acquisition of academic language through the use of graphic organizers, summarizing, writing in response to reading, Think Alouds, marginal notes, etc.• Utilize data from classroom and district assessments, such as FAIR, the fall and winter diagnostic tests, and CoreK12 to identify mastery of a benchmark and/or instructional needs of students• Collaborate on selecting engaging materials from reliable sources (i.e., Learning Village, educational websites, etc.) to build rigorous, NGSSS-focused lesson plans• Implement with fidelity the core curriculum to impact student achievement• Follow the District's K-12 Comprehensive Research-based Plan• Provide high-interest, complex text, "stretching" students' beyond reading level, and ask text-dependent questions which require critical thinking and text-based evidence		
		<p>Mathematics K-5:</p> <p>? Standards based instruction</p> <p>? Frequent monitoring of progress towards mastery of the learning goals</p> <p>? Use manipulatives and</p>		<p>Mathematics K-5:</p> <p>? Follow district provided scope and sequence.</p>	

Total	Mathematics	<p>other hands on learning opportunities to learn math concepts</p> <p>? Develop fluency of basic facts</p> <p>? Provide instruction using the Concrete-Representational-Abstract model</p> <p>? Differentiate instruction based on individual student needs</p> <p>Mathematics Grades 6-12:</p> <ul style="list-style-type: none"> • Fluency in basic computational skills • Use of manipulatives and hands-on objects to learn math concepts • Instruction that develops in all of the following levels: concrete, representational, and abstract • Opportunities to make conjectures and create viable arguments regarding mathematical processes • Use of technology to learn and maintain mathematical skills • Small group and differentiated instruction based upon data collection with specific attention paid to skill gaps • Continuous motivation and rewards directly related to short and long term goals 	<p>The following are recommendations applied to all subgroups since the District did not make AYP in Total. They will not be repeated in individual subgroup sections. Only additional recommendations will be added to subgroups.</p> <ul style="list-style-type: none"> • Teacher consistency on use of NGSSS scope and sequence and “Big Ideas” • Monitoring the use of clear learning goals • Use of whole group and small group instruction with attention to deficiencies indicated in data collected or from teacher observations • Deliver math content at all 3 of the following levels: concrete, representational, abstract • Utilize frequent benchmark assessments for information of student progress 	<p>? Follow Learning Village pacing calendar</p> <p>? Use of formative and summative assessments for information on student progress.</p> <p>? Monitoring of the fidelity of implementation of the Go Math and OnCore curriculum.</p> <p>Mathematics Grades 6-12</p> <ul style="list-style-type: none"> • Use clear Learning Goals and Scales to track student progress and mastery • Common Planning for Lesson Study, Scales, etc • Utilize the Concrete-Representational-Abstract Sequence of Instruction • Create fluid small groups based on teacher observations, formal, and informal assessment data • Link content with real-world applications • Use formative and summative assessments to determine mastery and drive instruction • Utilize intensive mathematics programs provided -Glencoe Math Triumphs (non-Title I middle schools) -TransMath (Title I middle schools) -Inside Algebra (Title 1 High Schools) • Provide 6 – 8, Algebra & Geometry Readiness Packets to be made available to all students prior to enrollment • Provide curriculum support resources on district website and Learning Village for parents, students, and teachers 	<p>Mathematics Grades K-5</p> <p>? District provided content and strategies trainings</p> <p>? Differentiated Instruction trainings</p> <p>? Think Central Trainings with a focus on online assessments.</p> <p>? Core K12 trainings.</p> <p>? Individual school trainings conducted to meet the needs of specific schools by request.</p> <p>Mathematics Grades 6-12</p> <ul style="list-style-type: none"> • Mathematics Item Specification, FCAT 2.0, & EOC Training • Content Area Training for grades 6, 7, 8, Algebra 1, and Geometry, to include the 8 Standards for Mathematical Practice • AP Roundtables • Math for College Readiness Roundtables • Mathematics Coach Trainings • Lesson Study (Safe Schools) • Differentiated Instruction (ESE) 	<p>Keith Oswald, Asst Superintendent, Curriculum and Literacy</p> <p>Liz Perlman, Director, K-12 Literacy</p> <p>Debbie Battles, Exec. Director, Federal Programs and K-5 Literacy</p>
		All actions in the	All actions in the			

White	Reading	total section including these additional: • Encouragement and support “good phone calls” to parents • Explanation of where “gaps” are in their learning so students know where to focus • Continuous motivation and rewards – tracking of short term goals and long term goals to show growth and stamina	total section including these additional: • Provide additional time for independent reading in “just right” text • Align students’ pre-requisite skills and frontloading lessons to match the needs of students • Build capacity of teachers to strengthen learning for students	All Actions in the total section including these additional: • Utilize supplemental fluency lessons are provided to build accuracy and speed • Model metacognition strategies • Provide for time to engage in active discussions or collaborative writing activities • Maintain high expectations of student performance	All professional development in the Total section including these additional: • Teaching Community Groups • Engaging All Learners	Keith Oswald, Asst Superintendent, Curriculum and Literacy Liz Perlman, Director, K-12 Literacy Debbie Battles, Exec. Director, Federal Programs and K-5 Literacy
White	Mathematics	annual measurable objective met	annual measurable objective met	annual measurable objective met	annual measurable objective met	
Black	Reading	All needs in the Total section including these additional: • Exposure to text that positively highlights students’ culture • Exposure to peer role models who can work as partners with them in the classroom • Enrich students’ home libraries with high interest adolescent literacy	All actions in the Total section including these additional: • Utilize additional lessons implementing a student-centered classroom with teacher facilitation • Ensure active student engagement with just right text • Utilize high-interest classroom libraries integrated into curriculum instruction	All strategies in the Total section including these additional: • Infuse African/African/American read-aloud books and lessons • Build capacity and mentoring opportunities within the school with veteran and new teachers • Provide opportunities for self-selection of high interest reading materials through book talks and book passes	All professional development in the Total section including these additional: African and African/American Curriculum	Keith Oswald, Asst Superintendent, Curriculum and Literacy Liz Perlman, Director, K-12 Literacy Debbie Battles, Exec. Director, Federal Programs and K-5 Literacy
		All needs in the Total section including these	All actions in the Total section including these additional: • Utilize the new supplemental sections of GO MATH program and other secondary programs • Offer training			

Black	Mathematics	<p>additional:</p> <ul style="list-style-type: none"> • Small group instruction developed with attention to deficiencies indicated in data collected • Review of skill gaps in the curriculum retaught if needed so further development can continue • Opportunity for practice for math fluency • Multiple opportunities in different ways to communicate with parents 	<p>on differentiated for diverse populations</p> <ul style="list-style-type: none"> • Attention given to mathematical definitions • Interrelations between the subject areas should be utilized • Utilize the new supplemental sections of GO MATH program and other secondary programs • Offer training on differentiated for diverse populations • Attention given to mathematical definitions • Interrelations between the subject areas should be utilized • On-line access to the grade 6-8 Mathematics textbooks 	<p>All strategies in the Total section including these additional:</p> <ul style="list-style-type: none"> • Small group instructions to meet individual needs • Use of Soar to Success to remediate according to individual students needs-elementary • Use V-math for remediation in Title I middle schools • Use Glencoe Math Triumphs for intensive work at non-Title I schools • Use Destination Math for home and school practice 	<p>All professional development in the Total section including these additional:</p> <p>Engaging All Learners and African and African/American Curriculum</p>	<p>Keith Oswald, Asst Superintendent, Curriculum and Literacy</p> <p>Liz Perlman, Director, K-12 Literacy</p> <p>Debbie Battles, Exec. Director, Federal Programs and K-5 Literacy</p>
Hispanic	Reading	<p>All needs in the Total section including these additional:</p> <ul style="list-style-type: none"> • Recognition that students' English may not be their first language and that parents may not speak English • Interaction time with each other and build community in the classroom • Exposure to text that positively highlights students' culture • Enrich students' home libraries with high interest adolescent literacy • Continuous motivation and rewards-tracking of short and long term goals 	<p>All actions in the Total section including these additional:</p> <ul style="list-style-type: none"> • Provide opportunities for students to the with teachers who are certified in ELL and also mainstreamed into regular classes • Teachers need to understand the needs of second language acquisition students • Provide additional opportunities to apply the use of academic terms and speak English in a safe environment 	<p>All strategies in the Total section including these additional:</p> <ul style="list-style-type: none"> • Offer exposure to peer role models who can work as partners with ELL students in the classroom • Build knowledge of instructional language • Expose students to texts that positively highlight their culture • Expose students to core curriculum in dual language settings • Help students monitor their own reading comprehension • Utilize the RIM to allow for differentiated instruction 	<p>All professional development in the Total section including these additional:</p> <ul style="list-style-type: none"> • Teaching in Community Groups and • Engaging All Learners 	<p>Keith Oswald, Asst Superintendent, Curriculum and Literacy</p> <p>Liz Perlman, Director, K-12 Literacy</p> <p>Debbie Battles, Exec. Director, Federal Programs and K-5 Literacy</p>

Hispanic	Mathematics	<p>All needs in the Total section including these additional:</p> <ul style="list-style-type: none"> • Small group instruction developed with attention to deficiencies indicated in data collection • Opportunity to practice skill fluency • Multiple opportunities in different ways to communicate with parents • Review of “skill gaps” in the curriculum retaught if needed so further development can continue 	<p>All actions in the Total section including these additional:</p> <ul style="list-style-type: none"> • Offering training in differentiation for diverse populations • Guided support specifically toward diverse learners and diverse intelligences • Attention given to mathematical definitions • Interrelations between subject areas should be utilized • Online access to the grade 6-8 mathematics textbook 	<p>All strategies in the Total section including these additional:</p> <ul style="list-style-type: none"> • Small group instruction to meet individual needs • Development of fluency in basic skills • Title I schools should use FASTT Math • Utilize curriculum support resources for families available on District Mathematics web page • Use Destination Math for home and school practice • Give students a variety of ways to demonstrate mastery 	<p>All professional development in the Total section including these additional:</p> <ul style="list-style-type: none"> • Teaching in Community Groups and • Engaging All Learners 	<p>Keith Oswald, Asst Superintendent, Curriculum and Literacy</p> <p>Liz Perlman, Director, K-12 Literacy</p> <p>Debbie Battles, Exec. Director, Federal Programs and K-5 Literacy</p>
Asian	Reading	<p>All needs in the Total section including these additional:</p> <ul style="list-style-type: none"> • Multiple opportunities in different ways to communicate with parents • Interaction time with each other and build community in the classroom • Engagement in conversations or discussions to apply academic terms correctly in English with fidelity • Exposure to text that positively highlights the students’ culture • Enrich students’ home libraries with high interest adolescent literacy • Recognition that students English may not be their first language and that parents may not 	<p>All actions in the Total section including these additional:</p> <ul style="list-style-type: none"> • Provide opportunities for students to be with teachers who are certified in ESOL and also mainstreamed into regular classes • Teachers to understand the needs of second language acquisition students • Provide additional opportunities to apply the use of academic terms and speak English in a safe environment • Offer exposure to peer role models who can work as partners with them in the classroom 	<p>All strategies in the Total section including these additional:</p> <ul style="list-style-type: none"> • Increased lessons with culturally relevant materials • Training about background knowledge about culture and traditions • Engage students in discussions about their interests • Expose to core curriculum in dual language settings • Help students to monitor their own reading comprehension • Utilize the RIM to allow for differentiated instruction • Utilize Learning Village • Utilize audio books to allow the students an understanding of a different learning style 	<p>All professional development in the Total section including these additional:</p> <ul style="list-style-type: none"> • Teaching in Community Groups • Engaging All Learners • RIM Training 	<p>Keith Oswald, Asst Superintendent, Curriculum and Literacy</p> <p>Liz Perlman, Director, K-12 Literacy</p> <p>Debbie Battles, Exec. Director, Federal Programs and K-5 Literacy</p>

		Speak English				
Asian	Mathematics	Annual measurable objective met	Annual measurable objective met	Annual measurable objective met	Annual measurable objective met	
American Indian	Reading	<p>All needs in the Total section including these additional:</p> <ul style="list-style-type: none"> • Interaction time with each other and build community in the classroom • Engagement in conversations or discussions to apply academic terms correctly in English with fidelity • Exposure to text that positively highlights the students' culture • Enrich students' home libraries with high interest adolescent literacy 	<p>All actions in the Total section including these additional:</p> <ul style="list-style-type: none"> • Provide opportunities for students to be with teachers who are certified in ESOL and also mainstreamed into regular classes • Provide additional opportunities to apply the use of academic terms and speak English in a safe environment • Offer exposure to peer role models who can work as partners with them in the classroom 	<p>All strategies in the Total section including these additional:</p> <ul style="list-style-type: none"> • Increased lessons with culturally relevant materials • Training about background knowledge about culture and traditions • Engage students in discussions about their interests • Expose to core curriculum in dual language settings • Help students to monitor their own reading comprehension • Utilize the RIM to allow for differentiated instruction • Utilize Learning Village • Utilize audio books to allow the students an understanding of a different learning style 	<p>All professional development in the Total section including these additional:</p> <ul style="list-style-type: none"> • Teaching in Community Groups • Engaging All Learners • RIM Training 	<p>Keith Oswald, Asst Superintendent, Curriculum and Literacy</p> <p>Liz Perlman, Director, K-12 Literacy</p> <p>Debbie Battles, Exec. Director, Federal Programs and K-5 Literacy</p>
American Indian	Mathematics	Annual measurable objective met	Annual measurable objective met	Annual measurable objective met	Annual measurable objective met	
			All actions in the Total section including these			

Economically Disadvantaged	Reading	<p>All needs in the Total section including these additional:</p> <ul style="list-style-type: none"> • Multiple opportunities in different ways to communicate with parents • Interaction time with each other and build community in the classroom • Enrich students' home libraries with high interest adolescent literacy • Continuous motivation and rewards – tracking long and short term goals to show growth and stamina 	<p>additional:</p> <ul style="list-style-type: none"> • All actions in the Total section including these additional: • Utilize additional lessons implementing a student-centered classroom with teacher facilitations • Provide additional time for independent reading in "just right" text • Align students' pre-requisite skills and frontloading lessons to match the needs of the students • Build capacity of teachers to strengthen learning for at-risk students 	<p>All strategies in the Total section including these additional:</p> <ul style="list-style-type: none"> • Engage students in academic discussion with teachers and students • Have additional materials and supplies for students that may not have any or who have forgotten work at home • Offer after school tutorial • Utilize the RIM to allow for differentiated instructions • Utilize Learning Village and through explicit teaching, modeling, and allowing for practice. 	<p>All professional development in the Total section including these additional:</p> <ul style="list-style-type: none"> • Training: Dr Ruby Payne's "A Framework For Understanding Poverty" • Teaching in Community Groups • Engaging All Learners • AIMS Web Training-Title I schools 	<p>Keith Oswald, Asst Superintendent, Curriculum and Literacy</p> <p>Liz Perlman, Director, K-12 Literacy</p> <p>Debbie Battles, Exec. Director, Federal Programs and K-5 Literacy</p>
Economically Disadvantaged	Mathematics	<p>All needs in the Total section including these additional:</p> <ul style="list-style-type: none"> • Small group instruction developed with attention to deficiencies indicated in data collected and from teacher observations • Instructional that develops mathematic al content that is developed at all 3 of the following levels: concrete, abstract, and representational • Opportunities for practice with Math fluency • Multiple opportunities in different ways to communicate with parents 	<p>All actions in the Total section including these additional:</p> <ul style="list-style-type: none"> • Utilize new sections of GO MATH programs and other secondary programs • Guided support specifically toward diverse learners and diverse intelligences • Attention given to mathematical definitions • Additional use of practice and scratch paper should be used to work out problems while reading the problems • Interrelations between subject areas should be utilized 	<p>All strategies in the Total section including these additional:</p> <ul style="list-style-type: none"> • Small group instruction to meet individual needs • Development of fluency in Basic Skills, especially in grades 2-5 • Use V-Math for remediation in Title I Middle Schools • Use Destination Math for home and school practice • Give students a variety of ways to demonstrate mastery • Utilize on-line interventions available 	<p>All professional development in the Total section including these additional:</p> <ul style="list-style-type: none"> • Training: Dr Ruby Payne's "A Framework For Understanding Poverty" • Teaching in Community Groups • Engaging All Learners • AIMS Web Training-Title I schools 	<p>Keith Oswald, Asst Superintendent, Curriculum and Literacy</p> <p>Liz Perlman, Director, K-12 Literacy</p> <p>Debbie Battles, Exec. Director, Federal Programs and K-5 Literacy</p>
			All actions in the Total section			

English Language Learners	Reading	<p>All needs in the Total section including these additional:</p> <ul style="list-style-type: none"> • Opportunity to learn academic content and English Language simultaneously • Additional opportunities to speak English outside of school • Additional time to develop English Language proficiency • Differentiate instruction due to varying levels of educational background • Provide more opportunities to involve parents in the learning process despite the language barrier 	<p>including these additional:</p> <ul style="list-style-type: none"> • Additional targeted training on the specific culture and linguistic needs of ELL students • Training in the use of heritage language (including dictionaries) to support English language development daily • Continue high expectations for ELL students • Ensure that assessments are used to place students and plan lessons • Additional opportunities should be provided for ELLs to interact academically with English-speaking peers 	<p>All strategies in the Total section including these additional:</p> <ul style="list-style-type: none"> • Provide opportunities for explicit instruction in academic language • Give students a variety of ways to demonstrate mastery • Utilize heritage language dictionaries to access prior knowledge • Develop critical higher order thinking skills in the second language • Provide opportunities for both listening-speaking and academic content language attainment simultaneously 	<p>All professional development in the Total section including these additional:</p> <ul style="list-style-type: none"> • Teaching in Community Groups • Engaging All Learners • AIMS Web Training-Title I schools 	<p>Keith Oswald, Asst Superintendent, Curriculum and Literacy</p> <p>Liz Perlman, Director, K-12 Literacy</p> <p>Debbie Battles, Exec. Director, Federal Programs and K-5 Literacy</p>
		<p>All needs in the Total section including these additional:</p> <ul style="list-style-type: none"> • Opportunity to learn academic content and 	<p>All actions in the Total section including these additional:</p> <ul style="list-style-type: none"> • Additional 			

English Language Learners	Mathematics	<p>English Language simultaneously</p> <ul style="list-style-type: none"> • Additional opportunities to speak English outside of school • Teachers need to connect ideas to experiences that students can relate to • Additional time to develop English Language proficiency • Differentiate instruction due to varying levels of educational background • Provide more opportunities to involve parents in the learning process despite the language barrier • Ensure the feeling of comfort and safety in the classroom so that the student will feel free to take risks 	<p>targeted training on the specific culture and linguistic needs of ELL students</p> <ul style="list-style-type: none"> • Training in the use of heritage language (including dictionaries) to support English language development daily • Manipulatives and other hands on activities should be used for frequently • Ensure that assessments are used to place students and plan lessons • Additional opportunities should be provided for ELLs to interact academically with English-speaking peers 	<p>All strategies in the Total section including these additional:</p> <ul style="list-style-type: none"> • Provide math instruction in the home language using English Text materials • Utilize Heritage Language dictionaries during math instruction for assistance in solving word problems • Utilize translations of basic math vocabulary that are part of Math textbooks • Teach mathematical concepts in a variety of ways to enhance understanding • Utilize Turn and Talk peers who speak their own language • Utilize volunteers where available for communication 	<p>All professional development in the Total section including these additional:</p> <ul style="list-style-type: none"> • Teaching in Community Groups • Engaging All Learners • AIMS Web Training-Title I schools 	<p>Keith Oswald, Asst Superintendent, Curriculum and Literacy</p> <p>Liz Perlman, Director, K-12 Literacy</p> <p>Debbie Battles, Exec. Director, Federal Programs and K-5 Literacy</p>
Students with Disabilities	Reading	<p>All needs in the Total section including these additional:</p> <ul style="list-style-type: none"> • A variety of teaching methods due to the complexity of the disability • Teachers instructing SWD must be competent in teaching both NGSSS and Access Points • Additional explicit and systematic instruction and of the classroom infrastructure is not adequate • Additional communication with parents regarding student achievement • Multiple 	<p>All actions in the Total section including these additional:</p> <ul style="list-style-type: none"> • Training on scheduling ESE students to accommodate state mandated courses for SWD • Additional follow-up training on strategies for ESE students • Use a variety of assessments and accommodations • Place highly qualified and certified teachers with ESE students 	<p>All strategies in the Total section including these additional:</p> <ul style="list-style-type: none"> • Receive staff development pertinent to trainings related to the teaching assignment • Utilize RtI materials and strategies provided for SWD not making adequate process • Continue to develop a cadre of staff familiar with intervention programs and strategies to provide staff development to all teachers • Utilize community agencies to assist with family needs • Use results of the balanced assessment system to set learning targets and guide teaching and learning 	<p>All professional development in the Total section including these additional:</p> <ul style="list-style-type: none"> • Differentiated Instruction • Support Facilitation • Station Training • Wilson Literacy Programs • TEACCH • Picture Exchange Communication • PCI Reading • MeVille to WeVille • Visual Phonics • Read and Write Gold • Supporting the ESE Curriculum with Technology 	<p>Keith Oswald, Asst Superintendent, Curriculum and Literacy</p> <p>Liz Perlman, Director, K-12 Literacy</p> <p>Debbie Battles, Exec. Director, Federal Programs and K-5 Literacy</p>

		opportunities in different ways to communicate with parents		strategies		
Students with Disabilities	Mathematics	<p>All needs in the Total section including these additional:</p> <ul style="list-style-type: none"> • A variety of teaching methods due to the complexity of the disability • High motivation and expectation • Understand their own complex nature of their disability and how they can use strategies to overcome it • Teachers instructing SWD must be competent in teaching both NGSSS and Access Points • Additional explicit and systematic instruction and of the classroom infrastructure is not adequate • Additional communication with parents regarding student achievement • Multiple opportunities in different ways to communicate with parents • Small group instruction and informal assessments given by teachers to appropriately determine the make-up of groups 	<p>All actions in the Total section including these additional:</p> <ul style="list-style-type: none"> • Training on scheduling ESE students to accommodate state mandated courses for SWD • Ensure that ESE students are given supports and tools for assessments. • Analyze data to find a student's exact academic performance level so that instruction can be properly delivered. • Additional follow-up training on strategies for ESE students • Use a variety of assessments and accommodations • Place highly qualified and certified teachers with ESE students 	<p>All strategies in the Total section including these additional:</p> <ul style="list-style-type: none"> • Receive staff development pertinent to trainings related to the teaching assignment • Utilize RTI materials and strategies provided for SWD not making adequate process • Utilize V-Math for appropriate SWD populations in middle school; access to SRA Number Worlds in elementary schools • Continue to develop a cadre of staff familiar with intervention programs and strategies to provide staff development to all teachers • Utilize community agencies to assist with family needs • Use results of the balanced assessment system to set learning targets and guide teaching and learning strategies 	<p>All professional development in the Total section including these additional:</p> <ul style="list-style-type: none"> • Differentiated Instruction • Support Facilitation • Station Teaching • Effective Instructional Strategies • SRA Number Words • Equals Math by Ablenet • Supporting ESE Curriculum with Technology 	<p>Keith Oswald, Asst Superintendent, Curriculum and Literacy</p> <p>Liz Perlman, Director, K-12 Literacy</p> <p>Debbie Battles, Exec. Director, Federal Programs and K-5 Literacy</p>
Other (e.g. Migrant) [as needed]	Reading	none	none	none	none	none
Other (e.g. Migrant) [as needed]	Mathematics	none	none	none	none	none

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	<p>The CCRP correlates to all Next Generation Sunshine State Standards in Reading and addresses five essential areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. The CCRP is used to provide both initial and differentiated instruction for students. The district's CCRP for the school year will be Macmillan McGraw-Hill "Treasures". Components of the core program will be used during the initial instruction (ii) period of reading (uninterrupted 90-minute block). This will include anthology readers and big books for whole group instruction. Leveled readers, Time for Kids magazine collections, and other core and ancillary materials will be utilized for small group differentiated instruction.</p> <p>Select schools will integrate some components of the core materials into the Reading Workshop Model, as outlined by the Teachers' College at Columbia University. Schools implementing Reading Workshop will be trained to implement components of the CCRP, as well as other resources to teach standards and benchmarks within the Reading Workshop Model.</p> <p>The district will provide all schools with an optional curriculum framework in reading and writing for each grade level (K-5). The framework will include an instructional calendar and scope and sequence that will outline the standards and benchmarks to be taught each day and will incorporate the use of complex text. This is the method by which various components of the Macmillan McGraw-Hill "Treasures" core reading program will be implemented. The whole group portion of the initial instruction period will be provided for teachers and will include samples of explicitly scripted teacher talk. These daily whole group lessons will incorporate the use of Macmillan core materials, including the anthology, Time for Kids, letter tiles, read-alouds, big books, etc.</p> <p>Training integrating the use of the core reading materials and the Common Core State Standards into a balanced literacy framework will be provided during the school year for teachers in order to ensure fidelity of implementation.</p>
MIDDLE	<p>Students who demonstrate reading deficiencies via FCAT Reading 2.0, FAIR, and teacher input are qualified for reading intervention. The length and type of intervention is determined by the attached reading charts (Chart G). With the inclusion of the Common Core literacy standards in social studies, science, and technical subjects, we are focusing on PD that shows teachers how to determine text complexity. Additionally, we are working with teachers to identify short yet complex informational texts which they can use in class during whole group, explicit instruction. Finally, we are implementing a PD that uses the Lesson Study concept but truly focuses on asking text-specific, complex questions.</p> <p>For our most intensive Level 1 students with significant deficits in decoding and text efficiency, some schools will use the Wilson Reading System. The Wilson Reading System is a highly structured reading and writing intervention program for 3rd – 12th grade struggling readers. It helps these students learn the structure of words and language by directly instructing them to decode and encode fluently. It targets the needs of students who are significantly below grade level in reading. As part of differentiated instruction, The Wilson Reading System offers teachers access to both fiction and non-fiction informational text passages. Wilson focuses on fluent application of total word structure in text. Leveled Resources include decodable, fiction age-appropriate passages. Non-Fiction Informational Passages are offered as authentic articles to be used as read alouds and are paired with decodable versions of the same text for the struggling reader to be used for independent reading. SRA Corrective Reading is a comprehensive intervention program designed for students in grades 4-12. It targets students who are reading one or more years below grade level and is appropriate for students who are in ESE classrooms. MEville to WEville Extended Set with Start to Finish Literacy Program is for Elementary and Middle school students with significant cognitive disabilities. It systematically targets literacy skills incorporating content area goals and objectives. Step-by-Step integration of reading, writing, augmentative communication and listening skills is included. It incorporates a range of assistive technology. Wilson Just Words (Phonemic Awareness, Phonics, Vocabulary) provides a curriculum for the study of word structure through the six syllable types and the most common Latin roots, prefixes and suffixes to enable students to acquire the skills and strategies needed to access increasingly complex text. It is designed for students requiring explicit instruction in decoding and spelling due to word-level deficits and is based on research of Wilson Reading System.</p> <p>Great Leaps Reading Program (fluency: oral reading): This program is for K-12 students needing support with fluency and reading complex text. Teachers, volunteers, or paraprofessional work individually with students on timed reading, with immediate error correction. This program has been reviewed by FCRR.</p> <p>For struggling learners, tier 2 and tier 3 interventions from the Strategic Instruction Model utilize explicit instruction in specific strategies to help students with vocabulary and comprehension skills needed to read more complex text. For example, the Inference Strategy teaches students how to read and respond to inferential questions related to a passage. The Word</p>

	<p>Mapping Strategy teaches students how to predict the meaning of words by learning the meanings of prefixes, suffixes and roots. All of the SIM strategies require active participation of the students in the learning process. The lessons are scaffolded through modeling, guided and independent practice. Progress monitoring is built into the strategies as well.</p> <p>Strategies include:</p> <p>Word ID- decoding of multisyllabic words</p> <p>Word Mapping – generative vocabulary strategy teaches meanings of the morphemes and predicting meaning</p> <p>Fundamentals of Paraphrasing and Summarizing – paraphrasing at the word, phrase, sentence and paragraph level. Identifying main idea, topic and detail sentences.</p> <p>Paraphrasing- paraphrasing at the paragraph level</p> <p>Inference –students learn to interact with text, identifying different inferential question types and clues that help answer those questions</p> <p>Self Questioning- students interact with the text asking questions as they read and checking their accuracy as they proceed</p> <p>Visual Imagery – students form a movie in their mind and adjust the scene as new information becomes available.</p> <p>Research Base: The University of Kansas Center for Research on Learning (KU-CRL)</p> <p>Caught Reading (vocabulary, fluency & comprehension.): Caught Reading is designed for students in grades 6-12 students with disabilities. It is a high interest balanced reading program that uses leveled novels to develop phonics and decoding skills through real reading.</p> <p>The SIM Content Enhancement Routines (4-12): Teaching routines that help content area teachers work in partnership with students to present information in a way that access students’ background knowledge, associations and links text, topics, concepts and vocabulary words to the associations and knowledge they already know.</p> <p>Research Base: The University of Kansas Center for Research on Learning (KU-CRL)</p>
HIGH	<p>Via professional development and resources offered in Learning Village, teachers will be trained on how to determine text complexity and be provided with examples of complex text to share with students. Learning Village provides daily lesson plans (in which complex text will be included). Additionally, all high school reading classes will use a complex text throughout the week as a warm-up (independent reading on Monday, guided reading on Tuesday, vocabulary on Wednesday, questions on Thursday, and writing in response to text on Friday). Finally, a CIS unit utilizing a complex text is uploaded into LV once a month.</p> <p>For struggling adolescent learners, tier 2 and tier 3 interventions from the Strategic Instruction Model utilize explicit instruction in specific strategies to help students with vocabulary and comprehension skills needed to read more complex text. For example, the Inference Strategy teaches students how to read and respond to inferential questions related to a passage. The Word Mapping Strategy teaches students how to predict the meaning of words by learning the meanings of prefixes, suffixes and roots. All of the SIM strategies require active participation of the students in the learning process. The lessons are scaffolded through modeling, guided and independent practice. Progress monitoring is built into the strategies as well.</p> <p>SIM Learning Strategies 4-12:</p> <p>Strategies include:</p> <p>Word ID- decoding of multisyllabic words</p> <p>Word Mapping – generative vocabulary strategy teaches meanings of the morphemes and predicting meaning</p> <p>Fundamentals of Paraphrasing and Summarizing – paraphrasing at the word, phrase, sentence and paragraph level. Identifying main idea, topic and detail sentences.</p> <p>Paraphrasing- paraphrasing at the paragraph level</p> <p>Inference –students learn to interact with text, identifying different inferential question types and clues that help answer those questions</p> <p>Self Questioning- students interact with the text asking questions as they read and checking their accuracy as they proceed</p> <p>Visual Imagery – students form a movie in their mind and adjust the scene as new information becomes available.</p> <p>Research Base: The University of Kansas Center for Research on Learning (KU-CRL)</p> <p>Caught Reading (vocabulary, fluency & comprehension.): Caught Reading is designed for students in grades 6-12 students with disabilities. It is a high interest balanced reading program that uses leveled novels to develop phonics and decoding skills through real reading.</p> <p>The SIM Content Enhancement Routines (4-12): Teaching routines that help content area teachers work in partnership with students to present information in a way that access students’ background knowledge, associations and links text, topics, concepts and vocabulary words to the associations and knowledge they already know.</p> <p>Research Base: The University of Kansas Center for Research on Learning (KU-CRL)</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>Research-based materials to be used to provide reading intervention during the one-hour extended day in impacted schools have yet to be determined. However, they will be selected based on the five essential areas of reading and targeted to students' individual learning needs as determined by the administration of a diagnostic assessment.</p> <p>Site-based staff will design instruction to link reading instruction provided during the day with extended day activities . Schools will use their own staff members and resources during the extended day sessions. Teachers participating in the extended day program will be able to use reteaching strategies and additional resources from the district's curriculum frameworks to provide instruction.</p> <p>Teachers will utilize measures of text complexity, including the Fountas and Pinnell text gradient, in order to match students to appropriately complex text. Teachers will guide students to self-select "just right" books for independent reading practice. Teachers will provide sustained periods of time for students to read independently and extend their range of reading.</p> <p>The district will also provide teachers with grade-level lists of complex texts to be utilized throughout the year. During the upcoming reading adoption, the reading adoption committee will focus on identifying instructional materials packages that include adequate amounts of complex texts.</p> <p>Classroom libraries will extend beyond the core resources and contain books with a variety of genres, topics, and levels of text complexity. Teachers will assign students with the task of arranging and labeling the books in the classroom library, which will allow them to become more familiar with the books in the library and generate an interest in reading them.</p> <p>The district will provide specific whole group lessons in the optional curriculum frameworks related to the organization and effective use of the classroom library. The lessons will include strategies for choosing appropriate ("just right") books, as well as include student reading interest inventories and goal setting in order to increase students' motivation to read.</p> <p>Teachers and Media Specialists will provide opportunities that develop intrinsic motivation to read through activities such as Reader's Theatre, school book clubs, book fairs, classroom literature circles, book passes, book talks, visiting authors, open library checkout times, family reading nights, etc.</p> <p>In addition to receiving initial instruction in reading during the uninterrupted 90-minute reading block, students with reading deficiencies will be required to receive a minimum of 30 minutes of immediate intensive intervention (iii) 5 days per week from the classroom teacher, ESE teacher, ELL teacher, or reading resource teacher. The iii period will be provided in addition to or as an extension of the 90-minute reading block. Teachers implementing iii must provide focused explicit instruction in students' specific areas of need(s), identified by a diagnostic reading assessment that assesses the five components of reading, such as the K-4 Assessment. The Florida Assessments in Reading will also be used by kindergarten teachers, Correct II, and Intervene schools to target the interventions needed. Interventions will be modified and/or intensified according to results of ongoing progress monitoring.</p> <p>Group size for iii will range from 4-7 students with the cap size being seven students.</p> <p>Level 1 and 2 students (based on FCAT results) in grades 4 and 5 will be considered to have a reading deficiency and must receive daily iii until the deficiency is remediated. Students in grades K-3 who are reading below grade level according to the pacing chart provided with the K-4 Assessment will be considered to have a reading deficiency and must receive daily iii until the deficiency is remediated.</p> <p>School master schedules and individual student schedules must include iii time on a daily basis. Principals will be responsible and accountable for ensuring that all students considered to have a reading deficiency are noted in the district's information database (TERMS) both in coding and by their schedules. Principals are also responsible for ensuring fidelity of implementation of immediate intensive instruction services.</p> <p>The district will monitor implementation by reviewing all school master schedules and conducting fidelity checks to ensure that iii is being provided as it is noted in scheduling and with fidelity.</p>
	<p>With the inclusion of the Common Core literacy standards in social studies, science, and technical subjects, we are focusing on PD that shows teachers how to determine text complexity. Additionally, we are working with teachers to identify short yet complex informational texts which they can use in class during whole group, explicit instruction. Finally, we are implementing a PD that uses the Lesson Study concept but truly focuses on asking text-specific, complex questions.</p> <p>For our most intensive Level 1 students with significant deficits in decoding and text efficiency, some schools will use the Wilson Reading System. The Wilson Reading System is a highly structured reading and writing intervention program for 3rd –</p>

12th grade struggling readers. It helps these students learn the structure of words and language by directly instructing them to decode and encode fluently. It targets the needs of students who are significantly below grade level in reading. As part of differentiated instruction, The Wilson Reading System offers teachers access to both fiction and non-fiction informational text passages. Wilson focuses on fluent application of total word structure in text. Leveled Resources include decodable, fiction age-appropriate passages. Non-Fiction Informational Passages are offered as authentic articles to be used as read alouds and are paired with decodable versions of the same text for the struggling reader to be used for independent reading. SRA Corrective Reading is a comprehensive intervention program designed for students in grades 4-12. It targets students who are reading one or more years below grade level and is appropriate for students who are in ESE classrooms. MEville to WEville Extended Set with Start to Finish Literacy Program is for Elementary and Middle school students with significant cognitive disabilities. It systematically targets literacy skills incorporating content area goals and objectives. Step-by-Step integration of reading, writing, augmentative communication and listening skills is included. It incorporates a range of assistive technology. Wilson Just Words (Phonemic Awareness, Phonics, Vocabulary) provides a curriculum for the study of word structure through the six syllable types and the most common Latin roots, prefixes and suffixes to enable students to acquire the skills and strategies needed to access increasingly complex text. It is designed for students requiring explicit instruction in decoding and spelling due to word-level deficits and is based on research of Wilson Reading System.

Great Leaps Reading Program (fluency: oral reading): This program is for K-12 students needing support with fluency and reading complex text. Teachers, volunteers, or paraprofessional work individually with students on timed reading, with immediate error correction. This program has been reviewed by FCRR.

MIDDLE

For struggling learners, tier 2 and tier 3 interventions from the Strategic Instruction Model utilize explicit instruction in specific strategies to help students with vocabulary and comprehension skills needed to read more complex text. For example, the Inference Strategy teaches students how to read and respond to inferential questions related to a passage. The Word Mapping Strategy teaches students how to predict the meaning of words by learning the meanings of prefixes, suffixes and roots. All of the SIM strategies require active participation of the students in the learning process. The lessons are scaffolded through modeling, guided and independent practice. Progress monitoring is built into the strategies as well.

Strategies include:

Word ID- decoding of multisyllabic words

Word Mapping – generative vocabulary strategy teaches meanings of the morphemes and predicting meaning

Fundamentals of Paraphrasing and Summarizing – paraphrasing at the word, phrase, sentence and paragraph level. Identifying main idea, topic and detail sentences.

Paraphrasing- paraphrasing at the paragraph level

Inference –students learn to interact with text, identifying different inferential question types and clues that help answer those questions

Self Questioning- students interact with the text asking questions as they read and checking their accuracy as they proceed

Visual Imagery – students form a movie in their mind and adjust the scene as new information becomes available.

Research Base: The University of Kansas Center for Research on Learning (KU-CRL)

Caught Reading (vocabulary, fluency & comprehension.): Caught Reading is designed for students in grades 6-12 students with disabilities. It is a high interest balanced reading program that uses leveled novels to develop phonics and decoding skills through real reading.

The SIM Content Enhancement Routines (4-12): Teaching routines that help content area teachers work in partnership with students to present information in a way that access students' background knowledge, associations and links text, topics, concepts and vocabulary words to the associations and knowledge they already know.

Research Base: The University of Kansas Center for Research on Learning (KU-CRL)

Via professional development and resources offered in Learning Village, teachers will be trained on how to determine text complexity and be provided with examples of complex text to share with students. Learning Village provides daily lesson plans (in which complex text will be included). Additionally, all high school reading classes will use a complex text throughout the week as a warm-up (independent reading on Monday, guided reading on Tuesday, vocabulary on Wednesday, questions on Thursday, and writing in response to text on Friday). Finally, a CIS unit utilizing a complex text is uploaded into LV once a month.

For struggling adolescent learners, tier 2 and tier 3 interventions from the Strategic Instruction Model utilize explicit instruction in specific strategies to help students with vocabulary and comprehension skills needed to read more complex text. For example, the Inference Strategy teaches students how to read and respond to inferential questions related to a passage. The Word Mapping Strategy teaches students how to predict the meaning of words by learning the meanings of prefixes, suffixes and roots. All of the SIM strategies require active participation of the students in the learning process. The lessons are scaffolded through modeling, guided and independent practice. Progress monitoring is built into the strategies as well.

SIM Learning Strategies 4-12:

Strategies include:

Word ID- decoding of multisyllabic words

HIGH	<p>Word Mapping – generative vocabulary strategy teaches meanings of the morphemes and predicting meaning</p> <p>Fundamentals of Paraphrasing and Summarizing – paraphrasing at the word, phrase, sentence and paragraph level. Identifying main idea, topic and detail sentences.</p> <p>Paraphrasing- paraphrasing at the paragraph level</p> <p>Inference –students learn to interact with text, identifying different inferential question types and clues that help answer those questions</p> <p>Self Questioning- students interact with the text asking questions as they read and checking their accuracy as they proceed</p> <p>Visual Imagery – students form a movie in their mind and adjust the scene as new information becomes available.</p> <p>Research Base: The University of Kansas Center for Research on Learning (KU-CRL)</p> <p>Caught Reading (vocabulary, fluency & comprehension.): Caught Reading is designed for students in grades 6-12 students with disabilities. It is a high interest balanced reading program that uses leveled novels to develop phonics and decoding skills through real reading.</p> <p>The SIM Content Enhancement Routines (4-12): Teaching routines that help content area teachers work in partnership with students to present information in a way that access students’ background knowledge, associations and links text, topics, concepts and vocabulary words to the associations and knowledge they already know.</p> <p>Research Base: The University of Kansas Center for Research on Learning (KU-CRL)</p>
Additional Information	

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

Title I District Improvement Plan - (Part 3_2)

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

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
	<p>Individual school sites will provide before- and after-school programs as well as Saturday tutorials for their students. In addition, the following programs will be available at selected schools to provide mentoring and tutoring activities for students outside of regular school hours:</p> <ul style="list-style-type: none"> -Tutoring services offered as part of NCLB Choice Program -Mentoring from business partners in the community -Extended day for schools on the state's list of 100 lowest-performing elementary schools (mandatory by law) -Extended school year program (ESY) for ESE students (as determined by IEP teams) <p>Teachers of Extended School Year (ESY) will receive information from the regular school year teachers, including but not limited to criterion-based assessments, curriculum-based assessments, individual student goals, and interventions implemented. Materials used for instruction will include those used during the regular school year, such as Foundations, Wilson Reading Program, Just Words, Great Leaps, SRA Reading Mastery Plus, SIM Learning Strategies, PCI Reading, MEville to WEville, Unique Learning, and Read and Write Gold. Eligibility for ESY for ESE students is determined by the IEP team.</p> <p>Principals are responsible for monitoring to make sure that eligible students are able to take advantage of the opportunities for additional academic support.</p>		<p>Indiviudal Schools,</p> <p>Keith Oswald, Asst.</p>

ELEMENTARY	<p>Valid certification (up-to-date and matches teaching assignment) Evidence of prior success teaching reading to struggling readers as indicated by various assessment data and student work samples over time Expertise in tailoring instruction to meet students' needs as well as accelerate their learning Extensive experience in guided reading and reading running record assessment Priority to previous reading coaches, reading resource teachers, SAI teachers, teachers from Columbia University-affiliated) Reading Workshop schools, and teachers with training in Reading Recovery, Developing Literacy First (DLF), Early Literacy Inservice Course (ELIC) and/or Literacy in Action centers</p> <p>Although we do not have confirmation of the 100 lowest-performing elementary schools based on the state reading assessment, district leadership has formulated with a list of schools in the district that might potentially fall into this category and budget projections are being made. Initial plans for implementation of this mandate are currently being developed. Once the list of 100 lowest-performing elementary schools is released by the FLDOE, the district will communicate to the principals of those schools and provide them with guidelines for providing the additional hour of intensive reading instruction. Technical assistance will be provided to the schools, as well as support from area and district staff, and follow up visits will be made to the schools throughout the year to ensure fidelity to the guidelines.</p> <p>Most elementary schools already provide additional time outside the regular school day for intensive reading instruction through tutoring programs. Some offer afterschool tutoring programs during the weekdays while others offer support on Saturdays.</p>	Daily, weekly or on Saturdays as determined by the individual school	<p>Supt Curriculum & Learning</p> <p>Liz Perlman, Director K-12 Literacy</p> <p>Joanne Beckner, Director After School Programs</p>
MIDDLE	<p>Using the reading intervention placement charts, schools will place students who need reading intervention in the appropriate classes. This way, students who need assistance in decoding and text reading efficiency will receive the intervention they need.</p> <p>a. Tutoring programs b. Cross-age tutoring c. Mentoring programs d. Summer camps for low performing readers</p> <p>School Based Tutorial Programs are individualized per school sites in regards to providing before- and after- school programs as well as Saturday tutorials for their students. Each school designs the curriculum using the Curriculum Framework and provides the staff, materials, and funding. Credit Recovery through ComPass Learning Lab will help over-aged students to make some progress and students in danger of failing one or more core subjects (core= Math, Soc. Std., Sci., Language Arts) or attend the ComPass Learning Lab from April 20 – June 3 for 2 class periods each day or every other day if on block schedule. The student will receive an average of the first three quarters.</p> <p>The PASS program is a remediation intervention for middle school students. If a student fails a core course, he/she can receive a grade change to a D by attending sessions in the quarter following the failure and by showing mastery of the subject area. Additional assistance or alternative strategies are utilized in this after-school assistance program. The goal is to offer an option for middle school students to move on to the next grade because they are not offered the option of summer school.</p> <p>Teachers of Extended School Year (ESY) will receive information from the regular school year teachers, including but not limited to criterion-based assessments, curriculum-based assessments, individual student goals, and interventions implemented. Materials used for instruction will include those used during the regular school year. Eligibility for ESY for ESE students is determined by the IEP team.</p>	daily, weekly or Saturdays as determined by the individual school	<p>Individual Schools,</p> <p>Keith Oswald, Asst. Superintendent Curriculum & Learning</p> <p>Liz Perlman, Director K-12 Literacy</p>

HIGH	<p>Using the reading intervention placement charts, schools will place students who need reading intervention in the appropriate classes. This way, students who need assistance in decoding and text reading efficiency will receive the intervention they need.</p> <p>a. Tutoring programs b. Cross-age tutoring c. Mentoring programs d. Credit Recovery e. Summer camps/schools for low performing readers.</p> <p>School Based Tutorial Programs are individualized per school sites in regards to providing before- and after- school programs as well as Saturday tutorials for their students. Each school designs the curriculum using the Curriculum Frameworks and provides the staff, materials, and funding. Credit recovery through Ed Options, E2020 or Palm Beach Virtual School will help over-aged students to make some progress and students in danger of failing one or more core subjects (core= Math, Soc. Std., Sci., Language Arts). This is an ongoing program to support students in achieving course credits needed for graduation.</p> <p>The PASS program is a remediation intervention for high school students. If a student fails a core course, he/she can receive a grade change to a D by attending sessions in the quarter following the failure and by showing mastery of the subject area. Additional assistance or alternative strategies are utilized in this after-school assistance program. The goal is to offer an option for middle school students to move on to the next grade because they are not offered the option of summer school.</p> <p>Teachers of Extended School Year (ESY) will receive information from the regular school year teachers, including but not limited to criterion-based assessments, curriculum-based assessments, individual student goals, and interventions implemented. Materials used for instruction will include those used during the regular school year. Eligibility for ESY for ESE students is determined by the IEP team.</p>	Daily, Weekly or Saturdays as determined by the individual school	Individual Schools, Keith Oswald, Asst. Superintendent Curriculum & Learning Liz Perlman, Director K-12 Literacy Debra Johnson, Principal Virtual School
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 3-5 FCAT Levels 1 and 2 and Grades 3-5 Predicted Level 1 and 2 as identified by District Diagnostics	16 Weeks	Individual Schools
MIDDLE	Grades 6-8 FCAT Levels 1, 2, or 3.	16 Weeks	Individual Schools
HIGH	Grades 9-12 and 11-12 FCAT Retakers as well as Saturday Success Academy	16 Weeks	Individual Schools

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
		? FASTT Math will be used in Title 1 elementary schools	

ELEMENTARY	<p>Utilize Houghton Mifflin-Harcourt Publishing Go Math! Textbook series. The series is research based and aligned to the Next Generation Sunshine State Standards.</p> <p>? For kindergarten and first grade students, OnCore lessons will be used to meet the Common Core State Standards for Mathematics not met with the Go Math! series.</p> <p>? Also utilizing the district created materials to support the OnCore lessons.</p>	<p>to develop fluency with mathematical operations.</p> <p>? Gizmos will be used in Title 1 schools to assist teachers in developing student understanding of the concepts being taught through visual representation in a digital format.</p> <p>? Destination Math features sequenced, prescriptive, step by step instructions to help students learn mathematical concepts and strategies in addition to procedural fluency.</p> <p>? Soar to Success is a software program that is used in conjunction with the adopted textbook. The program is utilized as an intervention for students having difficulties with specific difficulties with math concepts. The program utilizes a tutorial for instruction of the concept then monitors progress of student mastery of the concept.</p> <p>? Other remediation resources available on the Think Central.</p>	<ul style="list-style-type: none"> • Carousel activity identifying roles of coaches in the schools. • Role play activity to model various situations that occur at schools and how coaches can handle the situations. • Mathematics Coach Trainings • Lesson Study (Safe Schools) • Differentiated Instruction (ESE)
MIDDLE	<p>Glencoe McGraw-Hill Mathematics is the adopted textbook series. These texts are:</p> <ul style="list-style-type: none"> • Research-based • State adopted • Aligned to the Next Generation Sunshine State Standards • Chosen by a committee comprised of teachers, district personnel, school administrators, and community representatives <p>Glencoe Math Connects Plus: Course 1, Course 2, and Course 3</p>	<ul style="list-style-type: none"> • Destination Math features sequenced, prescriptive, step-by-step instructions to help students develop fluency in critical skills, math reasoning, conceptual understanding and problem-solving skills. • Gizmos, provided to Title I schools, are interactive online simulations for mathematics and science in grades 3-12 designed to supplement curriculum to develop a deep understanding of challenging concepts through inquiry and exploration. • FCAT Explorer; is an online education program for Florida's students that reinforces math skills and benchmarks outlined in the Next Generation Sunshine State Standards. • TransMath, provided to Title I middle schools, is a math intervention program that meets students at their specific level to fill in critical learning gaps using a balanced, systematic approach that must be followed with fidelity to create independent learners. • Glencoe Math Triumphs is available for intensive middle school mathematics at all non-Title I middle schools. • Grades 6 – 8, Algebra & Geometry Readiness Packets for all students prior to enrollment • Curriculum support resources on the district webpage for families • Learning Village Lessons and support resources for teachers • Online support resources are available for all mathematics courses from Grade 6 up through Algebra 2 through the online textbook sites. • Online access to the Grades 6 – 8 Mathematics textbook, Algebra 1, Geometry, and Algebra 2 are available through Edline. 	<ul style="list-style-type: none"> • Mathematics Item Specification, FCAT 2.0, & EOC • Content Area Training for grades 6, 7, 8, Algebra 1, and Geometry, to include the 8 Standards for Mathematical Practice • Mathematics Coach Trainings • TransMath Training (Publisher provided) • Lesson Study (Safe Schools) • Differentiated Instruction (ESE)
	<p>The currently adopted textbooks listed below are:</p> <ul style="list-style-type: none"> • Research-based • State adopted • Aligned to the Next Generation Sunshine State Standards • Chosen by a committee comprised of teachers, district 	<ul style="list-style-type: none"> • Destination Math features sequenced, prescriptive, step-by-step instructions to help students develop fluency in critical skills, math reasoning, conceptual understanding and problem-solving skills. 	

HIGH	<p>personnel, school administrators, and community representatives</p> <p>Prentice Hall Algebra 1, Florida Edition, 2011</p> <p>Prentice Hall Algebra 1 Honors Gold, Florida Edition, 2011</p> <p>Glencoe/ McGraw –Hill, Geometry Concepts and Applications, 2008</p> <p>Prentice Hall Geometry, Florida Edition, 2011</p> <p>Prentice Hall Geometry Honors Gold, Florida Edition, 2011</p> <p>Prentice Hall Algebra 2, Florida Edition, 2011</p> <p>Prentice Hall Algebra 2 Honors Gold, Florida Edition, 2011</p> <p>Cengage Learning – South Western, Financial Algebra, 2011</p> <p>Prentice Hall Liberal Arts Mathematics: A Florida Course, 2011</p> <p>Glencoe Mathematics for Business and Personal Finance, 2010</p> <p>Cengage Learning Intermediate Algebra with Applications, 2010</p> <p>Prentice Hall Algebra and Trigonometry, 2010</p>	<ul style="list-style-type: none"> • Gizmos, provided to Title I schools, are interactive online simulations for mathematics and science in grades 3-12 designed to supplement curriculum to develop a deep understanding of challenging concepts through inquiry and exploration. • FCAT Explorer; is an online education program for Florida's students that reinforces math skills and benchmarks outlined in the Next Generation Sunshine State Standards. • Inside Algebra, provided to select Title I High Schools, is an Algebra 1 intervention/ preparation program using a systematic, balanced approach to provide Algebra support. • Algebra & Geometry Readiness Packets for all students prior to enrollment • Curriculum support resources on the district webpage for families • Learning Village Lessons and support resources for teachers • Online support resources are available for all mathematics courses for Algebra 1, Geometry, and Algebra 2 through the online textbook sites. • Online access to the Algebra 1, Geometry, and Algebra 2 textbooks are available through Edline. 	<ul style="list-style-type: none"> • Mathematics Item Specification and EOC Training • Content Area Training for grades Algebra 1 and Geometry, to include the 8 Standards for Mathematical Practice • AP Roundtables • Math for College Readiness Roundtables • Mathematics Coach Trainings • Inside Algebra Training (Publisher Provided) • Lesson Study (Safe Schools) • Differentiated Instruction (ESE)

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
Tutorials	Students in Grades 3-5 scoring a Level 1 and 2 on FCAT and predicted Level 1s and 2s as identified by District Diagnostic Assessments	Determined by School	Individual Schools and Area Offices
Saturday Success Academy	Students scoring Levels 1, 2, or 3 on previous year's FCAT mathematics assessment.	16 weeks	Individual Schools and Area Offices
Compass Credit Recovery	Failing students in (6-8), Level 1 and 2 Intervention Students	Credit Recovery, Course Remediation and RtI Intervention	Keith Oswald, Asst Superintendent Curriculum & Learning
e2020	Biology students who demonstrated significant weaknesses on the winter diagnostic or who scored Levels 1 or 2 on previous year's FCAT mathematics assessment.	Benchmark Review, Course Remediation	High Schools and Area Offices
Extended Day	Elementary Schools on the Low 100 List plus 1 SIG school	School Year 2012-2013	Frank Rodriquez, Asst Superintendent Quality Assurance Keith Oswald, Asst Superintendent Curriculum & Learning
Summer-*JumpStart to High School Algebra or Geometry	Failing students or Level 1 and 2 Intervention Students in Grades 6-10	Daily for Multiple Weeks	Keith Oswald, Asst. Superintendent Curriculum & Learning

After School and Summer - Retake Academy for Algebra and Geometry EOCs	Failing Students in Algebra and Geometry in middle and high schools	Daily for Multiple Weeks	Keith Oswald, Ass Superintendent Curriculum & Learning
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Title I District Improvement Plan - (Part 5)

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

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Houghton Mifflin Harcourt – Florida Science Fusion is the currently adopted textbook series. The series is researched-based, state adopted, aligned to the Next Generation Sunshine State Standards, and was chosen by district teachers and committees.	Gizmos are interactive online simulations for mathematics and science that are in grades 3-12* designed to supplement curriculum to develop a deep understanding of challenging concepts through inquiry and exploration; FCAT Explorer is an online education program for Florida’s students that reinforces science concepts and benchmarks outlined in the Next Generation Sunshine State Standards. FCAT Focus offers online mini-assessments for Florida’s 5th grade students. Discovery Education is an electronic resource available to all schools, aligned to NGSSS benchmark and designed to supplement curriculum through full-length videos, clips, online quizzes and print resources. *purchased by the district for Title I schools only.	Next Generation Sunshine State Standards (NGSSS) Professional Development is offered to facilitate the implementation of the district-wide core curriculum. All teachers are provided with a Science Curriculum Framework accessible through Learning Village. This framework includes but is not limited to a scope & sequence, calendar, and lesson plans with bellringers. Periodic comprehension checks and diagnostics are used to monitor student achievement and inform instructional decisions. Professional development can be offered at schools to assist teachers with Gizmos, FCAT Explorer, and FCAT Focus implementation in the classroom. Professional development can be offered by the Department of Educational Technology for schools that need assistance with Discovery Education.
MIDDLE	Pearson Interactive Science is the currently adopted textbook series. The series is research-based, state adopted, aligned to the Next Generation Sunshine State Standards, and was chosen by district teachers and committees.	Gizmos are interactive online simulations for mathematics and science* that are designed to supplement curriculum to develop a deep understanding of challenging concepts through inquiry and exploration; FCAT Explorer is an online education program for Florida’s middle school students that reinforces science concepts and benchmarks outlined in the Next Generation Sunshine State Standards. FCAT Focus offers online mini-assessments for Florida’s 7th and 8th grade students. Discovery Education is an electronic resource available to all schools, aligned to NGSSS benchmark and designed to supplement curriculum through full-length videos, clips, online quizzes and print resources. *purchased by the district for Title 1 schools	Next Generation Sunshine State Standards (NGSSS) Professional Development is offered to facilitate the implementation of the district-wide core curriculum. All teachers are provided with a Science Curriculum Framework accessible through Learning Village. This framework includes but is not limited to a scope & sequence, calendar, and lesson plans with bellringers. Periodic comprehension checks and diagnostics are used to monitor student achievement and inform instructional decisions. Literacy in Science Professional Development is also offered to facilitate the implementation of Reading and Writing in Science Common Core State Standards. Professional Development can be offered at schools to assist teachers with Gizmos, FCAT Explorer, and FCAT Focus implementation in the classroom. Professional development can be offered by the Department of Educational Technology for schools that need assistance with Discovery Education.
	The following is a list of the currently adopted textbooks for the high school core science courses. These texts are research-based, state		

HIGH	<p>adopted, aligned to the Next Generation Sunshine State Standards, and were chosen by district teachers and committees.</p> <p>-Holt McDougal Earth Science (Earth/Space Science Regular)</p> <p>-Pearson Earth Science (Earth/Space Science Honors)</p> <p>-Holt McDougal Biology (Biology I Regular)</p> <p>-Pearson Biology (Biology I Honors)</p> <p>-Pearson Chemistry (Chemistry I Regular)</p> <p>-Holt McDougal Modern Chemistry (Chemistry I Honors)</p> <p>-Holt McDougal Physics (Physics I Honors)</p>	<p>Gizmos are interactive online simulations for mathematics and science* that are designed to supplement curriculum to develop a deep understanding of challenging concepts through inquiry and exploration; FCAT Explorer is an online education program for Florida's Biology students that reinforces science concepts and benchmarks outlined in the Next Generation Sunshine State Standards. FCAT Focus offers online mini-assessments for Florida's Biology students. Discovery Education is an electronic resource available to all schools, aligned to NGSSS benchmark and designed to supplement curriculum through full-length videos, clips, online quizzes and print resources.</p> <p>*purchased by the district for Title 1 schools</p>	<p>Next Generation Sunshine State Standards (NGSSS) Professional Development is offered to facilitate the implementation of the district-wide core curriculum. All teachers are provided with a Science Curriculum Framework accessible through Learning Village. This framework includes but is not limited to a scope & sequence, calendar, and lesson plans with bellringers. Periodic comprehension checks for core subjects and diagnostics for Biology are used to monitor student achievement and inform instructional decisions. Literacy in Science Professional Development is also offered to facilitate the implementation of Reading and Writing in Science Common Core State Standards. Professional Development can be offered at schools to assist teachers with Gizmos, FCAT Explorer, and FCAT Focus implementation in the classroom. Professional development can be offered by the Department of Educational Technology for schools that need assistance with Discovery Education</p>
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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
SECME (after-school program)	Underrepresented population (K-12)	Determined by School	School Principal
Science Fair	K-12	Determined by School	School Principal
Compass Credit Recovery	Failing students in (6-8), Level 1 and 2 Intervention Students	Determined by School	School Principal
After-school tutorial, before-school tutorial	Science students in grades 5, 8 who scored Levels 1, 2, or 3 on previous year's FCAT mathematics assessment. Science students in Biology I who scored Levels 1, 2, or 3 on Biology I Diagnostic.	Daily or weekly for benchmark review and to prepare students for FCAT 2.0 Science and the Biology 1 EOC assessments.	School Principal and Area Office
e2020	Biology students who demonstrated significant weaknesses on the winter diagnostic or who scored Levels 1 or 2 on previous year's FCAT mathematics assessment.	Determined by School	School Principal and Area Office

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
	Harcourt Language and Write Source are the current K-5 district-adopted, scientifically research-based language arts		

ELEMENTARY	<p>programs. The district encourages teachers to use these as a resource to support instruction.</p> <p>The Elementary Writing Curriculum Framework is another support that provides instructional guidance to assure that appropriate and timely instruction occurs for all students. The scope provides a guide and pace to ensure that all standards and benchmarks are addressed in each grade level. The lesson plans include research-based skills and strategies.</p> <p>Units of Study:</p> <ul style="list-style-type: none"> • Each unit is approximately four weeks • K-1: based on Common Core State Standards • 2-5: based on Next Generation Sunshine State Standards <p>Text Types:</p> <ul style="list-style-type: none"> • Narrative: Personal Narratives, Realistic Fiction, and Memoirs • Informative/Explanatory: How-To, All Abouts, Listing and Labeling, and Essays • Opinion: Reviews, Responding to Literature, and Essays <p>Writing Process:</p> <ul style="list-style-type: none"> • Planning, Drafting, Revising, Editing, and Publishing <p>Assessments/Progress Monitoring:</p> <ul style="list-style-type: none"> • On-Demands/Comprehension Checks • Palm Beach Writes • Writing Booklets (K-2) • Writing Notebooks (3-5) • Writing Folders • Checklists • Observations • Conferring Notes <p>All K-5 teachers will implement a 60 minute writing block, consisting of balanced literacy components:</p> <p>10 – 15 Minutes: Whole Group Minilesson 30 – 45 Minutes: Independent Writing, Small Group Instruction, Conferring, Mid-Workshop Share 5 Minute: End-of-Workshop Share</p>	<p>RtI charts provide additional support for students not meeting grade levels standards. The charts include recommended interventions that are scientifically, research-based.</p>	<ul style="list-style-type: none"> • Developing Strong Narrative Writing • A Deeper Look at Informative/Explanatory Writing • Developing and Supporting Opinion Writing • Scoring and Analyzing Writing to Determine Instructional Needs • Writing Across the Content Areas • Kindergarten Common Core State Standards for Writing • First Grade Common Core State Standards for Writing • Second Grade Common Core State Standards for Writing • Effectively Utilizing Mentor Texts • Best Practices to Prepare Students for the FCAT Writing Assessment
MIDDLE	<ul style="list-style-type: none"> • Prentice Hall: Timeless Voices, Timeless Themes: Research-based, comprehensive language arts program <ul style="list-style-type: none"> o Designed for students in grades 6-12 o Along with the Curriculum Frameworks, provides educators with a complete correlation from each selection to every benchmark o Also provides educators with support for differentiating instruction through remediation and extension activities • Holt, Rinehart and Winston: Elements of Language: Comprehensive language arts program designed for the Information Age 	<p>Secondary Writing Curriculum</p> <ul style="list-style-type: none"> • Designed to support student achievement in writing and new teachers in providing instruction in writing • Consists of detailed lesson plans, student activities, and teacher resources on focus, organization, support, conventions, and language 	<ul style="list-style-type: none"> • School Specific FCAT Essay Analysis • FCAT Writes Scoring and Instructional Practices (Grades 7-10 Teachers) • CCSS: Writing in Response to Text (Grade 6 Teachers)

HIGH	<ul style="list-style-type: none"> • Prentice Hall: Timeless Voices, Timeless Themes: Research-based, comprehensive language arts program <ul style="list-style-type: none"> o Designed for students in grades 6-12 o Along with the Curriculum Frameworks, provides educators with a complete correlation from each selection to every benchmark o Also provides educators with support for differentiating instruction through remediation and extension activities • Holt, Rinehart and Winston: Elements of Language: Comprehensive language arts program designed for the Information Age 	Secondary Writing Curriculum <ul style="list-style-type: none"> • Designed to support student achievement in writing and new teachers in providing instruction in writing • Consists of detailed lesson plans, student activities, and teacher resources on focus, organization, support, conventions, and language 	<ul style="list-style-type: none"> • School Specific FCAT Essay Analysis • FCAT Writes Scoring and Instructional Practices (Grades 7-10 Teachers) • CCSS: Writing in Response to Text (Grade 6 Teachers)
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Describe the extended learning opportunities for writing that will be provided before school, after school, during the summer, or during an extension of the school year.

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
After-school tutorial, before school tutorial, Saturday tutorial, Response to Intervention (RtI)	Grade 4 students below grade level in writing (select schools)	Daily or weekly to prepare students for state writing assessment	Individual Elementary Schools
Before-school, After-school, and Saturday Tutorials-Secondary Middle School Based Tutorial Programs <ul style="list-style-type: none"> • School sites individualize before- and after- school programs as well as Saturday tutorials for their students. • Each school designs the curriculum using the Curriculum Framework and provides the staff, materials, and funding. Middle School Credit Recovery (MSCR) Program <ul style="list-style-type: none"> • The MSCR Program is a remediation intervention for middle school students. • Credit Recovery through CompassLearning Odyssey Lab will help over-aged students to make some progress and students in danger of failing one or more core subjects (i.e., Math, Social Studies, Science, Language Arts) or attend the CompassLearning Odyssey Lab from April 20 – June 3 for 2 class periods each day or every other day if on block schedule. • Additional assistance or alternative strategies are utilized in this after-school assistance program. • The goal is to offer an option for middle school students to move on to the next grade because they are not offered the option of summer school. Teachers of Extended School Year (ESY) <ul style="list-style-type: none"> • Teachers of Extended School Year (ESY) will receive information from the regular school year teachers, including but not limited to criterion-based assessments, curriculum-based assessments, individual student goals, and interventions implemented. • Materials used for instruction will include those used during the regular school year. • Eligibility for ESY for ESE students is determined by the IEP team. 	<ul style="list-style-type: none"> • Tutorial programs • Cross-age programs • Mentoring programs • Credit Recovery • Summer camps and/or schools for low-performing readers 	Determined by School	School Principal and Area Office
Before-school, After-school, and Saturday Tutorials-Secondary High School Based Tutorial Programs <ul style="list-style-type: none"> • School sites individualize before- and after- school programs as well as Saturday tutorials for their students. • Each school designs the curriculum using the Curriculum Frameworks and provides the staff, materials, and funding. • This is an ongoing program to support students in achieving course 			

credits needed for graduation. Credit Recovery Program <ul style="list-style-type: none"> • The Credit Recovery program is a remediation intervention for high school students. • Credit recovery through Ed Options, E2020 or Palm Beach Virtual School will help over-aged students to make some progress and students in danger of failing one or more core subjects (i.e., Math, Social Studies, Science, Language Arts). • Additional assistance or alternative strategies are utilized in this after-school assistance program. • The goal is to offer an option for high school students to move on to the next grade because they are not offered the option of summer school. Teachers of Extended School Year (ESY) <ul style="list-style-type: none"> • Teachers of Extended School Year (ESY) will receive information from the regular school year teachers, including but not limited to criterion-based assessments, curriculum-based assessments, individual student goals, and interventions implemented. • Materials used for instruction will include those used during the regular school year. • Eligibility for ESY for ESE students is determined by the IEP team. 	<ul style="list-style-type: none"> • Tutorial programs • Cross-age programs • Mentoring programs • Credit Recovery • Summer camps and/or schools for low-performing readers 	Determined by School	School Principal and Area Office
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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.

The locally developed Budget Planning Tool requires schools to budget at least 10% of the basic allocation on professional development. Once budgets are approved, the 10% set aside is monitored throughout the year by staff in the Department of Federal and State Programs. Many Title I schools meet the set-aside requirement by funding Reading or Math Coaches. Other schools utilize the funding by providing on-site professional development trainings and/or release time for teachers to attend District and State trainings. Although the State waiver exempts schools from the set-aside requirement, the District's Leadership Team kept the requirement intact for the current year.

Monitoring of the professional development is done by the Area Director for School Improvement, assigned to each geographical region in the district. Professional development offerings are listed in a catalogue and distributed to schools. The catalogue can be viewed at: http://www.palmbeach.k12.fl.us/staffdev/training_schedule/index.html.

Offerings include:

- Project CRISS
- Curriculum Frameworks
- Reading Endorsement
- Rotational Instructional Model (RIM)
- Content Enhancement Routines
- CHAMPS
- Readers and Writer's Workshop
- Cooperative Learning
- Differentiated Instruction
- Performance Assessment
- Data Analysis
- Response to Instruction/Intervention\
- Florida's Continuous Improvement Model
- NGSSS

Additionally, staff within the Divisions of K-12 Curriculum and Safety, Culture and Learning provide a variety of technical assistance and professional development opportunities, grounded in research that aligns with the National Staff Development Council Standards and Florida's Professional Development System Evaluation Protocol.

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
Increased understanding of ESOL services	Schools participate in a family survey that identifies areas for capacity building and ESOL issues	District Parent Leadership Council meets twice a year to identify areas of need and review and revise the District's ELL plan.	Action plans developed from meetings relate to the District ELL plan	Executive Director of Multicultural Education
Increased understanding of ELL	Schools participate in a family survey that identifies areas for capacity building and ELL issues	District Parent Leadership Council meets twice a year to identify areas of need and review and revise the District's ELL plan.	Action plans developed from meetings relate to the ELL plan	Executive Director of Multicultural Education
Translation	Non-English speaking parents need information	Multicultural department provides oral/written translation for meetings and documents in Spanish, Haitian Creole and Portuguese.	Requests for translations for important meetings and documents logged	Executive Director of Multicultural Education
Parent-Link Training	Parents need to be made more aware of what schools are offering and when special dates and times occur	School-administration is trained to use the Parent Link system to make calls out to parents for good news, attendance, announcements, or surveys in order to get parents involved in the decision making process	Parent link has a reporting system so the District can see how many schools have utilized the service	IT Support - Kara Rubinstein, Director

Title III District Improvement Plan

Title III, Section 3122(b)(2)

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

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

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

The lack of a systematic approach that clearly defined academic targets and strategies for accelerating achievement of ELLs on a school by school basis contributed to the inability of the school district to meet AMAO 1, AMAO 2, and AMAO 3. Lessons and specific research-based strategies will be embedded in the District's curriculum frameworks to ensure that all teachers have the training and the resources easily available to differentiate instruction for ELLs. District ESOL coordinators, guidance counselors, social service facilitators and school-based ESOL coordinators will collaborate with schools to provide the support system, monitoring and training needed to focus district and school-based staff towards meeting AMAOs. . Support will be provided to schools not meeting AMAOs focusing on the following areas: • Aligning learning goals with assessment results • Setting annual targets on a school-by-school basis for achieving AYP for ELLs • Providing Professional Development to teachers • Emphasizing phonological awareness and phonics • Home language instruction in the core content areas • Extended instructional day for struggling students • Ensuring high expectations for achievement of ELLs • Expanding academic language/development opportunities in all classes for ELLs • Incorporating sophisticated vocabulary acquisition techniques in all content area classrooms • Promoting reading instruction that highlights the differences in teaching reading to ELLs • Implementing reading comprehension strategies to comprehend and analyze challenging text • Promoting independent reading for ELLs that is structured and purposeful • Providing intensive instruction in mathematics that includes focus on prerequisite skills and concepts, academic vocabulary acquisition, and acquiring sufficient vocabulary knowledge to successfully complete word problems There are additional factors, however, that are endemic to the education of ELLs that also cannot be ignored as variables in creating barriers for the district in achieving AMAOs. These are national issues that include academic content assessments that are English language based resulting in often inaccurate reflections of the proficiency levels of ELLs; lack of opportunity for ELLs to develop sufficient academic language prior to high-stakes assessments; wide discrepancies in literacy levels of ELLs depending on whether schooling was limited or interrupted prior to arriving in the United States; lack of opportunities for mainstream teachers to receive professional development on delivery of high quality instructional strategies and academic interventions for ELLs in teacher preparation programs; and decreasing revenues for providing supplemental educational resources for ELLs

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
1) Structured opportunities for English language acquisition in learning environments that are positive, culturally sensitive and engaging are provided. (2) Instruction in second language provides opportunities for both social (BICS) and academic content (CALPS) language attainment simultaneously. (3) Heritage language is used to support English language development. (4) Interventions are provided to enhance literacy levels in heritage language to ease transition to proficiency in English language. (5) Developmental stages of second language acquisition are understood by teachers of ELLs to enhance student learning (Comprehensible Input). (6) Opportunities for students to practice second language skills at competency level (Comprehensible Output) are provided. (7) Multiple learning environments are incorporated for ELLs to interact and communicate in the second language to apply meaning to real-life situations. (8) Development of critical thinking skills in the second language that are higher order as competency levels increase are incorporated in instruction of ELLs. (9) Assessment results are used to set targets and guide teaching and learning strategies for ELLs. See District ELL Plan - Section 4, 6, 12	ESOL Teachers, ESOL Coordinators, Reading Coaches	2012-13	Title III; ESOL Operating Revenues; District Operating Budget

3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)		Personnel Responsible	Timeline	Funding Source
Grade Level	Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)	Reading Program Planners, Reading Coaches, ESOL Coordinators	2012-2013	Title III; ESOL Operating Revenues; District Operating
K-2	Grade K-2 Chart			
3-5	Grade 3-5 Chart			
6-8	Grade 6-8 Chart			
9-12	Grade 9-12 Chart			

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
(1) Interventions in basic mathematics, pre-requisite concepts and skills are provided. (2) Explicit instruction is provided in academic language for mathematics. (3) Academic language support is incorporated in solving word problems. (4) Routine, systematic feedback is provided to students to ensure understanding of concepts taught. (5) Multiple opportunities are provided for students to demonstrate understanding of concepts being taught. (6) Mathematical concepts are taught in a variety of ways to enhance understanding. (7) Students' knowledge of prerequisite skills is used to teach new mathematical concepts. (8) Use of technology to facilitate individualized supplemental instruction. See District ELL Plan - Section 4, 6, 12	ESOL Teachers, ESOL Coordinators, Math Coaches	2012-13	Title III; ESOL Operating Revenues; District Operating Budget

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
1) Continuous Improvement Model steps are incorporated in the development of school-by-school action plans for improving achievement of ELLs in meeting AMAOs. (2) Professional Development activities to improve ELL student achievement in meeting AMAOs are on-going; job embedded and provided on-demand/on-site (when feasible). (3) New instructional strategies are implemented by teachers and monitored for fidelity through classroom observations. (4) Collegial collaborations occurs that support development of school-by-school action plans for improving ELL achievement on AMAOs. (5) In depth ESOL professional development, including Title III accountability scheduled for all administrators responsible for academic programming, as well as all reading, math, science, and in the district. (6) Follow-up activities are incorporated in all professional development that require classroom implementation of new concepts learned. (7) Professional development is aligned to incorporate strategies for successful attainment of AMAOs. (8) Multiple techniques, including virtual opportunities, are used to provide professional development. See District ELL Plan - Section 6, 7	ESOL Coordinators, ESOL Professional Development Team	2012-13	Title III; ESOL Operating Revenues; District Operating Budget

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
1) Parent involvement activities that encourage and motivate parents of ELLs to be proactive and			

informed participants in their children's education are offered. (2) District Parent Leadership Council, comprised of parents of ELLs from various schools, will meet four times a year to share information regarding AMAOs, FCAT, family involvement activities, grades/report cards and promoting academic content proficiency. (3) Each school will conduct and document at least two Parent Leadership Council meetings per school year. The schools will submit a checklist that is documented by a District ESOL Coordinator and includes: parent's attendance, language assistance, as well as translated materials. (4) Academic support materials will be provided to parents. These materials are translated by the District translation team into Haitian Creole, Spanish, and Portuguese. (5) Public Affairs Specialists will present educational information to parents through language minority print media, community forums in churches and organizations and will make appearances on Haitian Creole/Spanish radio and T.V. (6) The Home Language Support team, comprised of bilingual social service facilitators, community resource persons and guidance counselors will provide family support and make appropriate referrals to social service agencies. (7) The Department of Multicultural Education will conduct parent nights exclusively for parents of ELLs in different regions of the county. Parent Night topics will include understanding NCLB and AMAOs, promoting strategies at home to move students to proficiency in English language and academic content, setting educational goals, requirements for graduation, college admission and financial aid. (8) The Parent Involvement Teacher's Desk Calendars will be written, translated, compiled, and funded by the Department of Multicultural Education. These 17"x22" desk calendars promote home and school partnerships for student success. The calendars give teachers monthly, translated, interactive homework activities and tips to assist parents become actively involved in their children's education. The calendars also provide teachers with parent and community resources and ways to develop successful partnerships. Calendars will be sent to all elementary and middle school classroom teachers, guidance counselors, and high school ESOL teachers. See District ELL Plan – Section 2, 8, 19	ESOL Guidance Counselors, ESO Coordinators, ESOL Home Language Support Team, Public Affairs Multicultural Specialists	2012-13	Title III; ESOL Operating Revenues; District Operating Budget
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7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
The District will provide immigrant students with support in adapting to a new culture and, in many occasions, to a new language. Training will be provided to guidance counselors and teachers in identifying and mitigating obstacles students encounter as a result of immigration and acculturation. The District will provide outreach for families and students to enhance their access to the District's online services for student assistance and monitoring of student support.	ESOL Home Language Support Tam	2012-13	Immigrant Funds, Title III; ESOL Operating Revenues; District Operating Budget

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.](#)