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

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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.

This plan was developed collaboratively with input from all stakeholders. District staff facilitated completion of the plan in the sections that were aligned with their job responsibilities. Input was gathered from meetings with schools regarding instructional, intervention, and professional learning needs. SAC (parents & community members) input through school improvement plans were also used to develop the DIAP. School Advisory Committees (SAC) meet monthly. Each SAC is composed of a majority of non-school employees and is representative of the ethnic and economic diversity of the community. The SAC of each school developed a school improvement plan during the school year and has been involved in revising it since the school grades were released. The district has worked closely with each school during the year in the development of the school improvement plan. As the needs of each school have been identified through the school improvement process, the district has developed its intervention plan. All School Improvement Plans are reviewed by district staff with feedback given to principals regarding alignment with DOE and District requirements with a focus on using the SIP as a statement of work to drive school improvement.

District staff has met extensively with school staff to develop and refine interventions for schools that fall within differentiated accountability. Professional learning with feedback were also provided for key staff to plan interventions for schools that are in Priority and Focus categories. The knowledge and data gained in these meetings, trainings, professional learning activities were also used to develop this plan to support and address the needs at all of the school.

Key district staff has met to address all of the required elements of the Differentiated Accountability Plan. These meetings have involved finding ways to ensure that systems are in place at the district so that all students are learning and achieving.

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 Ttaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
					Classroom Libraries for grades K-1 (By invitation only)

Common Core Black | |

| Total | Reading | Use of a systematic framework for teaching and learning along with increased exposure to nonfiction, complex text, text dependent questions, and writing with textual evidence which is relevant to the population will lead to increased reading fluency and ultimately comprehension for all students. The teaching and learning framework needed by students not making adequate yearly progress includes standards based instruction delivered with rigor and relevance, functional relationships with school staff based on mutual respect with high expectations for all, and a culture within the school community that is collegial with educators working together collaboratively, focused on learning and | Teachers at all levels are struggling to implement the district framework for reading instruction. According to research, teachers require 30 hours of professional development in order to acquire a skill. Multiple skills are needed in order to implement a focused framework for teaching and learning. Follow up professional development including the use of site based instructional coaches along with administrative support for implementation may need to be increased.

The mobility rate is high, and schools do not have a common scheduling system. Movement from one school to another creates a gap in instruction for students. Schools are either not implementing the district approved | Monthly literacy coach trainings have been restructured to include Curriculum Resource Teachers, Media Specialists, and the District Literacy Team. These trainings will build throughout the year and will focus on the following strands: Writing, Coaching, Common Core State Standards, and Data. Professional development will increase the depth of understanding in these four categories. Emphasis will be put on the coaching cycle with specific expectations to be accomplished between training dates. Each coach will maintain a coaching portfolio which will include evidence of implementation of new skills. Implementation of a district wide scheduling system will ensure that all students are receiving equal educational opportunities within the district. Increase the amount of professional development teachers receive for implementation of the curriculum including continuous follow up. District personnel will | Belt for grades 3-5 Common Core Black Belt follow up for grades K-2

Monthly Reading Coach Professional Development

FAIR (K-5) master trainer PD
FAIR grade level teacher PD
District Wednesday Professional Development for each of the two core reading programs (K-5)

District Wednesday Professional Development for Comprehensive Intervention Reading programs (6-8) and (9-12)

Elementary Writing Leaders (2)
Secondary ELA Department Head PD (2)
Black Belt Trainings Monthly Literacy Coach PD
ELA Department Head Trainings Primary Writing on October 26th
Elementary FCAT Writing 2.0 scoring on October 26th
Elementary FCAT Writing 2.0 scoring on November 27th
Middle School FCAT Writing 2.0 scoring on October 26th
High School FCAT Writing 2.0 scoring on October 26th
FCAT Writing 2.0 scoring clinics on district Wednesdays (Elementary & Secondary) in November, December, January, and March
Elementary Writing | Curriculum Services, Melanie Cleveland, Sr. Admin. Secondary Literacy, Ella Shanks. Sr. Admin. Elementary Rdg., Ines Schmook Assoc. Supt. Curriculum & Instruction; Ella Thompson, Principal Corrective Programs, Kathy Shuler, Associate Syperintendent School Transformation Office; Accountability, Research and Assessment Department; ESE; Maggie Rassel Director Multilingual Services, Instructional Development, Professional Development Services |

		results. A systematic process for planning, teaching, assessing, and evaluating results combined with a problem solving process for determining effective interventions for students who are not mastering the standards in order to intervene early is also a necessity.	Comprehensive Intervention Reading Programs or using them with marginal fidelity.	monitor program use and troubleshoot as needed. Literacy coaches will be offered the opportunity to receive train the train training for approved curriculums in order to successfully coach implementation of all reading programs.	Rally (4th grade teachers) on December 12th Conquering the conventions (Grades 2-5) on October 10th 45 Days of FCAT Writing and FCAT Writing Scoring Training (new 4th grade teachers) on November 6-7 US History EOCA – October 26 Civics EOCA – October 26 SS Department Head Trainings Reading Endorsement Competencies NG CAR-PD Assistant Principal and Principal meeting updates SIOP Training RtI/MTSS Training; FCIM Training	
		• Use of a systematic Framework for Teaching and Learning needed by students not making AYP includes standards			• K-12 Math Coach	

| Total | Mathematics | based instruction delivered with rigor and relevance and high quality instruction that includes common instructional strategies in a real-world context. The emphasis should be on challenging, rigorous and equitable practices and support should be provided to promote the success of all students. To achieve this shared vision of instruction, the district will collaborate with staff to provide context- and research-based professional development. The framework must include math fluency standards, literacy skills that impact math performance and common math vocabulary. | • There was a lack of fidelity in the implementation of the Framework for teaching and Learning; • Limited availability of formative assessments in mathematics; • Lack of Student Engagement; • Insufficient differentiation of instruction; • Lack of professional development for teachers to acquire new and necessary skills for teaching mathematics | • Implementation of standards based instruction with fidelity which incorporates instructional strategies for gradual release and the use of real life/relevant applications. • Enhanced collaborative planning to promote student engagement in learning. • The application of math instructional focus calendars and corresponding formative assessments. • Increase the amount of professional development for teachers on the implementation of the strategies and skills necessary to teach mathematics at a conceptual level. • Provide ongoing support to school leaders in the review and implementation of research based instructional strategies designed to address all students, with an emphasis on economic, ELL and special need subgroups. | Trainings • Common Core Black Belt Trainings • Elementary Math Specialist Trainings • K-12 Textbook Trainings (all grade levels and courses) • Algebra Lead Teacher Training • Geometry Lead Teacher Training • Ongoing Virtual Trainings o Development & sustaining CCSS Black Belt 6-10 o Development & sustaining online training for 6-12 Certification o Development & sustaining online support for 8th Grade intensive • K-12 STEM Trainings • FCAT 2.0 and EOCA support Trainings • SIOP Training • Teacher Book Study: "Number Talks: Helping Children Build Mental Math and Computation Strategies, Grades K-5" | Curriculum Services, Ruth Brus, Sr. Admin. Math, Ines Schmook Assoc. Supt. Curriculum & Instruction; Ella Thompson, Principal Corrective Programs, Kathy Shuler, Associate Syperintendent School Transformation Office; Accountability, Research and Assessment Department; ESE; Maggie Rassel Director Multilingual Services, Instructional Development, Professional Development Services |
| | | | | | Classroom Libraries | |

White	Reading	Use of a systematic framework for teaching and learning along with increased exposure to nonfiction, complex text, text dependent questions, and writing with textual evidence which is relevant to the population will lead to increased reading fluency and ultimately comprehension for all students. The teaching and learning framework needed by students not making adequate yearly progress includes standards based instruction delivered with rigor and relevance, functional relationships with school staff based on mutual respect with high expectations for all, and a culture within the school community that is collegial with educators working together collaboratively, focused on learning and results. A systematic process for planning,	Teachers at all levels are struggling to implement the district framework for reading instruction. According to research, teachers require 30 hours of professional development in order to acquire a skill. Multiple skills are needed in order to implement a focused framework for teaching and learning. Follow up professional development including the use of site based instructional coaches along with administrative support for implementation may need to be increased. The mobility rate is high, and schools do not have a common scheduling system. Movement from one school to another creates a gap in instruction for students. Schools are either not implementing the district approved Comprehensive Intervention Reading Programs or using them with marginal	Monthly literacy coach trainings have been restructured to include Curriculum Resource Teachers, Media Specialists, and the District Literacy Team. These trainings will build throughout the year and will focus on the following strands: Writing, Coaching, Common Core State Standards, and Data. Professional development will increase the depth of understanding in these four categories. Emphasis will be put on the coaching cycle with specific expectations to be accomplished between training dates. Each coach will maintain a coaching portfolio which will include evidence of implementation of new skills. Implementation of a district wide scheduling system will ensure that all students are receiving equal educational opportunities within the district. Increase the amount of professional development teachers receive for implementation of the curriculum including continuous follow up. District personnel will monitor program use and troubleshoot as needed. Literacy coaches will be offered the opportunity	for grades K-1 (By invitation only) Common Core Black Belt for grades 3-5 Common Core Black Belt follow up for grades K-2 Monthly Reading Coach Professional Development FAIR (K-5) master trainer PD FAIR grade level teacher PD District Wednesday Professional Development for each of the two core reading programs (K-5) District Wednesday Professional Development for Comprehensive Intervention Reading programs (6-8) and (9-12) Elementary Writing Leaders (2) Secondary ELA Department Head PD (2) Black Belt Trainings Monthly Literacy Coach PD ELA Department Head Trainings Primary Writing on October 26th Elementary FCAT Writing 2.0 scoring on October 26th Elementary FCAT Writing 2.0 scoring on November 27th Middle School FCAT Writing 2.0 scoring on October 26th High School FCAT Writing 2.0 scoring on October 26th FCAT Writing 2.0 scoring clinics on district Wednesdays (Elementary & Secondary) in November, December, January, and March Elementary Writing Rally (4th grade teachers) on December 12th Conquering the	Curriculum Services, Ruth Brus, Sr. Admin. Math, Ines Schmook Assoc. Supt. Curriculum & Instruction; Ella Thompson, Principal Corrective Programs, Kathy Shuler, Associate Syperintendent School Transformation Office; Accountability, Research and Assessment Department; ESE; Maggie Rassel Director Multilingual Services, Instructional Development, Professional Development Services

		teaching, assessing, and evaluating results combined with a problem solving process for determining effective interventions for students who are not mastering the standards in order to intervene early is also a necessity.	fidelity.	to receive train the train training for approved curriculums in order to successfully coach implementation of all reading programs.	conventions (Grades 2-5) on October 10th 45 Days of FCAT Writing and FCAT Writing Scoring Training (new 4th grade teachers) on November 6-7 US History EOCA – October 26 Civics EOCA – October 26 SS Department Head Trainings Reading Endorsement Competencies NG CAR-PD Assistant Principal and Principal meeting updates SIOP Training RtI/MTSS Training; FCIM Training	
White	Mathematics	This subgroup met the 2012 AMO Target in Math.				
		Use of a systematic framework for teaching and learning along with increased exposure to nonfiction, complex text, text dependent questions, and writing with textual evidence which is relevant to the		Monthly literacy coach trainings have been restructured to include Curriculum Resource Teachers, Media Specialists, and the District Literacy Team. These trainings will build throughout the year and will focus on the following strands:	Classroom Libraries for grades K-1 (By invitation only) Common Core Black Belt for grades 3-5 Common Core Black Belt follow up for grades K-2 Monthly Reading Coach Professional Development FAIR (K-5) master trainer PD FAIR grade level teacher PD District Wednesday Professional Development for each of the two core reading programs (K-5)	

Black	Reading	population will lead to increased reading fluency and ultimately comprehension for all students. The teaching and learning framework needed by students not making adequate yearly progress includes standards based instruction delivered with rigor and relevance, functional relationships with school staff based on mutual respect with high expectations for all, and a culture within the school community that is collegial with educators working together collaboratively, focused on learning and results. A systematic process for planning, teaching, assessing, and evaluating results combined with a problem solving process for determining effective	Teachers at all levels are struggling to implement the district framework for reading instruction. According to research, teachers require 30 hours of professional development in order to acquire a skill. Multiple skills are needed in order to implement a focused framework for teaching and learning. Follow up professional development including the use of site based instructional coaches along with administrative support for implementation may need to be increased. The mobility rate is high, and schools do not have a common scheduling system. Movement from one school to another creates a gap in instruction for students. Schools are either not implementing the district approved Comprehensive Intervention Reading Programs or using them with marginal fidelity.	Writing, Coaching, Common Core State Standards, and Data. Professional development will increase the depth of understanding in these four categories. Emphasis will be put on the coaching cycle with specific expectations to be accomplished between training dates. Each coach will maintain a coaching portfolio which will include evidence of implementation of new skills. Implementation of a district wide scheduling system will ensure that all students are receiving equal educational opportunities within the district. Increase the amount of professional development teachers receive for implementation of the curriculum including continuous follow up. District personnel will monitor program use and troubleshoot as needed. Literacy coaches will be offered the opportunity to receive train the train training for approved curriculums in order to successfully coach implementation of all reading programs. • Fiction and Nonfiction text relevant to the population • Resources from Black and Hispanic Male study • Summer opportunities • Culturally responsive differentiated instruction	District Wednesday Professional Development for Comprehensive Intervention Reading programs (6-8) and (9-12) Elementary Writing Leaders (2) Secondary ELA Department Head PD (2) Black Belt Trainings Monthly Literacy Coach PD ELA Department Head Trainings Primary Writing on October 26th Elementary FCAT Writing 2.0 scoring on October 26th Elementary FCAT Writing 2.0 scoring on November 27th Middle School FCAT Writing 2.0 scoring on October 26th High School FCAT Writing 2.0 scoring on October 26th FCAT Writing 2.0 scoring clinics on district Wednesdays (Elementary & Secondary) in November, December, January, and March Elementary Writing Rally (4th grade teachers) on December 12th Conquering the conventions (Grades 2-5) on October 10th 45 Days of FCAT Writing and FCAT Writing Scoring Training (new 4th grade teachers) on November 6-7	Curriculum Services, Melanie Cleveland, Sr. Admin. Secondary Literacy, Ella Shanks. Sr. Admin. Elementary Rdg., Ines Schmook Assoc. Supt. Curriculum & Instruction; Ella Thompson, Principal Corrective Programs, Kathy Shuler, Associate Syperintendent School Transformation Office; Professional Development Services Instructional

		interventions for students who are not mastering the standards in order to intervene early is also a necessity.		based on data • Increased opportunities to interact with digital curriculum	US History EOCA – October 26 Civics EOCA – October 26 SS Department Head Trainings Reading Endorsement Competencies NG CAR-PD Assistant Principal and Principal meeting updates SIOP Training Black & Hispanic Males Study	
		The teaching and learning framework needed by students not making AYP includes standards based instruction delivered with rigor and relevance, functional relationships with school staff based on mutual respect				

Black	Mathematics	with high expectations for all, and a culture within the school community that is collegial with educators working together collaboratively, focused on learning and results. A systematic process for planning, teaching, assessing, and evaluating results (Plan, Do, Check, Act) combined with a problem solving process for determining effective interventions for students that are not mastering the standards in order to intervene early is also a necessity. We must use this framework to increase fluency in using basic math skills; improved computation skills; better application of basic concepts to problem solving	Lack of rigorous instruction aligned with NGSSS. Lack of culturally relevant resources to engage the learner in applying concepts to real world problems incorporating critical thinking and problem solving. Not enough emphasis on active learning (more passive learning), lack of using manipulatives and real world application to make learning relevant to students; Lack of data analysis for progress monitoring; Insufficient differentiation of instruction	Provide rigorous standards based initial instruction. Provide differentiated instruction based on student need as identified by student achievement data. Progress monitor student mastery of standards through checks for understanding, common formative assessments and summative assessments allowing the results of the assessments to inform instruction and intervention. Implementation of new strategies for active learning and student engagement; increased data reporting and data analysis at the classroom level; providing research-based intervention/supplemental programs; Implement FCIM at the classroom level with emphasis on re-teach cycle.	Deconstructing the standards. School-wide instructional monitoring processes, Close monitoring of sub group's progress in order to intervene when progress is not being made. Data Analysis for Math coaches and teacher leaders; Brain-Based Strategies; Kagan Strategies; professional development on NGSSS and school-wide implementation of RtI and FCIM to include classroom level implementation. IPDPs that include professional learning specific to the subgroups that are not making AMO Targets.	Curriculum Services, Melanie Cleveland, Sr. Admin. Secondary Literacy, Ella Shanks. Sr. Admin. Elementary Rdg., Ines Schmook Assoc. Supt. Curriculum & Instruction; Ella Thompson, Principal Corrective Programs, Kathy Shuler, Associate Syperintendent School Transformation Office; Accountability, Research and Assessment Department; ESE; Maggie Rassel Director Multilingual Services, Instructional Development, Professional Development Services
		CS: Use of a systematic framework for teaching and learning along with increased exposure to nonfiction, complex text, text dependent questions, and			CS: Classroom Libraries for grades K-1 (By invitation	

		writing with textual evidence which is relevant to the population will lead to increased reading fluency and ultimately comprehension for all students. The teaching and learning framework needed by students not making adequate yearly progress includes standards based instruction delivered with rigor and relevance, functional relationships with school staff based on mutual respect with high expectations for all, and a culture within the school community that is collegial with educators working together collaboratively, focused on learning and results. A systematic process for planning, teaching, assessing, and evaluating results combined with a problem solving process for determining effective interventions	CS: Teachers at all levels are struggling to implement the district framework for reading instruction. According to research, teachers require 30 hours of professional development in order to acquire a skill. Multiple skills are needed in order to implement a focused framework for teaching and learning. Follow up professional development including the use of site based instructional coaches along with administrative support for implementation may need to be increased. The mobility rate is	CS: Monthly literacy coach trainings have been restructured to include Curriculum Resource Teachers, Media Specialists, and the District Literacy Team. These trainings will build throughout the year and will focus on the following strands: Writing, Coaching, Common Core State Standards, and Data. Professional development will increase the depth of understanding in these four categories. Emphasis will be put on the coaching cycle with specific expectations to be accomplished between training dates. Each coach will maintain a coaching portfolio which will include evidence of implementation of new skills. Implementation of a district wide scheduling system will ensure that all students are receiving equal educational opportunities within the district. Increase the amount of professional	only) Common Core Black Belt for grades 3-5 Common Core Black Belt follow up for grades K-2 Monthly Reading Coach Professional Development FAIR (K-5) master trainer PD FAIR grade level teacher PD District Wednesday Professional Development for each of the two core reading programs (K-5) District Wednesday Professional Development for Comprehensive Intervention Reading programs (6-8) and (9-12) Elementary Writing Leaders (2) Secondary ELA Department Head PD (2) Black Belt Trainings Monthly Literacy Coach PD ELA Department Head Trainings Primary Writing on October 26th Elementary FCAT Writing 2.0 scoring on October 26th Elementary FCAT Writing 2.0 scoring on November 27th Middle School FCAT Writing 2.0 scoring on October 26th High School FCAT Writing 2.0 scoring on October 26th FCAT Writing 2.0 scoring clinics on district Wednesdays (Elementary & Secondary) in November,	Curriculum Services, Melanie Cleveland, Sr. Admin.

Hispanic	Reading	for students who are not mastering the standards in order to intervene early is also a necessity. Multilingual Services: The teaching and learning framework needed by Hispanic students not making AYP includes: deconstructing the standards to ensure rigor, analyzing language proficiency levels, differentiating instruction by language proficiency levels, functional relationships with school staff based on mutual respect with high expectations for all. A systematic process for planning, teaching, assessing, and evaluating results (Plan, Do, Check, Act) combined with a problem solving process for determining effective interventions for students that are not mastering the standards in order to intervene early is also a necessity. We	high, and schools do not have a common scheduling system. Movement from one school to another creates a gap in instruction for students. Schools are either not implementing the district approved Comprehensive Intervention Reading Programs or using them with marginal fidelity. Multilingual Services: *Lack of explicit vocabulary instruction *Students not placed in the right course *Lack of rigor of the Language Arts through ESOL *Lack of student engagement *Lack of analyzing all of the data (including CELLA) to drive instruction and interventions. *Lack of content area reading with specific differentiation. *Lack of exposure to extended text as it relates to a specific class/course. *Lack of generalization skills (transference) from the intensive reading class to the core courses	development teachers receive for implementation of the curriculum including continuous follow up. District personnel will monitor program use and troubleshoot as needed. Literacy coaches will be offered the opportunity to receive train the train training for approved curriculums in order to successfully coach implementation of all reading programs. • POI and Partnership school teams include representation from the ELL Department to ensure that all students are receiving the appropriate level of support. • Fiction and Nonfiction text relevant to the population • Resources from Black and Hispanic Male study • Summer opportunities • Incorporation of System 44 to support language acquisition Multilingual Services: * Monitoring of student placement to ensure they're in the right course according to proficiency levels and following course progression *Explicit vocabulary instruction must take place *Students must be given opportunities to develop oral language every day *Teachers need to be able to bridge from Bilingual to English instruction in grades (K-3)	December, January, and March Elementary Writing Rally (4th grade teachers) on December 12th Conquering the conventions (Grades 2-5) on October 10th 45 Days of FCAT Writing and FCAT Writing Scoring Training (new 4th grade teachers) on November 6-7 US History EOCA – October 26 Civics EOCA – October 26 SS Department Head Trainings Reading Endorsement Competencies NG CAR-PD Assistant Principal and Principal meeting updates SIOP Training Bklack & Hispanic Males Study Multilingual Services: *Professional Development by Karen Beeman for the Bilingual and Dual Language Teachers on Team Teaching in the Two-Way Developmental Program, Oral Language Development in the Bilingual and Two-Way Developmental Classroom , Integrating "The Bridge" in the Content Area Lesson *Sheltered Instruction Observation Protocol professional development for teachers (K-12) *School-wide instructional monitoring processes * Ongoing training	Secondary Literacy, Ella Shanks. Sr. Admin. Elementary Rdg., Ines Schmook Assoc. Supt. Curriculum & Instruction; Ella Thompson, Principal Corrective Programs, Kathy Shuler, Associate Syperintendent School Transformation Office; Professional Development Services Instructional

		must use this framework to increase reading fluency, expand exposure and instruction in non-fiction text, text complexity and extended reading passages relevant to the student population. Instructional support that ensures effective scaffolding aligned with standards is taking place.			during the 2012-2013 school year regarding Literacies across the content area for teachers and principals provided by Karen Beeman , Data, Collection, Review, and Analysis of ELL Reports, Text Structure to Make Content Comprehensible, English Proficiency Levels and their Corresponding Strategies	
		CS: The teaching and learning framework needed by students not making AYP includes standards based instruction delivered with rigor and relevance, functional relationships with school staff based on mutual respect with high expectations for all, and a culture within the school community that is collegial with educators working together collaboratively, focused on learning and results. A systematic process for planning,				

| Hispanic | Mathematics | teaching, assessing, and evaluating results (Plan, Do, Check, Act) combined with a problem solving process for determining effective interventions for students that are not mastering the standards in order to intervene early is also a necessity. We must use this framework to Increase of fluency in using basic math skills; improved computation skills; better application of basic concepts to problem solving Multilingual Services: The teaching and learning framework needed by Hispanic students not making AYP includes: deconstructing the standards to ensure rigor, analyzing language proficiency levels, differentiating instruction by language proficiency levels, functional relationships with school staff based on mutual respect with high | CS: Lack of rigorous instruction aligned with NGSSS. Lack of culturally relevant resources to engage the learner in rigorous tasks, critical thinking and problem solving. Lack of engaging instruction that incorporates real world problems, rigor and relevance; Not enough emphasis on active learning and use of manipulatives (more passive learning); Focus on teaching instead of student learning, Lack of data analysis for progress monitoring; Insufficient differentiation of instruction Multilingual Services: *Lack of explicit vocabulary instruction *Students not placed in the right course *Lack of rigor of the Language Arts through ESOL *Lack of student engagement *Lack of analyzing all of the data (including CELLA) to drive instruction and interventions. *Lack of content area reading with specific differentiation. *Lack of exposure to extended text as it relates to a specific class/course. *Lack of generalization | CS: Provide rigorous standards based initial instruction. Provide differentiated instruction based on student need as evidenced by student achievement data. Implementation of new strategies for active learning and student engagement using manipulatives and real world application; increased data reporting and data analysis at the classroom level; providing research-based intervention/supplemental programs; Use FCIM schoolwide with implementation at the classroom level with emphasis on re-teaching standards that have not been mastered. Multilingual Services: * Monitoring of student placement to ensure they 're in the right course according to proficiency levels and following course progression *Explicit vocabulary instruction must take place *Students must be given opportunities to develop oral language every day *Teachers need to be able to bridge from Bilingual to English instruction in grades (K-3) | CS: Deconstructing the standards. School-wide instructional monitoring processes, Close monitoring of sub group's progress in order to intervene when progress is not being made. Data Analysis for Math coaches and teacher leaders; Brain-Based Strategies; Kagan Strategies; professional development on NGSSS and school-wide implementation of RtI and FCIM. IPDPs that include professional learning specific to the subgroups that are not making AMO Targets. Multilingual Services: *Professional Development by Karen Beeman for the Bilingual and Dual Language Teachers on Team Teaching in the Two-Way Developmental Program, Oral Language Development in the Bilingual and Two-Way Developmental Classroom , Integrating "The Bridge" in the Content Area Lesson *Sheltered Instruction Observation Protocol professional development for teachers (K-12) *School-wide instructional monitoring processes * Ongoing training during the 2012-2013 school year regarding Literacies across the content area for teachers and principals provided by | Curriculum Services, Melanie Cleveland, Sr. Admin. Secondary Literacy, Ella Shanks. Sr. Admin. Elementary Rdg., Ines Schmook Assoc. Supt. Curriculum & Instruction; Ella Thompson, Principal Corrective Programs, Kathy Shuler, Associate Syperintendent School Transformation Office; Accountability, Research and Assessment Department; ESE; Maggie Rassel Director Multilingual Services, Instructional Development, Professional Development Services |

		expectations for all. A systematic process for planning, teaching, assessing, and evaluating results (Plan, Do, Check, Act) combined with a problem solving process for determining effective interventions for students that are not mastering the standards in order to intervene early is also a necessity. We must use this framework to increase reading fluency, expand exposure and instruction in non-fiction text, text complexity and extended reading passages relevant to the student population. Instructional support that ensures effective scaffolding aligned with standards is taking place.	skills (transference) from the intensive reading class to the core courses		Karen Beeman , Data, Collection, Review, and Analysis of ELL Reports, Text Structure to Make Content Comprehensible, English Proficiency Levels and their Corresponding Strategies	
Asian	Reading	This subgroup met the 2012 AMO Target in Reading.				
Asian	Mathematics	This subgroup met the 2012 AMO Target in Math.				
		This subgroup				

American Indian	Reading	met the 2012 AMO Target in Reading.			
American Indian	Mathematics	This subgroup met the 2012 AMO Target in Math.			
Economically Disadvantaged	Reading	The teaching and learning framework needed by students not making AYP includes standards based instruction delivered with rigor and relevance, functional relationships with school staff based on mutual respect with high expectations for all, and a culture within the school community that is collegial with educators working together collaboratively, focused on learning and results. A systematic process for planning, teaching, assessing, and evaluating results (Plan, Do, Check, Act) combined with a problem solving process for determining effective interventions for students that are not mastering the standards in order to intervene early	Lack of rigorous instruction aligned with NGSSS. Lack of engaging instruction that incorporates strategies to support under-resourced learners. Lack of explicit vocabulary instruction to counter low levels of academic background knowledge. Lack of content area reading with specific differentiation. Lack of exposure to extended text relevant to the student population as it relates to mastery of required standards. Lack of generalization skills (transference) from the intensive reading class to the core courses. Lack of exposure to extended text. Rigor and length of summative	Provide rigorous standards based initial instruction with strategies to support under-resourced learners embedded. Explicit vocabulary instruction. Consistent data driven progress monitoring to inform instructional decisions. Use of formative and summative assessments to ensure students are mastering standards. Use of the school based Literacy Council to identify specific strategies to engage students living in poverty. Appropriate use of site based reading coach to build capacity and sustainability with teachers through the coaching cycle. Use FCIM schoolwide and at the classroom level to monitor student achievement and re-teach as warranted.	Deconstruction of the standards. School-wide instructional monitoring processes, Close monitoring of sub group's progress in order to intervene when progress is not being made. Next Generation Content Reading Courses, Reading Endorsement courses, ongoing professional learning for site based reading coaches, and support from publishers of adopted curriculum materials. Specific training regarding strategies to engage students living in poverty (Ruby Payne). Ongoing training during the 2011-2012 school year regarding Literacies across the content area for teachers and principals. Professional development on NGSSS and begin schoolwide implementation of	Curriculum Services, Melanie Cleveland, Sr. Admin. Secondary Literacy, Ella Shanks. Sr. Admin. Elementary Rdg., Ines Schmook Assoc. Supt. Curriculum & Instruction; Ella Thompson, Principal Corrective Programs, Kathy Shuler, Associate Syperintendent School Transformation Office; Accountability, Research and Assessment Department; ESE; Maggie Rassel Director Multilingual Services, Instructional Development, Professional

		is also a necessity. We must use this framework to increase reading fluency, expand exposure and instruction in non-fiction text, text complexity and extended reading passages relevant to the student population. Instructional support that ensures effective scaffolding aligned with standards is taking place.	assessments did not match the level experienced in FCAT. Lack of higher order questions and complex tasks within core instruction.	Provide differentiated instruction based on student needs as evidenced by student achievement data.	CCSS. Continue to provide College Readiness strategies to prepare students in the 21st Century. IPDPs that include professional learning specific to the subgroups that are not making AYP.	Development Services
		The teaching and learning framework needed by students not making AYP includes standards based instruction delivered with rigor and relevance, functional relationships with school staff based on mutual respect				

Economically Disadvantaged	Mathematics	with high expectations for all, and a culture within the school community that is collegial with educators working together collaboratively, focused on learning and results. A systematic process for planning, teaching, assessing, and evaluating results (Plan, Do, Check, Act) combined with a problem solving process for determining effective interventions for students that are not mastering the standards in order to intervene early is also a necessity. We must use this framework to Increase of fluency in using basic math skills; improved computation skills; better application of basic concepts to problem solving	Lack of rigorous instruction aligned with NGSSS. Lack of implementation of effective strategies to engage under-resourced learners. Lack rigor and relevance; Not enough emphasis on active learning with the use of manipulatives (more passive learning); Lack of data analysis for progress monitoring; Insufficient differentiation of instruction. Lack of consistent explicit vocabulary instruction and scaffolding due to lack of academic background knowledge.	Provide rigorous standards based initial instruction with strategies to support under-resourced learners embedded. Implementation of new strategies for active learning including manipulatives and real world application with explicit content specific vocabulary instruction. Increased data reporting and data analysis at the classroom level to inform instruction and intervention; providing research-based intervention/supplemental programs; offering interventions/tutoring before, during, and after school. Provide take home resources and materials to support learning.	Deconstruction of standards. School-wide instructional monitoring processes, Close monitoring of sub group's progress to ensure interventions are provided when progress is not being made. Professional learning regarding the academic and socio-emotional needs of under-resourced learners. Data Analysis for Math coaches and teacher leaders; Brain-Based Strategies; Kagan Strategies; professional development on NGSSS and school-wide implementation of RtI and FCIM. IPDPs that include professional learning specific to the subgroups that are not making AMO Targets.	Curriculum Services, Melanie Cleveland, Sr. Admin. Secondary Literacy, Ella Shanks. Sr. Admin. Elementary Rdg., Ines Schmook Assoc. Supt. Curriculum & Instruction; Ella Thompson, Principal Corrective Programs, Kathy Shuler, Associate Syperintendent School Transformation Office; Accountability, Research and Assessment Department; ESE; Maggie Rassel Director Multilingual Services, Instructional Development, Professional Development Services
		The teaching and learning framework needed by Hispanic students not making AYP includes: deconstructing the standards to ensure rigor,				

| English Language Learners | Reading | analyzing language proficiency levels, differentiating instruction by language proficiency levels, functional relationships with school staff based on mutual respect with high expectations for all. A systematic process for planning, teaching, assessing, and evaluating results (Plan, Do, Check, Act) combined with a problem solving process for determining effective interventions for students that are not mastering the standards in order to intervene early is also a necessity. We must use this framework to increase reading fluency, expand exposure and instruction in non-fiction text, text complexity and extended reading passages relevant to the student population. Instructional support that ensures effective | *Lack of explicit vocabulary instruction *Students not placed in the right course *Lack of rigor of the Language Arts through ESOL *Lack of student engagement *Lack of analyzing all of the data (including CELLA) to drive instruction and interventions. *Lack of content area reading with specific differentiation. *Lack of exposure to extended text as it relates to a specific class/course. *Lack of generalization skills (transference) from the intensive reading class to the core courses | * Monitoring of student placement to ensure they 're in the right course according to proficiency levels and following course progression *Explicit vocabulary instruction must take place *Students must be given opportunities to develop oral language every day *Teachers need to be able to bridge from Bilingual to English instruction in grades (K-3) | *Professional Development by Karen Beeman for the Bilingual and Dual Language Teachers on Team Teaching in the Two-Way Developmental Program, Oral Language Development in the Bilingual and Two-Way Developmental Classroom , Integrating "The Bridge" in the Content Area Lesson *Sheltered Instruction Observation Protocol professional development for teachers (K-12) *School-wide instructional monitoring processes * Ongoing training during the 2012-2013 school year regarding Literacies across the content area for teachers and principals provided by Karen Beeman , Data, Collection, Review, and Analysis of ELL Reports, Text Structure to Make Content Comprehensible, English Proficiency Levels and their Corresponding Strategies, Blending Instruction with Imagine Learning | Maggie Rassel, Director; Agnes Serrano, Sr. Admin. Multilingual Services, |

		scaffolding aligned with standards is taking place.				
English Language Learners	Mathematics	The teaching and learning framework needed by Hispanic students not making AYP includes: deconstructing the standards to ensure rigor, analyzing language proficiency levels, differentiating instruction by language proficiency levels, functional relationships with school staff based on mutual respect with high expectations for all. A systematic process for planning, teaching, assessing, and evaluating results (Plan, Do, Check, Act) combined with a problem solving process for determining effective interventions for students that are not mastering the standards in order to intervene early is also a necessity. We must use this framework to increase reading fluency, expand	*Lack of explicit vocabulary instruction *Students not placed in the right course *Lack of rigor of the Language Arts through ESOL *Lack of student engagement *Lack of analyzing all of the data (including CELLA) to drive instruction and interventions. *Lack of content area reading with specific differentiation. *Lack of exposure to extended text as it relates to a specific class/course. *Lack of generalization skills (transference) from the intensive reading class to the core courses	* Monitoring of student placement to ensure they 're in the right course according to proficiency levels and following course progression *Explicit vocabulary instruction must take place *Students must be given opportunities to develop oral language every day *Teachers need to be able to bridge from Bilingual to English instruction in grades (K-3)	*Professional Development by Karen Beeman for the Bilingual and Dual Language Teachers on Team Teaching in the Two-Way Developmental Program, Oral Language Development in the Bilingual and Two-Way Developmental Classroom , Integrating "The Bridge" in the Content Area Lesson *Sheltered Instruction Observation Protocol professional development for teachers (K-12) *School-wide instructional monitoring processes * Ongoing training during the 2012-2013 school year regarding Literacies across the content area for teachers and principals provided by Karen Beeman , Data, Collection, Review, and Analysis of ELL Reports, Text Structure to Make Content Comprehensible, English Proficiency Levels and their	Maggie Rassel, Director; Agnes Serrano, Sr. Admin. Multilingual Services,

		exposure and instruction in non-fiction text, text complexity and extended reading passages relevant to the student population. Instructional support that ensures effective scaffolding aligned with standards is taking place.			Corresponding Strategies, Blending Instruction with Imagine Learning
		The teaching and learning framework needed by students not making AYP includes standards based instruction delivered with rigor and relevance, functional relationships with school staff based on mutual respect with high expectations for all, and a			

| Students with Disabilities | Reading | culture within the school community that is collegial with educators working together collaboratively, focused on learning and results. A systematic process for planning, teaching, assessing, and evaluating results (Plan, Do, Check, Act) combined with a problem solving process for determining effective interventions for students that are not mastering the standards in order to intervene early is also a necessity. We must use this framework to increase reading fluency, expand exposure and instruction in non-fiction text, text complexity and extended reading passages relevant to the student population. Instructional support that ensures effective scaffolding aligned with standards is taking place with progress monitoring to | Lack of rigorous instruction aligned with the standards. Lack of consistent process for Learning Strategies courses. Challenges with aligning instruction with access points. Lack of content area reading with specific differentiation aligned with the needs of the disability. Lack of exposure to extended text relevant to the student population as it relates to mastery of required standards. Lack of effective learning strategies instruction that is conducive to transference into content area courses. Lack of exposure to extended text. Lack of systems/infrastructure in place for ESE personnel to support instruction. Standard practice for implementation of Support Facilitators needed. | Provide rigorous initial instruction with ESE support strategies embedded. Consistently use data to drive instructional decisions. Use of formative and summative assessments to ensure students are being taught required standards. Exposure to the rigor and length of tasks as experienced during FCAT. Use of the school based Literacy Council to include specific strategies to engage ESE students. Appropriate use of site based reading coach to build capacity and sustainability through using the coaching cycle with identified teachers. Use FCIM school-wide and at the classroom level to ensure mastery of standards and re-teaching when warranted. Effecctive use of support facilitators and ESE support teachers to improve instruction. | Effective Learning Strategies course and support facilitation implementation, Next Generation Content Reading Courses, Reading Endorsement courses, ongoing professional learning for site based reading coaches, and support from publishers of adopted curriculum materials. Specific training regarding strategies to engage ESE students. Ongoing training during the 2011-2012 school year regarding Literacies across the content area for teachers and principals. Professional development on NGSSS and begin schoolwide implementation of CCSS. Continue to provide College Readiness strategies to prepare students in the 21st Century with ESE strategies embedded. IPDPs that include professional learning specific to the subgroups that are not making AMO Targets. | Curriculum Services, Melanie Cleveland, Sr. Admin. Secondary Literacy, Ella Shanks. Sr. Admin. Elementary Rdg., Ines Schmook Assoc. Supt. Curriculum & Instruction; Ella Thompson, Principal Corrective Programs, Kathy Shuler, Associate Syperintendent School Transformation Office; Accountability, Research and Assessment Department; ESE; Maggie Rassel Director Multilingual Services, Instructional Development, Professional Development Services |

		facilitate mainstreaming aggressively.			
Students with Disabilities	Mathematics	The teaching and learning framework needed by students not making AYP includes standards based instruction delivered with rigor and relevance, functional relationships with school staff based on mutual respect with high expectations for all, and a culture within the school community that is collegial with educators working together collaboratively, focused on learning and results. A systematic process for planning, teaching, assessing, and evaluating results (Plan, Do, Check, Act) combined with a problem solving process for determining effective interventions for students that are not mastering the standards in order to intervene early is also a necessity. We must use this framework to increase	Insufficient differentiation of instruction with ESE strategies embedded effectively; lack of data analysis on progress monitoring; need for greater student engagement; improvement needed in alignment of IEP and instruction/access points. Ineffective scaffolding alignment with standards with progress monitoring to facilitate mainstreaming aggressively.	Implementation of new strategies for active learning and student engagement; increased data reporting and data analysis at the classroom level; providing research-based intervention/supplemental programs that are rigorous and relevant. Provide high quality initial instruction with ESE support strategies embedded. Consistent data driven instructional decisions. Use of formative and summative assessments to ensure students are being taught what they need.	Effective Learning Strategies course implementation,Data Analysis for Math coaches and teacher leaders; Brain-Based Strategies; Kagan Strategies;professional development school-wide implementation of RtI and FCIM. Specific training regarding strategies to engage ESE students. Professional development on NGSSS and begin schoolwide implementation of CCSS. IPDPs that include professional learning specific to the subgroups that are not making AMO Targets.	Curriculum Services, Melanie Cleveland, Sr. Admin. Secondary Literacy, Ella Shanks. Sr. Admin. Elementary Rdg., Ines Schmook Assoc. Supt. Curriculum & Instruction; Ella Thompson, Principal Corrective Programs, Kathy Shuler, Associate Syperintendent School Transformation Office; Accountability, Research and Assessment Department; ESE; Maggie Rassel Director Multilingual Services, Instructional Development, Professional Development Services

		fluency in using basic math skills; improved computation skills; better application of basic concepts to problem solving				
Other (e.g. Migrant) [as needed]	Reading	The teaching and learning framework needed by students not making AYP includes standards based instruction delivered with rigor and relevance, functional relationships with school staff based on mutual respect with high expectations for all, and a culture within the school community that is collegial with educators working together collaboratively, focused on learning and results. A systematic process for planning, teaching, assessing, and evaluating results (Plan, Do, Check, Act) combined with a problem solving process for determining effective interventions for students that are not mastering the standards in	Lack of student engagement, high cyclical mobility rates. Lack of content area reading with specific differentiation with strategies specific to support the migrant student. Lack of exposure to extended text relevant to the student population as it relates to a specific class/course. Lack of generalization skills (transference) from the intensive reading class to the core courses. Lack of exposure to	Provide high quality initial instruction with strategies that are effective in supporting the migrant students. Consistent data driven instructional decisions. Use of formative and summative assessments to ensure students are being taught what they need. Reinforcement of the school based Literacy Council to include specific strategies to engage migrant students. Appropriate use of site based reading coach to build capacity and sustainability. Use the FCIM model through teacher reflection, data analysis and professional	Next Generation Content Reading Courses, Reading Endorsement courses, ongoing professional learning for site based reading coaches, and support from publishers of adopted curriculum materials. Specific training regarding strategies to engage migrant students. Ongoing training during the 2011-2012 school year regarding Literacies across the content area for teachers and principals provided by Kylene Beers and Bob Probst. Professional development on NGSSS and begin schoolwide implementation of CCSS. Continue to provide College Readiness strategies	Curriculum Services, Melanie Cleveland, Sr. Admin. Secondary Literacy, Ella Shanks. Sr. Admin. Elementary Rdg., Ines Schmook Assoc. Supt. Curriculum & Instruction; Ella Thompson, Principal Corrective Programs, Kathy Shuler, Associate Syperintendent School Transformation Office; Accountability, Research and Assessment Department; ESE; Maggie Rassel Director Multilingual Services, Instructional Development,

		order to intervene early is also a necessity. We must use this framework to increase reading fluency, expand exposure and instruction in non-fiction text, text complexity and extended reading passages relevant to the student population. Instructional support that ensures effective scaffolding aligned with standards is taking place.	extended text.	learning communities.	to prepare students in the 21st Century with Migrant services and support strategies embedded.IPDPs that include professional learning specific to the subgroups that are not making AMO Targets.	Professional Development Services Migrant Education, School Administration
		The teaching and learning framework needed by students not making AYP includes standards based instruction delivered with rigor and relevance, functional relationships				

| Other (e.g. Migrant) [as needed] | Mathematics | with school staff based on mutual respect with high expectations for all, and a culture within the school community that is collegial with educators working together collaboratively, focused on learning and results. A systematic process for planning, teaching, assessing, and evaluating results (Plan, Do, Check, Act) combined with a problem solving process for determining effective interventions for students that are not mastering the standards in order to intervene early is also a necessity. We must use this framework to increase Academic vocabulary and improved better application of basic concepts to problem solving | Lack of student engagement, high cyclical mobility rates.Insufficient differentiation of instruction; lack of data analysis on progress monitoring; need for greater rigor and relevance with specific strategies for the migrant stuent; lack of use of manipulatives and real world application with daily word problems | Provide high quality initial instruction with strategies that are effective in supporting the migrant students. Consistent data driven instructional decisions. Use of formative and summative assessments to ensure students are being taught what they need. Implementation of new strategies for active learning and student engagement; increased data reporting and data analysis at the classroom level; providing research-based intervention/supplemental programs that are rigorous and relevant to the student | Data Analysis for Math coaches and teacher leaders; Brain-Based Strategies; Kagan Strategies, (Ruby Payne; IPDPs that include professional learning specific to the subgroups that are not making AMO Targets. Specific training regarding strategies to engage Migrant students. Professional development on NGSSS. | Curriculum Services, Melanie Cleveland, Sr. Admin. Secondary Literacy, Ella Shanks. Sr. Admin. Elementary Rdg., Ines Schmook Assoc. Supt. Curriculum & Instruction; Ella Thompson, Principal Corrective Programs, Kathy Shuler, Associate Syperintendent School Transformation Office; Accountability, Research and Assessment Department; ESE; Maggie Rassel Director Multilingual Services, Instructional Development, Professional Development Services , Migrant Education, Instructional Development, School Administration. |

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	As a part of Tier I initial instruction, all students will participate in a daily, minimum 90-minute block of uninterrupted reading instruction. Orange County dually adopted Houghton Mifflin (2009) and SRA, Imagine It! as its Comprehensive Core Reading Programs. Both of these programs are research based and meet the state's criteria for a core reading program. They provide explicit lessons for thirty minutes of whole group instruction that includes modeling of skills, strategies and concepts, guided and independent application, re-teaching components, as well as some resources for sixty minutes of small group instruction. These research-based programs incorporate the six essential components (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension) of reading instruction. They meet Florida's 6 + 4 + ii + iii formula for reading improvement and correlate to all Reading and Language Arts Next Generation Sunshine State Standards (2007). The Comprehensive Core Reading Programs (CCRPs) provide guidance to teachers in delivering differentiated grade level instruction for all learners within the reading block. In K-1, teachers will use the Curriculum Instruction Assessment (CIA) Blueprint to align instruction to the Common Core State Standards for English Language Arts. Second grade teachers will blend NGSSS with the Common Core State Standards for English Language Arts. These CIA Blueprints will be accessed through our online Instructional Management System, IMS. A team of K-2 teachers and coaches from every school will receive professional learning in Common Core State Standards. This team, Black Belt Team, will serve as change agents facilitating conversations and professional learning through PLC's at their school site. Instruction is organized to meet the needs of on-level learners, advanced learners, below-level learners, and English-language learners. Both programs integrate a scope and sequence within the daily lesson plans that guide teachers in delivering strategy and skill instruction based on students' needs. Aligned instructional materials such as decodable books, and leveled books may be used for individual and small group instruction. In order to move towards the Common Core State Standards, teachers will utilize texts with increased complexity, which includes a balance of informational than literary texts. The goal is that by fourth grade the balance will be an appropriate 50/50. This shift to include more informational texts will require teachers to use an integrated interdisciplinary instructional approach. Students will apply reading and writing across the day in all content areas. A variety of assessment opportunities, both informal and formal, are included in the comprehensive core reading programs and are used regularly to monitor students' progress.
MIDDLE	Developmental Reading Programs are offered by some schools at the discretion of the principal. These courses are for students who are reading on and above grade level. Skills and strategies taught align with Sunshine State Standards for Reading. A variety of materials are used as principals are not required to use materials from reading adoption.The district plan provides for comprehensive professional development in the use of complex text that aligns with Sunshine State and Common Core Standards. Principals will ensure that students are engaged in reading culturally relevant complex texts including those with multicultural themes and applications appropriate to the readers' histories and experiences. Classroom libraries should include apprentice, grade-level and stretch text. Professional development will continue to be provided to help literacy coaches in identifying sources of complex text and instructional implications. Texts that fall within the appropriate lexile bands as identified by Common Core and that elicit close reading and re-reading will be used as part of every instructional unit at each grade level. The study of short, complex texts enables students at a wide range of reading levels to participate in the close analysis of more demanding text. A high priority is to be placed on the close, sustained reading of complex text and the use of textual evidence to respond to text dependent questions. 80-90% of tasks/questions designed for instruction should require text dependent analysis, often drawing from multiple sources. Students will need well-planned instruction, including effective scaffolding, to enable them to comprehend texts that fall within the appropriate lexile bands as established by Common Core. Scaffolding, including the use of leveled texts, should not preempt or replace the use of complex text by translating its content for students or telling students what they are going to learn in advance of reading the text. Scaffolding should not become an alternate, simpler source of information that diminishes the need for students to read the text carefully. Teachers are to support readers in successful navigation of complex text. Comprehensive intervention reading programs have been adopted by Orange County Public Schools for use with secondary students. Intense, direct and explicit intervention must consider the cultural and linguistic resources within readers' repertoire. Teachers must identify and supplement instruction with complex text that falls within the appropriate lexile bands as detailed within Common Core on a recurring basis. Authentic literature, including appropriate nonfiction, will be integrated within the reading program at each secondary school through the use of classroom libraries and online databases. The district expects that each reading classroom has a classroom library comprised of a variety of books at different reading levels for independent reading, including higher levels of complexity.

HIGH	The district plan provides for comprehensive professional development in the use of complex text that aligns with Sunshine State and Common Core Standards. Principals will ensure that students are engaged in reading culturally relevant complex texts including those with multicultural themes and applications appropriate to the readers' histories and experiences. Classroom libraries should include apprentice, grade-level and stretch text. Professional development will continue to be provided to help literacy coaches in identifying sources of complex text and instructional implications. Texts that fall within the appropriate lexile bands as identified by Common Core and that elicit close reading and re-reading will be used as part of every instructional unit at each grade level. The study of short, complex texts enables students at a wide range of reading levels to participate in the close analysis of more demanding text. A high priority is to be placed on the close, sustained reading of complex text and the use of textual evidence to respond to text dependent questions. 80-90% of tasks/questions designed for instruction should require text dependent analysis, often drawing from multiple sources. Students will need well-planned instruction, including effective scaffolding, to enable them to comprehend texts that fall within the appropriate lexile bands as established by Common Core. Scaffolding, including the use of leveled texts, should not preempt or replace the use of complex text by translating its content for students or telling students what they are going to learn in advance of reading the text. Scaffolding should not become an alternate, simpler source of information that diminishes the need for students to read the text carefully. Teachers are to support readers in successful navigation of complex text. Comprehensive intervention reading programs have been adopted by Orange County Public Schools for use with secondary students. Intense, direct and explicit intervention must consider the cultural and linguistic resources within readers' repertoire. Teachers must identify and supplement instruction with complex text that falls within the appropriate lexile bands as detailed within Common Core on a recurring basis. Authentic literature, including appropriate nonfiction, will be integrated within the reading program at each secondary school through the use of classroom libraries and online databases. The district expects that each reading classroom has a classroom library comprised of a variety of books at different reading levels for independent reading, including higher levels of complexity.
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	The District has an adopted listed of SIRP and CIRP Programs that can be used in providing targeted, differentiated intervention to meet specific needs of students. Teachers will match students' needs with intervention materials based on data. Placement will be fluid and reevaluated after each progress monitoring assessment using the RTI Model. A list of these adopted programs is located at: https://www.ocps.net/cs/services/cs/currareas/read/IR/IM/Pages/SupplementalMaterials.aspx. This document includes the targeted area(s) of reading as well as the benefits and risks of each program. Comprehensive and supplemental materials that go beyond the core program are necessary for reading growth. These materials may vary from school to school. However, all instructional materials are consistent with Scientific Based Reading Research in that they provide a range of leveled, high interest text with increased complexity and support differentiated reading instruction. Furthermore, the district will provide additional professional learning concerning text complexity trainings to principals, reading coaches, and school based Common Core facilitators in order to assist teachers in the selection and use of complex texts in daily instruction. Texts may come from a variety of sources such as media centers, online resources, and/or classroom libraries. Professional learning on lesson construction and sample close reading lessons has been provided to all elementary schools. The reading progress of all students is monitored a minimum of 3 times per year to include a baseline, mid-year, and end of the year assessment. Struggling readers, exhibiting substantial deficiencies in reading, receive immediate intensive intervention (iii) instruction that includes diagnostic assessments and frequent on-going progress monitoring. When assessment data indicates that any student, K-5, is not making adequate progress, the school Response to Intervention

(RtI) Collaborative Problem Solving Team meets regularly to address the problem, analyze why it is occurring, design an intensive intervention plan targeted to meet a student's specific need, and monitor student progress as part of the District RtI model.

In addition to the initial instruction (ii) provided through a 90 minute reading block, struggling readers who exhibit a substantial deficiency in reading are provided additional daily immediate intensive intervention (iii) instruction until the deficiency is remediated. This Tier 2 or Tier 3 immediate intensive intervention focuses on the specific needs of students and will be explicitly and systematically delivered for 30-45 minutes, beyond the 90-minute reading block, five days a week. This additional academic learning time will be provided in a small group setting with 3-5 students or through one-on-one instruction. Tier 2 intervention will be delivered by a highly qualified teacher or a certified, trained paraprofessional directly supervised by a highly qualified teacher. If a trained paraprofessional is working with Tier 2 students, they will meet on a regular basis with the supervising teacher to discuss student progress. Tier 3 intervention must be delivered by a highly qualified teacher. Refer to the Reading and RtI Connection Chart on the link below for more details about the CIRP and SIRP and how they match instructional needs of students.
https://www.ocps.net/cs/services/cs/currareas/read/Curriculum/Pages/K-12ReadingPlan.aspx

| MIDDLE | The district plan provides for comprehensive professional development in the use of complex text that aligns with Sunshine State and Common Core Standards. |
| | Principals will ensure that students are engaged in reading culturally relevant complex texts including those with multicultural themes and applications appropriate to the readers' histories and experiences. Classroom libraries should include apprentice, grade-level and stretch text. |

The district plan provides for comprehensive professional development in the use of complex text that aligns with Sunshine State and Common Core Standards.
Principals will ensure that students are engaged in reading culturally relevant complex texts including those with multicultural themes and applications appropriate to the readers' histories and experiences. Classroom libraries should include apprentice, grade-level and stretch text.

Professional development will continue to be provided to help literacy coaches in identifying sources of complex text and instructional implications. Texts that fall within the appropriate lexile bands as identified by Common Core and that elicit close reading and re-reading will be used as part of every instructional unit at each grade level.

The study of short, complex texts enables students at a wide range of reading levels to participate in the close analysis of more demanding text. A high priority is to be placed on the close, sustained reading of complex text and the use of textual evidence to respond to text dependent questions. 80-90% of tasks/questions designed for instruction should require text dependent analysis, often drawing from multiple sources.

Students will need well-planned instruction, including effective scaffolding, to enable them to comprehend texts that fall within the appropriate lexile bands as established by Common Core. Scaffolding, including the use of leveled texts, should not preempt or replace the use of complex text by translating its content for students or telling students what they are going to learn in advance of reading the text. Scaffolding should not become an alternate, simpler source of information that diminishes the need for students to read the text carefully. Teachers are to support readers in successful navigation of complex text.

Comprehensive intervention reading programs have been adopted by Orange County Public Schools for use with secondary students. Intense, direct and explicit intervention must consider the cultural and linguistic resources within readers' repertoire. Teachers must identify and supplement instruction with complex text that falls within the appropriate lexile bands as detailed within Common Core on a recurring basis.

Authentic literature, including appropriate nonfiction, will be integrated within the reading program at each secondary school through the use of classroom libraries and online databases. The district expects that each reading classroom has a classroom library comprised of a variety of books at different reading levels for independent reading, including higher levels of complexity.

The district plan provides for comprehensive professional development in the use of complex text that aligns with Sunshine State and Common Core Standards.
Principals will ensure that students are engaged in reading culturally relevant complex texts including those with multicultural themes and applications appropriate to the readers' histories and experiences. Classroom libraries should include apprentice, grade-level and stretch text.

Professional development will continue to be provided to help literacy coaches in identifying sources of complex text and instructional implications. Texts that fall within the appropriate lexile bands as identified by Common Core and that elicit close reading and re-reading will be used as part of every instructional unit at each grade level.

The study of short, complex texts enables students at a wide range of reading levels to participate in the close analysis of more demanding text. A high priority is to be placed on the close, sustained reading of complex text and the use of textual evidence to respond to text dependent questions. 80-90% of tasks/questions designed for instruction should require text dependent analysis, often drawing from multiple sources.

Grade Level	
HIGH	Students will need well-planned instruction, including effective scaffolding, to enable them to comprehend texts that fall within the appropriate lexile bands as established by Common Core. Scaffolding, including the use of leveled texts, should not preempt or replace the use of complex text by translating its content for students or telling students what they are going to learn in advance of reading the text. Scaffolding should not become an alternate, simpler source of information that diminishes the need for students to read the text carefully. Teachers are to support readers in successful navigation of complex text. Comprehensive intervention reading programs have been adopted by Orange County Public Schools for use with secondary students. Intense, direct and explicit intervention must consider the cultural and linguistic resources within readers' repertoire. Teachers must identify and supplement instruction with complex text that falls within the appropriate lexile bands as detailed within Common Core on a recurring basis. Authentic literature, including appropriate nonfiction, will be integrated within the reading program at each secondary school through the use of classroom libraries and online databases. The district expects that each reading classroom has a classroom library comprised of a variety of books at different reading levels for independent reading, including higher levels of complexity.
Additional Information	

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	
MIDDLE	**Click here to Professional Development in Reading web page**
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
	Structured reading activities are an integral part of the before and after school opportunities provided for Orange County Public School students. Based on the number of students requiring additional support in reading instruction, each school site has the flexibility to independently maintain and operate before, during, and after school mentoring and tutoring activities. Attendance eligibility for tutoring and mentoring activities is left to the discretion of the school-based administrator. The Reading Leadership Team at each school collaborates with staff to analyze student assessment data (ie. FAIR, FCAT, Benchmarks, and or school-based reading diagnostics and/or program data for determining their student population eligible for participation in tutoring and mentoring activities). Student assessment data is further analyzed collaboratively to guide in developing reading instructional plans that are relevant and intensive, and designed to specifically target the individual differentiated needs of participating students. Schools link before and after school activities to reading instruction by extending and enhancing core and/or supplemental/intervention programs used during the school day. Some examples of these program activities are as follows: -Read-aloud chapter books read by a group leader -Book Club -Educational Software -Small group instruction		

ELEMENTARY	-CIRP and SIRP intervention materials -Independent Reading -Drama Club/Readers Theater -Oral Language Development Instructional Approaches -Homework Club -Media Center for time to read -Content Area Project Based Learning Schools also provide tutoring (before school, after school, and on Saturdays) targeting specific students ranging from kindergarten through grade five with the majority focusing on grades three through five. The before and after school instructors will communicate with the classroom teachers to ensure instructional continuity. Data from both the extra tutoring and regular classroom will be reviewed regularly in data meetings with school curriculum leaders. Eligibility for participation in the Third Grade Summer Reading Camp is based on FCAT Reading performance. Participation in the Third Grade Summer Reading Camp is available to all third grade students in the district scoring Level 1 on FCAT Reading regardless of whether or not they already have good cause for promotion. Reading coaches and reading resource teachers must be reading endorsed, certified or working toward endorsement/certification. General education classroom teachers holding an elementary education certifcation are encouraged but not required to persue reading endorsement/certification. Teachers employed for summer reading camp opportunities are elementary certified, encouraged to be reading endorsed/certified and have a proven success rate working with stuggling readers. These schools will be provided the extra hour of school through the K-12 Reading dollars based of FEFP. Transportation will also be provided for all of these students. If the district does not contain one of these schools additional time can be provided before and after school as they have done in the past. Some schools will provide specialized tutoring to meet the needs of students needing assistance. Kindergarten, 1st and 2nd grade summer reading camp will be considered for the 2013 summer. In addition, OCPS is currently collaborating with faith based organizations and the City of Orlando to provide information and wrap around services for the high poverty neighborhoods in Orange County.		
	The District Literacy Team will keep a copy of the master schedule. The District Literacy Team will work with IT and Special Projects to ensure correct course code numbers are used to place students in correct reading classes. DOUBLE BLOCK The district will monitor that all students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or text reading efficiency have extended time for reading intervention. While schools may choose to bolster reading intervention efforts using before/after school tutoring and/or instruction, it is the district policy that these students will be scheduled into a double block (minimum 90; preferably 110 minutes) of reading instruction designed to accelerate foundational reading skills. The OCPS Intensive Reading double block class focuses on text reading efficiency, high level reasoning skills, vocabulary and reading comprehension strategies required to meet grade level standards. The teacher of this class should be reading endorsed or certified, and classroom infrastructure (class size, materials, etc.) should be adequate to implement the intervention course. This intervention course will include on a daily basis: • whole group explicit instruction		

	• small group differentiated instruction • independent reading practice monitored by the teacher Informational text will be regularly infused into the block with the goal that the ratio of informational to narrative text will approach that of FCAT throughout the student day. The District Literacy Team has provided a document to all middle school sites "Sample Secondary Intensive Reading Block: Level 1 and 2 disfluent Double Block (110 min.) Instructional Focus: Test Reading Efficiency, Vocabulary and Comprehension". This document provides clear guidance re: whole group, small group, and differentiated instruction matched with district adopted reading materials. Note: The use of leveled text should be limited to independent reading or use as an instructional scaffold. All students must eventually encounter complex text that falls within the lexile bands as set forth by Common Core. SINGLE BLOCK Students who score at Level 1, but who are not in need of decoding or text reading efficiency instruction, will be placed in a single block (class) of intensive reading. The OCPS Intensive Reading single block class focuses on high level reasoning skills, and vocabulary and reading comprehension strategies required to meet grade level standards. Teachers may also include strategies from Project CRISS, Foldables and/or SIOP. The teacher of this class should be reading endorsed or certified, and classroom infrastructure (class size, materials, etc.) should be adequate to implement the intervention course. This intervention course will include on a daily basis: • whole group explicit instruction • small group differentiated instruction • independent reading practice monitored by the teacher Informational text will be regularly infused into the block with the goal that the ratio of informational to narrative text will approach that of FCAT throughout the student day. The District Literacy Team has provided a document to all middle school sites "Sample Secondary Intensive Reading Block: Level 1 or 2 Single Block (55 min.) Instructional Focus: Vocabulary and Comprehension". This document provides clear guidance re: whole group, small group, and differentiated instruction matched with district adopted reading materials, including content area materials. Note: The use of leveled text should be limited to independent reading or to use as an instructional scaffold. All students must eventually encounter complex text that falls within the lexile bands as set forth by Common Core. The district will monitor that students scoring at Level 2 on FCAT Reading who are not in need of decoding or text reading efficiency instruction will be served in one of the following two ways: (1) Single block (class) intensive reading described above. -OR- (2) NG CAR PD: Content area reading intervention delivered through a content area class. Teachers of these classes must complete the 90 hour Next Generation Content Area Reading-Professional Development (NGCAR-PD) package, or the Reading Endorsement. Teachers who have completed the 150 hour Content Area Reading Professional Development (CAR-PD) may teach these classes. Classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course. Content area teachers are expected to successfully weave reading strategy	Every Summer	8th grade camp data collected at the close of camp by the district office

MIDDLE

instruction into the content area instruction in the appropriate benchmarks.
Note: The use of leveled text should be limited to independent reading or to use as an instructional scaffold. All students must eventually encounter complex text that falls within the lexile bands as set forth by Common Core.

The district will ensure that schools use data from screenings, progress monitoring and diagnostic assessments already in use in the district (i.e., FAIR, Benchmark Assessments, programmatic progress monitoring/diagnostic tools, formative assessments, as well as teacher recommendation.) Schools will be guided by members of the District Literacy Team to use Chart G to arrive at placement decisions.

It is the district's expectation that summer school instruction will be delivered by reading endorsed or certified teachers. The 8th-grade summer camp is recommended for all students who scored Level 1 on the FCAT and are attempting to complete promotion requirements. Intensive, targeted, small group skills instruction based on diagnostic data is the basis of the program. After the Bell by Scholastic forms the basis for the instructional day. Supplemental materials include REV it UP, Vocabulary through Morphemes, and Rewards. Further instruction should focus on a balance of leveled independent reading text combined with complex text as identified by common core lexile bands, using a variety of genres with a focus on non-fiction and authentic text. Additionally, writing in response to text should be incorporated to prepare students for more rigorous common core expectations. Intensive instruction and mentoring are important parts of the program. The program should be monitored by a member of the school-based literacy leadership team to ensure effectiveness.

The district expects that schools will develop and expand opportunities beyond the school day that will develop literacy skills as well as increase student motivation. These sessions should be taught by highly qualified teachers, and preference should be given to reading endorsed/certified teachers. Tutoring opportunities should be provided at a variety of times to encourage optimal attendance. Tutoring should align strategies used in daily reading instruction classes with on-grade-level text with explicit scaffolded support from the instructor. Core-curriculum text usage is strongly recommended to increase motivation through improved student performance. Furthermore, tutoring sessions should feature opportunities to write in response to text. Progress monitoring of students will occur throughout instruction using a variety of progress monitoring tools, and data will be shared with students on a regular basis to establish individual goals.

The District Literacy Team will monitor the master schedule. The District Literacy Team will work with IT and Special Projects to ensure correct course code numbers are used to place students in correct reading classes.

DOUBLE BLOCK
The district will monitor that all high school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or text reading efficiency have extended time for reading intervention. While schools may choose to bolster reading intervention efforts using before/after school tutoring and/or instruction, it is the district policy that these students will be scheduled into a double block (minimum 90, preferably 110 minutes) of reading instruction designed to accelerate foundational reading skills. The OCPS Intensive Reading double block class focuses on text reading efficiency, high level reasoning skills, vocabulary and reading comprehension strategies required to meet grade level standards. The teacher of this class should be reading endorsed or certified, and classroom infrastructure (class size, materials, etc.) should be adequate to implement the intervention course.
This intervention course will include on a daily basis:
• whole group explicit instruction
• small group differentiated instruction

• independent reading practice monitored by the teacher

Informational text will be regularly infused into the block with the goal that the ratio of informational to narrative text will approach that of FCAT throughout the student day.

The District Literacy Team has provided a document to all middle school sites "Sample Secondary Intensive Reading Block: Level 1 and 2 disfluent Double Block (110 min.)Instructional Focus: Test Reading Efficiency, Vocabulary and Comprehension". This document provides clear guidance re: whole group, small group, differentiation matched with district adopted reading materials.

Note: The use of leveled text should be limited to independent reading or to use as an instructional scaffold. All students must eventually encounter complex text that falls within the lexile bands as set forth by Common Core.

SINGLE BLOCK

Students who score at Level 1, but who are not in need of decoding or text reading efficiency instruction, will be placed in a single block (class) of intensive reading. The OCPS Intensive Reading single block class focuses on high level reasoning skills, vocabulary and reading comprehension strategies required to meet grade level standards. Teachers may also include use strategies from Project CRISS, Foldables and/or SIOP.
The teacher of this class should be reading endorsed or certified , and classroom infrastructure (class size, materials, etc.) should be adequate to implement the intervention course.
This intervention course will include on a daily basis:
• whole group explicit instruction
• small group differentiated instruction
• independent reading practice monitored by the teacher

Informational text will be regularly infused into the block with the goal that the ratio of informational to narrative text will approach that of FCAT throughout the student day.

The District Literacy Team has provided a document to all middle school sites "Sample Secondary Intensive Reading Block: Level 1 or 2 Single Block (55 min.)Instructional Focus: Vocabulary and Comprehension". This document provides clear guidance re: whole group, small group, differentiation matched with district adopted reading materials, including content area materials.

HIGH

Note: The use of leveled text should be limited to independent reading or to use as an instructional scaffold. All students must eventually encounter complex text that falls within the lexile bands as set forth by Common Core.

The district will monitor that students scoring at Level 2 on FCAT Reading who are not in need of decoding or text reading efficiency instruction will be served in one of the following two ways:
(1) Single block (class) intensive reading described above.
-OR (11th and 12th grade students only)
(2) NG CAR PD: Content area reading intervention delivered through a content area class. Teachers of these classes must complete the 90 hour Next Generation Content Area Reading-Professional Development (NGCAR-PD) package, or the Reading Endorsement. Teachers who have completed the 150 hour Content Area Reading Professional Development (CAR-PD) may teach these classes. Classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course.
Content area teachers are expected to successfully weave reading strategy

| | instruction into the content area instruction in the appropriate benchmarks. Note: The use of leveled text should be limited to independent reading or to use as an instructional scaffold. All students must eventually encounter complex text that falls within the lexile bands as set forth by Common Core.

The district will ensure that schools use data from screenings, progress monitoring and diagnostic assessments already in use in the district (i.e., FAIR, Benchmark Assessments, programmatic progress monitoring/diagnostic tools, formative assessments, as well as teacher recommendation.) Schools will be guided by members of the District Literacy Team to use Chart J to arrive at placement decisions.

It is the district's expectation that summer school instruction will be delivered by reading endorsed or certified teachers. The high school summer reading program includes the 12th-grade summer camp, which is for all "retake" students who are attempting to achieve a passing score on the FCAT and or a passing score on the PERT (Post-secondary Readiness Test) or concordant score on the ACT or SAT to complete the graduation requirement. It uses highly focused test preparation materials and techniques to close the gap in the most direct manner possible. FCAT Explorer is an important part of this summer camp as is intense, targeted, one-on-one instruction, mentoring and tutoring based on diagnostic data. Further instruction should focus on a balance of leveled independent reading text combined with complex text as identified by common core lexile bands, using a variety of genres with a focus on non-fiction and authentic text. Additionally, writing in response to text should be incorporated to prepare students for more rigorous common core expectations. The program should be monitored by a member of the school-based literacy leadership team to ensure effectiveness.

Another part of high school summer programs is the credit retrieval for graduation credits. These students are often struggling readers, as well. They receive content instruction embedded in reading strategies. This dual approach to instruction will make them more successful in fulfilling graduation credits and achieving grade level on the FCAT.

The district expects that schools will develop and expand opportunities beyond the school day that will develop literacy skills as well as increase student motivation. These sessions should be taught by highly qualified teachers, and preference should be given to reading endorsed/certified teachers. Tutoring opportunities should be provided at a variety of times to encourage optimal attendance. Tutoring should align strategies used in daily reading instruction classes with on-grade-level text with explicit scaffolded support from the instructor. Core-curriculum text usage is strongly recommended to increase motivation through improved student performance. Furthermore, tutoring sessions should feature opportunities to write in response to text. Progress monitoring of students will occur throughout instruction using a variety of progress monitoring tools, and data will be shared with students on a regular basis to establish individual goals. | | |
| Additional Information | Elementary
Third grade summer reading camp is offered to all students scoring a level one on FCAT. Students use After The Bell By Scholastic, Elements of Reading Vocabulary and Smart 7 Test Taking Strategies.

Second grade summer reading camp is offered to all 2nd grade student attending a Title I School and performing below grade level according to FAIR | Every Summer | Data Collected by the District office at the close of camp |

Title I District Improvement Plan - (Part 3_3)

3_3) Describe the reading opportunities that will be provided for targeted groups and grade level as it relates to sections 3_1

and 3_2. Provide the frequency, duration, and person responsible for monitoring.

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	Level 1 and Level 2 students, lowest 25% 6 Elementary schools within the bottom 100 in the state.	Throughout the School year, and extended summer activities 1 hour extended school day for reading intervention.	School Transformation Office, Curriculum & Instruction, Learning Community Area Superintendent & Executive Area Director
MIDDLE	Level 1 and Level 2 students, lowest 25%	school year, and extended summer activities	School Transformation Office, Curriculum & Instruction, Learning Community Area Superintendent & Executive Area Director
HIGH	Level 1 and Level 2 students, lowest 25%	school year, and extended summer activities	School Transformation Office, Curriculum & Instruction, Learning Community Area Superintendent & Executive Area Director

Title I District Improvement Plan - (Part 4)

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

Grade Level	Core Mathematics and Scientifically Research-Based Program(s)	Supplemental Mathematics and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Adopted Core Program: Mathematics K-5, Scott Foresman-Addison Wesley enVision Math (Florida 2011)	Successmaker; Acaletics; Moby Math; FASST Math; Accelerated Math; STAMS; CAMS; Number World's Math; AIMS; V-Math; NCTM – Illuminations; Illustrative Mathematics	District resource teachers will provide content trainings to support new standards, coaches, math lab teachers and mathematic specialists.
MIDDLE	Adopted Core Programs: Holt McDougal Mathematics Course 1, 2 and 3 Regular and Advanced	ALEKS, AIMS, Hands-on Equations, Successmaker, V-Math, FASST Math, Best Quest, Tabula Digita/Dimensions, NCTM Navigation Series, CORE	District resource teachers will provide content trainings to support new standards, coaches, new math teachers and math department chairs.
HIGH	Adopted Core Programs: Pearson Prentice Hall: Algebra 1 Honors, Geometry, Honors Geometry, Pre-Calculus, Analysis of Functions, Algebra II, Algebra II Honors, Mathematics for College Readiness, Mathematics for College Success, Probability and Statistics with Applications; Holt McDougal: Pre-Algebra, Algebra I, AP Calculus AB & BC; Key Curriculum Press Statistics in Action: Understanding a World of Data, and Calculus: Concepts and Applications,	PearsonSuccessnet Online Modules, ALEKS, Tabula, ,Penda Learning, S.T. Math, NCTM Navigation Series, CORE, Hands-on Equations	District resource teachers will provide content trainings to support new standards, coaches and math department

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

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
Before/After school tutoring	Level 1 and 2 Students (21st Century Grant)	Varies - depending on school site	school-based administrator
school-based administrator	All interested students	Varies depending on school site	school-based administrator
Family Math Nights	All interested students and parents	Varies - depending on school site	school-based administrator

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	State adopted high school textbook: Houghton Mifflin Science Fusion; OCPS Essential Labs	Gizmos, Encyclopedia Britannica, Safari Montage, GEMS, AIMS, FCAT Explorer, SRA Video Snapshots, Success Maker, Science Court, Nettrekker	Quarterly content trainings to support new standards, coaches, science leadership teachers, STEM-Engineering Design Challenges and textbook trainings
MIDDLE	State adopted high school textbook: Houghton Mifflin Science Fusion	Science Activity Table Activities to support review for FCAT Science 2.0, Gizmos, Encyclopedia Britannica, Safari Montage, GEMS, AIMS, FCAT Explorer, Success Maker, Science Court, Penda (SAM Learning), Nettrekker	Quarterly content trainings to support new standards, science coaches, and science leadership teachers, STEM-Engineering Design Challenges, and textbook trainings
HIGH	OCPS Essential Labs, state adopted high school textbooks	Gizmos, Encyclopedia Britannica, Safari Montage, FCAT Explorer, Success Maker, Penda (SAM Learning), Nettrekker	Biology Lead Teachers at each school site; Quarterly content trainings for Biology, Chemistry and Physical Science

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
Before/After school tutoring, grad-prep program	Level 1 and 2, Bubble	varies depending on school site	school-based administrator
Before/After school science competition teams	all students	varies depending on school site	school-based administrator
Before/After school science clubs	all students	varies depending on school site	school-based administrator
Science Family Fun Night (After school)	all students	varies depending on school site	school-based administrator
Science field trips, guest speakers and community service experiences and student internships (extended day, weekend)	all students	varies depending on school site	school-based administrator

Title I District Improvement Plan - (Part 6)

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

each level (elementary, middle, high).

Grade Level	Core Writing and Scientifically Research-Based Program(s)	Supplemental Writing and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Write Source (Great Source - publisher) Imagine It! (SRA)	Being a Writer, Write Traits, Write from the Beginning Write Track,	Initial and follow-up workshops, Train the Trainer workshops, Classroom modeling
MIDDLE	Literature (Holt McDougal - publisher)	Write for the Future, Write Traits, PDA+	Initial and follow-up workshops, Train the Trainer workshops
HIGH	Literature (Holt McDougal - publisher)	Write for the Future, Write Traits, PDA+	Initial and follow-up workshops, Train the Trainer workshops

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
Before school writing club, Saturday tutoring	Fourth grade, Fourth and eight grades	Twice weekly, Weekly	N/A

Title I District Improvement Plan - (Part 7)

7) Describe how the district will ensure that no less than 10% of Title I, Part A funds are committed to support the professional development activities described in this plan.

The district, according to its Title I plan, will spend at least 10% of its funds on Professional Development of instructional staff.

Title I funds are categorized so that they can be monitored through the district's financial system. Reports will be monitored frequently to ensure that money is being targeted correctly and that at least the required amounts are being spent on professional development. A district fund manager is assigned specifically to Title 1 to ensure that funds are spent and managed according to the guidelines specified.

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
		Implementation of Board Policy for Parental Involvement		

Opportunities for full participation in parental involvement activities	Requirement (NCLB) Title I, Part A, Section 1118 School Climate Effectiveness Surveys (Parents' version)	District Parental Involvement Advisory Council Parent Advisory Councils in each Title I Part A School Local Education Agency Parental Involvement Plan/ Written Parental Involvement Plans in each Title I Part A School Monitor the implementation of; Title I Part A School Parental Involvement Plans, the inclusion of parents in the decision making process for activities and the spending of allocated PI funds • Ensure dissemination requirements for Parental Involvement Plans are followed according to NCLB Section 1118 of the ESEA • Provide technical assistance and guidance for Title I Part A Schools to fulfill the requirements of NCLB Section 1118 Parental Involvement The Develop of Parent/Teacher/Student Compacts in all Title I Schools	Documentation Monitoring & Reports PI Conferences & Reviews Parent Interviews Parent Surveys Parent Focus Group Teacher Interviews School Staff Survey Documents (checklists, attendance sheets, emails) Sample products and publications	Title 1 Parental Involvement Coordinators Title 1,Director, Budget Manager, Compliance Monitors, School based administrator and school based coordinators, Part A Schools Assessment Research & Accountability Department, Community Resources Department
Recognition that parents and guardians are full partners in the decisions that impact the education of thier children and they play an integral role in assisting student learning.	Research supports an increase in student achievement and overall life skills when parents are involved Parental Involvement District Advisory Council and Title I Part A School surveys indicate a need for effective involvement NCLB Section 1118 requires the inclusion of parents in the decisions in the development of the district & school PI Policy/Plans and in the decisions on how funds reserved for PI are spent	Establish a parental involvement coordinator at each Title 1 Part A School to ensure equal access to all parents Help schools in planning and implementing parent involvement activities to improve student achievement and school performance The District provides assistance to Title I Part A Schools and parents in understanding the state's academic content standards, academic standards, student academic standard and academic assessment, including how to monitor student's academic progress and how to work with school staff to improve student achievement of their children	Title District Parent Survey District school Effectiveness and Climate Surveys	Title 1 District Parental Involvement Coordinators Title 1 Director, Title 1 Part A Schools
		Annual Meeting Parents Right to Know, Four Week Notifications with supporting documentation, Reservation of a minimum of 1% of the Title 1 Part A allocation of 95% of PI funds directly to Title I Part A Schools for Parental Involvement, provide materials,		

To educate parents of participating Title I Part A students of their Rights & Responsibilities as outlined in NCLB Section 1118 NCLB of the ESEA	Requirement Parent Surveys PI suggestions provided by Title 1 Schools Parent feedback at district & school levels	resources and trainings at school and district levels to assist parents in supporting their child's academic achievement Topics include; local & state assessments, school curriculums, benchmarks, Compacts and state and local academic requirements Annual Parents' Meeting provides an explanation of Title 1 Program Parents' Right to Know concerning their right to ask for information regarding qualifications of their child's teacher, paraprofessional, academic progress In addition, parents have the right to have access and copies of their child's test results, school grades, reports cards and educational options, assessment results and student progress. Four week notification must be sent to parents of students participating in Part A programs. If their child has been taught by a non-highly qualified teacher for four or more weeks. This notification includes what the LEA and school are doing to get the teacher highly qualified. The "Right to Know Letter" is sent at the beginning of the school year and the four week notification letter is sent on the 21st day a student is instructed by a non-highly qualified teacher	Annual Parents' Meeting Parental Involvement Tracking Forms Monitoring of Fund (66) Title 1 PI for each Title 1 school Title 1 Parent Involvement Tracking & documentation forms, sign-in sheets, agendas and notification The LEA & school monitoring Title 1 Compliance Documentation District & schools	Title 1 Director, District PI Coordinators, Title I Part A Schools Title I Compliance Department Title 1 Budget Manager, Title 1 Director, School level PI Coordinators & administrators Division of Teaching & Learning District/School PI Coordinators, Administrators Title 1 Director, PI Coordinator & Title 1 Part A Schools
NCLB Requirement Section 1118 Regular & Meaningful two-way communication between home & school Parent Conferences and Literacy training	School/District Surveys Parent Interviews Parent Surveys Parent Focus Groups	Parent Resource Guides, District and school parent Annual notification of the existence of Florida PIRC at USF, District PIRC and available Resources Parental involvement group meetings, newsletters, Connect Orange, Flyers, Title 1 & school websites, school visits, parent surveys, consultation, frequently scheduled parent meetings, conferences Literacy Trainings	District & School Compliance Documentation & monitoring School's PI Documentation District PI documentation sing-in sheets, agendas, flyers, sign-in sheets, registrations Agendas, flyers, sign-in sheets	Community Relations/Community Resources Departments Title Parenting & Compliance Title 1 Schools, Title 1 Director District PI Coordinators Title 1 Director, ECTAC, State PI PIRC, Title 1 Budge Manager, Title 1 Parenting, Division of Teaching & Learning, School level PI Coordinators and administrators
The District Promotes Family Literacy and Parenting Skills	FCAT 2011 results indicate a disparity among the performance of students in Title I Schools in comparison to district and state performance averages	Title I District funded Extended Media Hours at school sites and the District Parent Resource Center provides materials and trainings to help parents work with their children to improve reading skills The coordination and integration of Title I funded Pre –K centers coordinated with Title I's focus on literacy series Teacher Resources, Parent Resources, Student Resources to Improve Reading Skills Provide guidance and technical assistance to facilitate school based literacy programs Parents as Partners-Building Home School Connections for Every Child Success Pre –K to 5 Parental Involvement training modules and technical assistance to assist Title I Part A Schools to educate personnel in the value and utility of contributions of parents how to reach,	District PI Survey Collection and monitoring of school level PI Policy/Plans	Title 1 Director, Title 1 Parental Involvement Coordinators Title 1 schools, Title 1 Compliance Division of Teaching & Learning

		communicate and work with parents Training sessions for new teachers on effective communicate and parent conferences will be made available to beginning teachers and focus and priority schools		
To build strong parental involvement among parents and schools	School and District surveys, Parent Advisory Council Parent Focus Groups	The District and School Parental Involvement Plans, Publications, PI Brochures, Right to Know Letter, Four Week Notifications (Highly Qualified Status) Parent Resource Notification [PIRC], Title I Brochures Family Literacy Day Parental Involvement Month Activities Parent Academy (for selected Title I Schools) Parental Involvement Trainings for Technical Assistance for Title I Schools Scientifically based resources for Title I Part A Schools State, District and School Level PIRCs	Parent Surveys Annual Review for District and School Parental Involvement Plans effectiveness, school staff surveys, samples, products and publications	District Title I Department, District and School Parent Involvement Coordinators, school based administrators, and community partners

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)

OCPS has met AMAO 1 for language acquisition growth and AMAO 2 for second language proficiency attainment in English. In spite of the progress of ELLs in OCPS for reading and math, the students have not met the reading and mathematics AYP targets set for AMAO 3.

The improvements shown from 2009 to 2010 were as follows:
Reading:
2010: 49% Proficient
2011: 45% Proficient
2012: 45% Proficient

Math:
2010: 52% Proficient
2011: 51% Proficient
2012:

Additionally, the graduation rate of ELLs improved.

Graduation Rate:
2009: 65%
2010: 66%
2011: 67%

The OCPS ELL Plan mandates the proper identification and placement of ELLs. The following program models are implemented in the district to ensure comprehensible instruction: sheltered English Language Arts, sheltered core subject areas, mainstream inclusion English Language Arts, mainstream inclusion core/basic subject areas, one-way developmental bilingual education and two-way developmental bilingual education.

There is a misconception that all ELLs will progress at the same pace and be ready to exit the program in three years or less. However, since these students are not alike, it is not surprising that their school performances differ significantly. Researchers, including Olsen and Jaramillo (1999), have identified three types of ELLs: long-term English learners, recent arrivals with limited or interrupted formal schooling, and recent arrivals with adequate schooling. These groups of students are all classified as limited English proficient; however, the literacy skills and the academic content knowledge they bring to their classes differ considerably. In OCPS, we are striving to provide teachers with the training and tools to recognize the differing needs of their English language learners so that they can instruct them effectively and begin to help close the achievement gap between non-ELLs and ELLs. Training opportunities for teachers will include Thinking Maps for English Language Learners, Sheltered Instruction Observation Protocol (SIOP), Using CELLA Data to Differentiate by Language Proficiency Levels,and ESOL Strategies for Elementary and Secondary.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
As documented in Section 1, OCPS has met AMAO 1 and AMAO 2, the school district will continue to offer supplementary Title III research-based training in second language acquisition and learning in a second language, and using ESOL strategies in the Elementary and Secondary to differentiate instruction to maintain the attainment track for AMAOs 1 and 2.	Magali Rassel and Agnes Serrano	8/2012 - 7/2013	District and Title III Supplementary Funds
Continue to offer the ESOL training online and face to face required by the META Consent Decree for all educators.	Magali Rassel and Agnes Serrano	8/2012 - 7/2013	District Budget
Continue Sheltered Instruction Observation Protocol training to enhance content area instruction for ELLs. Provide follow up for the teachers that have already taken SIOP training though on-line, face to face, and coaching.	Magali Rassel	9/2012 - 6/2013	Title III Supplementary Funds
Provide resource teachers to coach and model side-by-side with teachers in classrooms.	Magali Rassel and Agnes Serrano	9/2012 - 6/2013	Title III Supplementary Funds
Provide training for specific models of instruction (one way developmental bilingual, two way developmental bilingual and sheltered). Follow up with coaching and mentoring.	Magali Rassel	9/2012 - 7/2013	Title III Supplementary Funds
Provide supplemental materials which are research-based.	Magali Rassel	9/2012 - 6/2013	Title III Supplementary Funds
Provide Professional Development on identifying between a language issue or an academic issue in order to provide our ELLs that are LY 6+ with targeted instruction and programs.	Magali Rassel and Agnes Serrano	8/2012-6/2013	District and Title III Supplementary Funds

3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
Grade Level Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+) K-2 Grade K-2 Chart 3-5 Grade 3-5 Chart 6-8 Grade 6-8 Chart 9-12 Grade 9-12 Chart	Magali Rassel	9/2011-6/2012	District and Title III Supplementary Funds

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
Provide training to administrators and teachers on using FCAT math data to plan and implement effective instructional practices for ELLs.	Magali Rassel	9/2012 - 6/2013	District and Title III Supplementary Funds
Provide Sheltered Instruction Observation Protocol (SIOP)training and follow-up throug coaching and modeling to teachers and administrators.	Magali Rassel	9/2012-6/2013	Title III Supplementary Funds
Provide resource teachers to coach and model side-by-side with teachers in classrooms.	Magali Rassel and Agnes Serrano	9/2012 - 6/2013	Title III Supplementary Funds

Provide training and follow-up for specific models of instruction (one way developmental bilingual, two way developmental bilingual and sheltered).	Magali Rassel	8/2012 - 6/2013	Title III Supplementary Funds
Provide supplemental materials which are research-based.	Magali Rassel	9/2012 - 6/2013	Title III Supplementary Funds

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
Title III Resource Teachers follow the coaching model to conduct peer coaching directly in classrooms. They will continue to receive training in coaching alongside the reading coaches on a monthly basis.	Magali Rassel	9/2012-6/2013	District and Title III Supplementary Funds
Continue to provide training for district and school-based coaches in the SIOP Coaching Model.	Magali Rassel	9/2012-6/2013	Title III Supplementary Funds
Provide training for district resource teachers in the Marzano Observation Protocol process and the District and State School Improvement Process. Resource teachers will use data collected from the classroom walkthroughs to identify trends and coach teachers.	Magali Rassel	9/2012-6/2013	Title III Supplementary Funds
Implement the train-the-trainer model for specific programs and strategies in order to build capacity on school sites.	Magali Rassel and Agnes Serrano	9/2012-6/2013	Title III Supplementary Funds
Implement various forms of professional development follow-up, such as Shared Point and Google Docs for sharing of documents and ideas.	Magali Rassel and Agnes Serrano	9/2012-6/2013	District and Title III Supplementary Funds
Provide online training via CaseNex and WebEx.	Magali Rassel and Agnes Serrano	9/2012-6/2013	District and Title III Supplementary Funds

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
Collaborate with Title I to provide parent trainings on various topics within Title I schools.	Magali Rassel	9/2012-6/2013	District and Title III Supplementary Funds
Provide parents with brochures, and literature to explain the various program models within OCPS.	Magali Rassel and Agnes Serrano	8/2012-6/2013	District and Title III Supplementary Funds
Provide two parent liaisons to assist schools with parent training and conduct district-wide parent training sessions.	Magali Rassel	8/2012-6/2013	Title III Supplementary Funds
Provide funds for teachers to conduct parent training outside of the school day using research-based materials provided through Title III funds.	Magali Rassel	9/2012-6/2013	Title III Supplementary Funds
Provide a Parent Leadership Institute in the fall, where the District PLC representatives are elected and parents are provided with leadership training and tools to facilitate their school parent involvement.	Magali Rassel and Agnes Serrano	9/2012-6/2013	Title III Supplementary Funds
Provide a Spirit of Excellence Awards ceremony in the Spring to recognize students, their families, teachers and paraprofessionals, and their principals for outstanding accomplishments.	Magali Rassel and Agnes Serrano	9/2012-6/2013	Title III Supplementary Funds
Provide a Family Resource Fair in the Spring to provide our parents with information about community programs and resources.	Magali Rassel and Agnes Serrano	9/2012-6/2013	Title III Supplementary Funds

7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
OCPS was not awarded the Immigrant Grant for 2011-2012.			

District Assistance and Intervention Plan: Differentiated Accountability

Section 1001.42(18), Florida Statutes

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

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

No Attached district's Differentiated Accountability Checklist of Compliance.