

# FLORIDA DEPARTMENT OF EDUCATION

## Differentiated Accountability

### 2012-2013 District Improvement and Assistance Plan

#### District: Manatee

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#### Title I District Improvement Plan

##### Title I, Section 1116(c)(7)

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

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

##### Title I District Improvement Plan - (Part1\_1)

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

The Manatee County School District's Division of Teaching and Learning coordinated the writing of this plan. Division Directors and Supervisors assisted by bringing their knowledge of the various needs of schools, activities and programs together to form the plan's development. Plans were created and information was gathered through meetings with school based, as well as, district-based stakeholders. School Improvement Plans were developed by school teams following guidance and direction during the District Leadership Meetings held prior to the beginning of the school year

The district Division of Teaching and Learning Leadership Team, made up of department heads representing Title I, Curriculum, Professional Learning, Instructional Technology, Assessment, Exceptional Student Education, Alternative Education and various other departments provided input into the plan. Data reviewed during meetings with each department provided great guidance for decision-making regarding content for the plan.

##### Title I District Improvement Plan - (Part1\_2)

#### STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

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

## Title I District Improvement Plan - (Part 2)

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

Subgroup not making satisfactory progress.	Subject Area	Specific Teaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
Total	Reading	Main Idea/Author's Purpose, Comprehension and Reference and Research	Continue to provide training in differentiating instruction to meet the needs of individual students	*Use FAIR data to identify and monitor progress in areas of student need by district and school level administrators and teachers *Use PMRN and District Quick Query to monitor progress and determine individual student reading weaknesses *Provide targeted PD through district trainings to address identified needs	*Implement PD strategies as contained in the K-12 Reading Plan *Progress monitoring of student data *Continue training in Learning Focused components for identified Title I Learning Focused schools' personnel *Provide training in 90 minute reading block with a focus on small group instruction	*District Curriculum Team *School Level Administrators *District Administrators *Title I Staff
Total	Mathematics	Geometry and Algebra	Continue to provide training in differentiating instruction to meet the needs of individual student	*Build blended learning environments to address the needs of both students and teachers. Provide webinars to analyze student data generated on the benchmarks.	*Build blended learning environments to address the needs of both students and teachers. Provide webinars to analyze student data generated on the benchmarks.	*District Curriculum Team *School Level Administrators *District Administrators *Title I Staff
				Use FAIR data to identify and monitor progress in areas of student need by district and school	*Provide targeted PD through district training and modified instructional week schedules to address needs.	

White	Reading	Main idea/Author's Purpose and Reference and Research	Continue to provide training in differentiating instruction to meet the needs of individual student	level administrators and teachers *Use PMRN and District Quick Query to monitor progress and determine individual student reading weaknesses *Provide targeted PD through district trainings to address identified needs	*Progress monitoring of student data *Continue training in Learning Focused components for identified Title I Learning Focused schools' personnel *Provide training in 90 minute reading block with a focus on small group instruction	*District Curriculum Team *School Level Administrators *District Administrators *Title I Staff
White	Mathematics	Geometry and Algebra	Continue to provide training in differentiating instruction to meet the needs of individual student	*Build blended learning environments to address the needs of both students and teachers. Provide webinars to analyze student data generated on the benchmarks.a *Use District Quick Query to monitor progress and determine individual student math weaknesses *Provide targeted PD through district trainings to address identified needs	*Provide targeted PD through district training to address needs. *Progress monitoring of student data *Continue training in Learning Focused components for identified Title I Learning Focused schools' personnel *Provide training in the district core math series	*District Curriculum Team *School Level Administrators *District Administrators *Title I Staff
Black	Reading	Main Idea/Author's Purpose,Comprehension and Reference and Research	Continue to provide training in differentiating instruction to meet the needs of individual student	Use FAIR data to identify and monitor progress in areas of student need by district and school level administrators and teachers *Use PMRN and District Quick Query to monitor progress and determine individual student reading weaknesses *Provide targeted PD through district trainings to address identified needs	*Provide targeted PD through district training and modified instructional week schedules to address needs. *Progress monitoring of student data	*District Curriculum Team *School Level Administrators *District Administrators
					*Provide targeted	

Black	Mathematics	Geometry and Statistics	Continue to provide training in differentiating instruction to meet the needs of individual student	*Use Quick Query to monitor student progress *Increase the use of manipulatives with in daily instruction	PD through district training and modified instructional week schedules to address needs. *Progress monitoring of student data	*District Curriculum Team *School Level Administrators *District Administrators
Hispanic	Reading	Main Idea/Author's Purpose, and Reference and Research	Continue to provide training in differentiating instruction to meet the needs of individual student	*Use FAIR data to identify and monitor progress in areas of student need by district and school level administrators and teachers *Use PMRN and District Quick Query to monitor progress and determine individual student reading weaknesses *Provide targeted PD through district trainings and modified instructional week schedules to address identified needs	*Provide targeted PD through district training and modified instructional week schedules to address needs. *Progress monitoring of student data	*District Curriculum Team *School Level Administrator *District Administrators
Hispanic	Mathematics	Geometry	Continue to provide training in differentiating instruction to meet the needs of individual student	*Use Quick Query to monitor student progress *Increase the use of manipulatives with in daily instruction	*Provide targeted PD through district training and modified instructional week schedules to address needs. *Progress monitoring of student data	*District Curriculum Team *School level administration *District Adminstrators
Asian	Reading					
Asian	Mathematics					
American Indian	Reading					
American Indian	Mathematics					

Economically Disadvantaged	Reading	Main Idea/Author's Purpose, Comprehension, Reference and Research	Continue to provide training in differentiating instruction to meet the needs of individual student	Use FAIR data to identify and monitor progress in areas of student need by district and school level administrators and teachers *Use PMRN and District Quick Query to monitor progress and determine individual student reading weaknesses *Provide targeted PD through district trainings to address identified needs	*Provide targeted PD through district training and modified instructional week schedules to address needs. *Progress monitoring of student data *Continue training in Learning Focused components for identified Title I Learning Focused schools' personnel	*District Curriculum Team *School Level Administrators *District Administrators *Title I Staff
Economically Disadvantaged	Mathematics	Geometry and Algebra	Continue to provide training in differentiating instruction to meet the needs of individual student	*Build blended learning environments to address the needs of both students and teachers. Provide webinars to analyze student data generated on the benchmarks. *Use PMRN and District Quick Query to monitor progress and determine individual student reading weaknesses *Provide targeted PD through district trainings and modified instructional week schedules to address identified needs	*Provide targeted PD through district training and modified instructional week schedules to address needs. *Progress monitoring of student data *Continue training in Learning Focused components for identified Title I Learning Focused schools' personnel	*District Curriculum Team *School level administration *District Administrators *Title 1 staff
			Continue to provide	*Use FAIR data to identify and monitor progress in areas of student need by district and school level administrators and teachers		

English Language Learners	Reading	Vocabulary, Comprehension, and phonemic awareness	<p>training in differentiating instruction to meet the needs of individual student</p> <p>*Preteaching of vocabulary, and reteaching comprehension skills and phonemic awareness</p>	<p>*Use PMRN and District Quick Query to monitor progress and determine individual student reading weaknesses</p> <p>*Provide targeted PD through district trainings and address identified needs</p> <p>Use CELLA, FCAT, SAT-10 and local assessment results to drive instruction of ELLs</p>	<p>*Continue to offer ESOL strategies training,</p> <p>*Provide targeted PD as pertains to ELL needs,</p> <p>*Ongoing progress monitoring relevant and appropriate to ELLs' needs</p>	District ESOL Specialists, PD Department, District Curriculum Team, School level administrators
English Language Learners	Mathematics	Vocabulary of Mathematics, including Geometry and Algebra	<p>Continue to provide training in differentiating instruction to meet the needs of individual students</p> <p>*Preteaching of vocabulary and reteaching algebraic thinking, geometry and measurement skills</p>	<p>*Use District Benchmark Assessments, Successmaker results (where applicable) and District Quick Query to monitor progress and determine individual student weaknesses in math</p> <p>*Provide targeted PD through district trainings and modified instructional week schedules to address identified needs</p>	<p>*Ongoing progress monitoring relevant and appropriate to ELLs' needs,</p> <p>*Continue to offer ESOL strategies training,</p> <p>*provide targeted PD as pertains to ELLs' needs</p>	District ESOL Specialists, PD Department, District Curriculum Team and school level administrators
Students with Disabilities	Reading	Comprehension, Words and Phrases, and Main Idea/Author's Purpose	<p>Continue to provide training in differentiating instruction to meet the needs of individual student</p>	<p>*Use FAIR data to identify and monitor progress in areas of student need by district and school level administrators and teachers</p> <p>*Use PMRN and District Quick Query to monitor progress and determine individual student reading weaknesses</p> <p>*Provide targeted PD through district trainings and modified instructional week schedules to address identified</p>	<p>*Provide targeted PD through district training and modified instructional week schedules to address needs.</p> <p>*Progress monitoring of student data</p> <p>*Provide training for problem solving teams in RTI</p> <p>*Provide SEAS training for all ESE teachers</p>	ESE Specialist, RTI Specialists, PD Department, School Level Administrators

				needs *Use SEAS to track student progress		
Students with Disabilities	Mathematics	Geometry	Continue to provide training in differentiating instruction to meet the needs of individual student	*Use SEAS to track student progress, *Use FAIR data to identify and monitor progress in areas of student need by district and school level administrators and teachers *Use PMRN and District Quick Query to monitor progress and determine individual student reading weaknesses *Provide targeted PD through district trainings and modified instructional week schedules to address identified needs	*Provide targeted PD through district training and modified instructional week schedules to address needs. *Progress monitoring of student data *Provide training for problem solving teams in RTI *Provide SEAS training for all ESE teachers	ESE Specialist, RTI Specialist, PD Department, School Level Administrators
Other (e.g. Migrant) [as needed]	Reading					
Other (e.g. Migrant) [as needed]	Mathematics					

### Title I District Improvement Plan - (Part3\_1)

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

Grade Level	Core Reading and Scientifically Research-Based Program(s)
ELEMENTARY	Manatee District Schools are utilizing Pearson Scott Foresman Reading Street as the CCRP. The essential components of this comprehensive reading program are the teacher and student editions and leveled texts to teach grade level standards in grades K through 5. This comprehensive reading program provides instruction that integrates the six areas of reading. The district requires additional time spent on authentic literacy activities in K-3 classrooms, including but not limited to, oral language and vocabulary development, an increased emphasis on informational text, responsive writing, and text-based discussions. The initial lesson of the 90-minute uninterrupted reading block is supported by the comprehensive core reading program as described above. The remainder of the block is dedicated to using supplementary materials. The problem solving approach is used to match instructional interventions to the student's educational needs. The use of supplemental materials will link the core program to differentiated instruction to further meet the specific needs of each child within the 90 minute block.
	NoChallenging texts that elicit close reading and rereading will be used regularly at each grade level. Teachers will place a high priority on the close, sustained reading of complex text. Close reading requires compact, short, self-contained text that students can read and reread deliberately to probe the meaning of individual words, the syntax, and

MIDDLE	the development of ideas in the text. Scaffolding will enable all students to experience the complexity of text and to be able to extract information from the text. Exemplar text will be provided for SIRP and CIRP teachers to guide students in close reading. Professional development will be provided to the SIRP and CIRP teachers to develop their expertise in assessing text complexity and developing close reading lessons. Teachers will evaluate the classroom libraries for a range of lexile levels. with a focus on higher level text.
HIGH	Shorter, challenging texts that elicit close reading and rereading should be used regularly at each grade. Teachers will place a high priority on the close, sustained reading of complex text. Close reading requires compact, short, self-contained text that students can read and reread deliberately and slowly to probe the meaning of individual words, the order in which sentences unfold, and the development of ideas over the course of the text. Scaffolding will enable all students to experience the complexity of text. Many students need careful instruction including effective scaffolding to enable them to read at the appropriate level of text complexity. Follow-up support should guide the reader when encountering places in the text where he or she might struggle. When productive struggle is exhausted, questions rather than explanations, can help focus the student's attention to key phrases and statements in the text or the organization of ideas in the paragraph. Exemplar text will be provided for SIRP and CIRP teachers to guide students in close reading. Professional development will be provided to the SIRP and CIRP teachers to develop their expertise in assessing text complexity and developing close reading lessons. Teachers will assess the classroom libraries for a range of lexile levels. Higher level text will be added to the libraries as indicated.
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>If the district has a school identified in the lowest 100 elementary schools, the Assistant Superintendent of Curriculum and Instruction and other district leaders will meet with the school leadership to implement a plan for the additional hour of reading instruction. All schools are encouraged to provide before and after school programs to accelerate reading instruction.</p> <p>The district will partner with consultants from Pearson Scott Foresman to assure the offerings in Reading Street have been evaluated for the components of text complexity. This partnership with consultants supporting our CCRP will also evaluate texts in their related SIRP, and CIRP to assure that the offerings reflect the components of qualitative and quantitative measures of text complexity with special consideration on reader and task purposes. Continued exposure to complex text will be addressed by the Pearson Leveled Reader Database which includes a trade book library for many of the selections listed on the exemplar text lists at all grade bands for additional exposure to complex texts. If additional exposure is needed, the district will assure increased quantities and levels of informational text through content area texts.</p> <p>Struggling readers receive at least an additional thirty minutes of immediate intensive intervention outside the 90-minute reading block every day. Struggling students receive differentiated instruction based on their individual needs in a small group setting. These students are identified as:</p> <ol style="list-style-type: none"> <li>Students retained in any grade level.</li> <li>Students in grades K-2 scoring in the red zone or "Below Expectations" in two or more areas in the Targeted Diagnostic Inventory on the Florida Assessment for Instruction in Reading (FAIR) and confirmed by additional assessments.</li> <li>Students in grades 3-5 scoring below the 30th percentile on the Maze or Word Analysis on the Targeted Diagnostic Inventory of the Florida Assessment for Instruction in Reading (FAIR).</li> <li>Students in grades 4-5 scoring Levels 1 &amp; 2 on FCAT Reading.</li> <li>K-5 students struggling with classroom performance based on grade level benchmarks (suggested language to add or change here - standards or common core .)</li> </ol>
MIDDLE	Challenging texts that elicit close reading and rereading will be used regularly at each grade level. Teachers will place a high priority on the close, sustained reading of complex text. Close reading requires compact, short, self-contained text that students can read and reread deliberately to probe the meaning of individual words, the syntax, and the development of ideas in the text. Scaffolding will enable all students to experience the complexity of text and to be able to extract information from the text. Exemplar text will be provided for SIRP and CIRP teachers to guide students in close reading. Professional development will be provided to the SIRP and CIRP teachers to develop their expertise in assessing text complexity and developing close reading lessons. Teachers will evaluate the classroom

	libraries for a range of lexile levels. with a focus on higher level text.
HIGH	Shorter, challenging texts that elicit close reading and rereading should be used regularly at each grade. Teachers will place a high priority on the close, sustained reading of complex text. Close reading requires compact, short, self-contained text that students can read and reread deliberately and slowly to probe the meaning of individual words, the order in which sentences unfold, and the development of ideas over the course of the text. Scaffolding will enable all students to experience the complexity of text. Many students need careful instruction including effective scaffolding to enable them to read at the appropriate level of text complexity. Follow-up support should guide the reader when encountering places in the text where he or she might struggle. When productive struggle is exhausted, questions rather than explanations, can help focus the student's attention to key phrases and statements in the text or the organization of ideas in the paragraph. Exemplar text will be provided for SIRP and CIRP teachers to guide students in close reading. Professional development will be provided to the SIRP and CIRP teachers to develop their expertise in assessing text complexity and developing close reading lessons. Teachers will assess the classroom libraries for a range of lexile levels. Higher level text will be added to the libraries as indicated.
Additional Information	

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	<a href="#">Click here to Professional Development in Reading web page</a>
MIDDLE	
HIGH	
Additional Information	The District Professional Development Plan for Reading includes providing courses for educators to meet the requirements of the reading endorsement. All competencies of the reading endorsement are offered annually for teachers. Professional development is also provided for all of the district adopted reading programs (core, supplemental, and intervention programs), all six areas of reading, four types of assessment, FAIR, and Next Generation Content Area Reading Professional Development.

### Title I District Improvement Plan - (Part 3\_2)

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

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
	<p>Students scoring Level 1 or Level 2 on FCAT Reading are encouraged to participate in before and after school programs in Manatee School District that include 21st Century Grant Enrichment Programs, School Improvement Initiative, contracted Supplemental Education Services, Project Heart, ESOL and Migrant Tutoring Services, and Title I Extended Time for Reading and Mathematics.</p> <p>Before and after school programs are open to any students. Parents are notified of the opportunities, and students are encouraged to attend.</p> <p>These before and after school programs are linked to reading instruction through ongoing communication between the staff involved, including the program coordinator, the teachers, and instructional support personnel.</p> <p>In Manatee County, the qualifications for reading intervention teachers are as follows:</p> <ul style="list-style-type: none"> <li>• Qualified applicants must hold a bachelors degree in content area or</li> </ul>		

ELEMENTARY	<p>education</p> <ul style="list-style-type: none"> <li>• At least one year of teaching experience</li> <li>• Have experience working with children who have been educationally underserved</li> <li>• And the candidate must be able to demonstrate the academic progress of students under his/her leadership and articulate the methods used to achieve those results</li> </ul> <p>The goal of this position is to hire individuals able to deliver effective, high quality, and rigorous instruction to struggling readers in grades K -5. Additionally, the candidate needs the expertise to design specific and targeted reading interventions to be used within a small group setting for students reading below grade level.</p> <p>If the district has a school identified in the lowest 100 elementary schools, the Assistant Superintendent of Curriculum and Instruction, the Executive Director of Teaching and Learning, and the Director of Elementary Schools will meet with the school leadership to implement a plan for the additional hour of reading instruction. All schools are encouraged to provide before and after school programs to accelerate reading instruction and achievement.</p>		School site monitors, school administrators,district administrators
MIDDLE	<p>All five areas of reading will be addressed through leveled materials and activities that provide additional practice for struggling readers. Using the Just Read, Florida Decision Tree and the CIRP recommended interventions, small group and individual instruction will include accommodations that focus on decoding and text reading interventions that reinforce and extend understanding in the following areas: word study/recognition, decoding strategies to connected text to reinforce purpose of strategies, building fluency as accuracy increases, and focus on comprehension strategies.</p> <p>Intervention courses include on a daily basis:</p> <ul style="list-style-type: none"> <li>• Whole group explicit instruction</li> <li>• Small group differentiated instruction</li> <li>• Independent reading practice monitored by the teacher</li> <li>• Infusion of reading and language arts benchmarks across the content area</li> <li>• Focus on informational text at a ratio matching the FCAT</li> </ul> <p>Tutoring programs, cross-age tutoring and mentoring programs are implemented across the district. Before school tutoring takes place at many of the middle schools, and after school tutoring is a common at the all middle schools. Additional examples include:</p> <ul style="list-style-type: none"> <li>• In heterogeneous classes, proficient readers work collaboratively with struggling readers.</li> <li>• High school student mentors tutor before, during and after school reading enrichment.</li> <li>• Family Literacy Nights such as Mysteries in the Middle provide reading instruction for adult and student learners.</li> <li>• Author and Illustrator Family Literacy Nights provide literacy support for families.</li> <li>• SAT remediation is offered at some sites.</li> <li>• FCAT Boot Camp is offered at some sites.</li> <li>• 21st Century Grant programs and the YMCA, where applicable, provide before and after reading intervention.</li> </ul>		School site monitors, school administrators,district administrators
	All five areas of reading will be addressed through leveled materials and		

HIGH	<p>activities that provide additional practice for struggling readers using the Decision Tree and CIRP recommended interventions for small group. Teachers will use accommodations that focus on decoding and text reading interventions that reinforce and extend understanding in the following areas: word study/recognition, work on applying decoding strategies to connected text to reinforce purpose of strategies, build fluency as accuracy increases and focus on comprehension strategies.</p> <p>Intervention courses include on a daily basis:</p> <ul style="list-style-type: none"> <li>• whole group explicit instruction</li> <li>• small group differentiated instruction</li> <li>• independent reading practice monitored by the teacher</li> <li>• infusion of reading and language arts benchmarks across content area.</li> <li>• a focus on informational text at a ratio matching FCAT</li> </ul> <p>Before, during, and after school tutoring is offered to students needing interventions as targeted through FCAT testing. Reading instruction will be directly related to reading teachers through targeted activities that strengthen focused areas. After school tutoring is available at most high schools throughout the school year. After school tutoring with an emphasis on reading strategies, test-taking (SAT/ACT/FCAT) and test-anxiety reducing strategies may also be incorporated as needed. At some high school sites, student organizations, such as, the National Honor Society, and others offer peer tutoring for students.</p> <p>Avid tutors are utilized at several schools that have implemented the program. Community volunteers tutor students in reading with a focus on test taking skills that build reading comprehension.</p> <p>High school summer school includes courses for seniors who need credits or need to retake a course to raise their grade point average in order to graduate during the summer. Remediation programs are offered for over-age tenth graders who have failed FCAT, any 11th graders who have failed FCAT and any seniors who have failed FCAT. Credit recovery programs are also offered for identified dropout prevention students.</p>		School site monitors, school administrators,district administrators
Additional Information			

### Title I District Improvement Plan - (Part 3\_3)

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

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	Grades 3-5, Levels 1-3	Two to three times per week for at least 30 minutes but no more than 60 minutes	School site monitors, school administrators,district administrators
MIDDLE	Grades 6-8, Levels 1-3	Two to three times per week for at least 30 minutes but no more than 60 minutes	School site monitors, school administrators,district administrators

HIGH	Grades 9-10, Levels 1-3	Weekly throughout the year according to individual school schedules	School site monitors, school administrators,district administrators
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#### 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	Houghton Mifflin Go Math! is the core math program for the district.	Voyager Math SuccessMaker Math Destination Math Think Central Compass Learning Go Math!Supplements	District Curriculum Team offers PD in the series and some of the supplemental programs used. Program Consultants are contracted to provide PD in many of the supplemental programs, coupled with district personnel who are trainers for the programs.
MIDDLE	Glencoe Math is the core series used at the middle schools.	Voyager Math Ascend Math	District Curriculum Team offers PD in the series and some of the supplemental programs used. Program Consultants are contracted to provide PD in many of the supplemental programs, coupled with district personnel who are trainers for the programs.
HIGH	Pearson series for high school level mathematics	Voyager Math Ascend Math	District Curriculum Team offers PD in the series and some of the supplemental programs used. Program Consultants are contracted to provide PD in many of the supplemental programs, coupled with district personnel who are trainers for the programs.

**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 and After School Tutoring	Grades 2-8 Level 1&2 and bubble students	Daily, also an additional 30 minutes will be offered for the Level 1&2 students apart from the instructional block	Curriculum Department, School Principals, Title I Department
Saturday Tutoring	4 Saturdays during January and February	Weekly for 4-6 weeks	School Principals, Title I
Algebra EOC Prep Class	Middle and High School Algebra Students	Weekly to meet varied school schedules	Title I, Math Curriculum Specialist
Supplemental Education Services	K-12	Weekly for duration of the SES allocation	School Administrators SES Coordinator

#### 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
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ELEMENTARY	National Geographics	Professional development is provided for all instructional materials implementation. Additional professional development is provided on instructional strategies including inquiry based science, the scientific process, Common Core Standards, and the Next Generation Sunshine State Standards.
MIDDLE	Glencoe	Professional development is provided for all instructional materials implementation. Additional professional development is provided on instructional strategies including inquiry based science, the scientific process, Common Core Standards, and the Next Generation Sunshine State Standards.
HIGH	Pearson and CPO	Professional development is provided for all instructional materials implementation. Additional professional development is provided on instructional strategies including inquiry based science, the scientific process, Common Core Standards, and the Next Generation Sunshine State Standards.

**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
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#### **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 Traits	Write Traits	Professional development is provided on the writing process and all instructional materials.
MIDDLE	Write Traits	Write Traits	Professional development is provided on the writing process and all instructional materials.
HIGH	Glencoe Writer's Choice	Write Traits	Professional development is provided on the writing process and all instructional materials.

**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
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#### **Title I District Improvement Plan - (Part 7)**

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

Due to the implementation of the USDE approved Flexibility Waiver for Florida the requirements of section 1116(b) of No Child Left Behind that required a 10% set-aside for professional development is no longer required. District schools will be given an allocation for professional development to support the identified needs in each Title I schools. The district will also provide professional development in identified areas in support of all areas of school improvement. This increased flexibility provides relief from the required set-aside. Budget records are available upon request.

#### 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
Title 1 Needs Assessment is a random sampling at all Title 1 schools. A review of aggregated results of the 2012 Title 1 Parent Needs Assessment Summary is shared with school site administration and parents this data drives the parent involvement activities for the next school year in addition to parent evaluation forms and school assessment data.	Title 1 Needs Assessment. By the end of 2012-13 school year, there will be at least 4 parent activities held and there will be an increase of at least 5% of the number of parents involved in the education of their child.	The Family Involvement (FIT) Team is a Title I funded program. FIT assists schools in providing parent and family literacy activities, monitoring compliance and SES. The mission of the FIT is to use family, school and community partnerships to improve student achievement, to increase opportunities for families to be more involved in their children's learning at school, at home and in the community, to recognize that parents are full partners in their child's education and are included in decision making and on advisory committees to assist in the education process. All TI schools must develop jointly with parents a parental involvement plan and a parent, student, and teacher compact that states how all entities will work together to increase student achievement. Title I schools sponsor an annual meeting for parents as a way to involve parents in the planning, review and improvement of the school. Each school will use a percentage of its Title I budget to support parental involvement activities. Annually Title I conducts a parent needs assessment survey so that parents can provide input and direction as to the types of activities parents would like to see offered and how we can eliminate any barriers to participation. Joyce Epstein's Six Types of Parental Involvement guide our District Title I Parent Plan. 1 Communicating: FIT will conduct two district wide advisory council meetings with parents for input into the development, implementation and evaluation of the Parent Plan. The Parent Plan will be disseminated to all parents and will contain a tear off section for comments and suggestions. Each school will have a Title I Parent Information Box which will contain the TI district plan, school plan, the set aside allocation for parent involvement and scheduled activities, compact, annual meeting information, and parent needs assessment data. Principals will sign the Attestation of Compliance document that assures all TI Parent Involvement requirements have been met. Schools will communicate with parents using a variety of methods which may include newsletters, Connect Ed calls, agenda books, and marques. Parent communication will be available in English and Spanish and other languages as needed. 2 Parenting: FIT and schools will provide materials and training to help parents work with their children to improve academic achievement such as literacy training, English and GED classes, TI Family Engagement	Title I Needs Assessment and Summary of 2011-12, parent evaluation forms, verbal feedback and school assessment data.	*Federal Programs Director *Parent Involvement Coordinator *School principal

		<p>DVD and family engagement activities based on the prior years' needs assessment data. 3 Student learning gains: FIT will provide quarterly morning family engagement activities at TI schools focusing on the state's academic and achievement standards, quarterly town hall meetings for family training and engagement and schools will conduct their own workshops for parents to provide an understanding of state and local assessments. 4 Volunteering: FIT will host a faith based and community training to coordinate a partnership for our schools. Schools will work with parents as equal partners. 5 Decision Making: FIT will hold two district wide advisory council meetings with parents and conduct quarterly monitoring visits at school sites to review the Parent Information Box to assure parents are included in the education process. 6 Collaborating with the community: FIT and the school will coordinate and integrate parental programs that will encourage and support parents based on needs assessment and student achievement data. FIT will provide quarterly staff trainings to provide community resources such advocacy and support groups.</p>	
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**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)**

Three main factors were identified that prevented the District from achieving AMAOs.

- Lack of sufficient instructional time needed for ELLs to reach proficiency (ie: ELLs needed extended instructional time)
- Lack of implementation at the school level of research-based instructional strategies during the core instructional time, that have been presented to teachers during targeted professional development at the school level.
- Lack of effective use of all ESOL weighted FTE-funded human resources already in place at schools, such as ESOL aides and resource teachers.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
1. Implement research-based reading and language acquisition programs in support of highest student achievement for ELLs to include, but not limited to: Waterford Reading, SuccessMaker, Rosetta Stone, My Sidewalks, Visions, Milestones, Elevator, and READ 180 LBooks. These programs will be supplemental to district programs. 2. Provide before school/after school tutoring, supplemental to district offerings. A progress monitoring tool will be used to set short term goals, report on progress and provide feedback on a monthly	Coordinator		

basis to parents. Materials for tutoring will be research-based reading programs: Summer Success Reading and Reading Intervention. 3. Provide on-site training by ESOL Specialists for teachers and staff on instructional strategies for ELLs, schedule evening classes for parents in strategies to support their students' instruction and provide access to online Rosetta Stone classes to improve parents' English language acquisition. 4. Provide ESOL Home School Liaison services for ELLs as support for students' English language development and as a supplemental home communication support for schools. These activities support the District's ELL Plan in section 11, #44. "As part of the district's plan to improve schools not making annual progress, the district ESOL Coordinator and Specialists collaborate with schools to inform them of the students needing remediation, and provide options for the school such as after-school tutoring, teacher training, and other interventions."	ESOL/Migrant Academic Services ESOL/Migrant Specialists ESOL/Migrant Home School Liaisons	Regular academic year and extended day	Title 1, Part C Title III, Part A
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3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)		Personnel Responsible	Timeline	Funding Source
<b>Grade Level</b> <b>Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)</b> K-2 <a href="#">Grade K-2 Chart</a> 3-5 <a href="#">Grade 3-5 Chart</a> 6-8 <a href="#">Grade 6-8 Chart</a> 9-12 <a href="#">Grade 9-12 Chart</a>		Coordinator ESOL/Migrant Academic Services ESOL/Migrant Specialists and ESOL Teacher Trainer ESOL/Migrant Home School Liaisons District ELL Plan, Section 11	Regular academic year, extended day (before/after school tutoring)	Title 1, Part C Title III, Part A
Provide before school/after school tutoring, supplemental to district offerings. A progress monitoring tool will be used to set short term goals, report on progress and provide feedback on a monthly basis to parents. Materials for tutoring will be research-based reading programs: Summer Success Reading and Reading Intervention. Title III is facilitating READ 180 trainings for middle and high school reading teachers who have ELLs scheduled in their classes. These courses will be facilitated by the READ 180 trainer from Scholastic, and supported by the ESOL Specialists who will work with teachers from their assigned schools. Title III will be offering supplemental teacher training in the areas of instructional accommodations, vocabulary instruction and assessment and grading. These courses will be available in the PD course catalog available for all teachers. Additionally, Title III is piloting a new procedure to ensure that Tier 1 instruction is meeting the linguistic and academic needs of ELLs. Each school must contact their ESOL Specialist when an ELL is going to be considered for Tier 2 support. The Specialist will observe Tier 1 instruction using the observation checklist provided by the state. Results will be reported to the MTSS team, and the teacher will be provided one on one professional development, including modeling if needed, so that Tier 1 instruction is accessible to ELLs. In the event that the student is not making progress with those supports in place, the ESOL Specialist will meet with the MTSS team to make further recommendations.				

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
1. Collaborate with district curriculum committees in the training and implementation of new curriculum at the district level, including the Common Core Implementation in elementary schools, and Manatee Core Curriculum (moving to Common Core) in middle and high schools. 2. Purchase supplemental materials for middle and high mathematics, aligned with Sunshine State standards, and provide training and support for teachers and schools. 3. Implement research-based reading and language acquisition programs in support of highest student achievement for ELLs to include, but not limited to: Waterford			

Reading, SuccessMaker(Reading and Mathematics), My Sidewalks, Visions, Milestones, Elevator, READ 180 LBooks, and Rosetta Stone. These programs will be supplemental to district programs. This reading instruction supports mathematics achievement since so much of the mathematics curriculum requires reading in the content area. 4. Provide on-site training by ESOL Specialists and the ESOL Teacher Trainer for teachers and staff on instructional strategies for ELLs, schedule evening classes for parents in strategies to support their students` instruction, and provide access to online Rosetta Stone classes to improve parents` English language acquisition. 5. Perform ESOL instructional reviews at schools and provide administrators and teachers with feedback on the results, so as to inform instruction and assist in planning for instruction. 6. Provide before school/after school tutoring, for ELLs, supplemental to district offerings. 7. Provide ESOL Home School Liaison services for ELLs as support for English language development and to assist in increasing effective home-school communication. *These activities support the District's ELL Plan in section 11, #44. "As part of the district's plan to improve schools not making annual progress, the district ESOL Coordinator and Specialists collaborate with schools to inform them of the students needing remediation, and provide options for the school such as after-school tutoring, teacher training, and other interventions."	Coordinator ESOL/Migrant Academic Services ESOL/Migrant Specialists and ESOL Teacher Trainer ESOL/Migrant Home School Liaisons	Regular academic year, extended day (before/after school tutoring)	Title 1, Part C Title III, Part A
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<b>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
1. Provide on-site training by ESOL Specialists and ESOL Teacher Trainer for teachers and staff in specific instructional strategies for ELLs. 3. Perform ESOL program reviews at schools and provide them with feedback on the results, so as to inform their instruction and to help them plan for professional development. District ELL Plan, Sections 4, 14A- Each school indicates the instructional models used at that site. District and school based personnel regularly monitor the programs for fidelity and implementation. Section 4, 14C-Teachers are regularly observed during walk-throughs, principals review lesson plans to check for appropriate ESOL accommodations, and ESOL staff assist in mock audits to determine training needs at individual school sites. Section 4, 14D-The administrative team at each site has directed the instructional staff to document the use of ESOL instructional activities in their lesson plans. Each school site administrative team has developed its own plan to access the documentation of the delivery of comprehensible instruction to ELLs by reviewing lesson plans. The School District of Manatee County operates under a school-based management model and therefore principals comply with the ESOL Consent Decree Guidelines using a variety of approaches, and lesson plans must always document that ESOL accommodations are in place. If there are indications that strategies and accommodations are not sufficient, ESOL staff plan and facilitate PD for those specific teachers/staff.	Coordinator ESOL/Migrant/ Immigrant Academic Services ESOL/Migrant/ Immigrant Specialists and ESOL Teacher Trainer	Regular academic year and extended day (before/after school tutoring)	Title 1, Part C Title III, Part A

<b>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.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
1. The ESOL Coordinator, Specialists, Home School Liaisons, and staff provide supplemental instructional support to students, families, and district staff. Supplementary materials and software, such as Rosetta Stone, supports English language instruction. Classes for parents and students are scheduled in the evenings to allow parents to participate. Students/families are provided with supplemental materials supporting English language acquisition. 2. ESOL staff meet with principals to plan collaborative parent training sessions at schools and in neighborhood sites to ensure	Coordinator		

trainings are accessible. 3. All district and school communications regarding parent involvement activities are sent in the home language, when feasible. 4. Home School Liaisons call parents when necessary to ensure that they have received school/home communications. 5. The Parent Leadership Council meets to advise and suggest strategies for improving parent outreach and participation. 6. The ESOL Teacher Trainer meets and collaborates with staff in the Family Involvement Team under Title I Part A to plan parent involvement meetings and activities at schools where Title III can be a part of each meeting. Parents already invited to meetings at the Title I schools will also have the opportunity, if they are parents of ELLs, to attend a session informing them of their rights as parents of ELLs, and also inviting them to participate in follow up meetings and trainings that meet their particular needs. District ELL Plan Sections: 1.3, 3.13, 4.15c, 8.(all), 9.(all). These sections detail how parents are informed in the home language, when feasible, of school and district offerings. Also, these sections detail how parents are involved in placement and exit decisions, as well as planning and advising on the District ELL Plan's goals and procedures.	ESOL/Migrant Academic Services ESOL/Migrant/Specialists and ESOL Teacher Trainer ESOL/Migrant Home School Liaisons	Regular academic year and extended day (before/after school tutoring)	Title 1, Part C Title III, Part A
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7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
N/A			

**District Assistance and Intervention Plan: Differentiated Accountability**

**Section 1001.42(18), Florida Statutes**

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

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

No Attached district’s Differentiated Accountability Checklist of Compliance.