

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Nassau



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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.

Representation from school based School Advisory Councils (SAC) as well as the District School Improvement Committee are utilized to develop strategies that are reflected in each school's Differentiated Accountability Improvement Plan or School Improvement Plan. Each committee is composed of at least 51% non school board employees, meaning that a majority of the composition is either parent constituency or community based stakeholders. Analysis the the data and AYP detail reports begins the process of formulating this plan. Each local SAC then is charged with the responsibility of formulating goals, strategies, and benchmarks for improvement.

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."

		Specific				
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Subgroup not making satisfactory progress.	Subject Area	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
Total	Reading	Supplement skill deficiencies, emphasis on reading in content areas	Proficiency targets raised. Proficiency rates remained at 70% of Total population	Supplemental programs designed to target specific skill deficiencies, staff training, reading across curricular emphasis	Indepth data analysis, "unpacking" the standards and what that means to the classroom teacher's instruction	Assistant Superintendent of Instruction Director of Elementary Education, director of Secondary Education, Director of Staff Development, Principals
Total	Mathematics	Supplement skill deficiencies, emphasis data driven instruction	Proficiency targets raised, slight decrease from 09-10 by 1%, increase in population by 82 students.	Supplemental programs designed to target specific skill deficiencies, (Math Fusion) staff training, NGSS implementation strategies	Indepth data analysis, "unpacking" the standards and what that means to the classroom teacher's instruction	Assistant Superintendent of Instruction Director of Elementary Education, director of Secondary Education, Director of Staff Development, Principals
White	Reading	Supplement skill deficiencies, emphasis on reading in content areas	Proficiency target raised to 79%, static proficiency for LEA at 72%, decrease in population by 100 students	Supplemental programs designed to target specific skill deficiencies, staff training, reading across curricular emphasis	Indepth data analysis, "unpacking" the standards and what that means to the classroom teacher's instruction	Assistant Superintendent of Instruction Director of Elementary Education, director of Secondary Education, Director of Staff Development, Principals
White	Mathematics	Supplement skill deficiencies, emphasis data driven instruction	Proficiency target raised to 80% while population decreased by 100 students. LEA proficiency level at 78%	Supplemental programs designed to target specific skill deficiencies, (Math Fusion) staff training, NGSS implementation strategies	Indepth data analysis, "unpacking" the standards and what that means to the classroom teacher's instruction	Assistant Superintendent of Instruction Director of Elementary Education, director of Secondary Education, Director of Staff Development, Principals
			There was a		Specific program	

Black	Reading	Supplement skill deficiencies, bridge the gap to move closer to proficiency	modest decrease from 51% to 50% even though proficiency target was raised and a student population decrease by 38 students	Supplemental technological solutions (My Reading Coach, Jamestown, Fast ForWord,), differentiated instruction, increase rigor in remedial coursework, extended day options	training (FastForWord, My Reading Coach, data analysis and how to differentiate instruction, Next Generation Standards applications and implications	Assistant Superintendent of Instruction Departments of Elementary Education, Secondary Education, Staff Development,
Black	Mathematics	Supplement skill deficiencies, bridge the gap to move closer to proficiency	There was a modest increase from 53% to 55% proficiency even though the proficiency level was raised to 80%	Supplemental technological solutions, (Go Math), data analysis in grouping for instruction, analysis of baseline data for classroom composition. Highly Qualified instructors, focus calendars, extended day options	Next Generation Standards training, How to increase rigor in math curriculum content.	Assistant Superintendent of Instruction Departments of Elementary Education, Secondary Education, Staff Development, District curriculum specialists
Hispanic	Reading	Identify entry skill level and bridge the gap to expected proficiency	Students who enter the LEA make increases consistent with their abilities, but are not meeting proficiency levels. The LEA ELL students remained in an upward track from 67% to 71% proficiency. This population increased by 136 students from 09-10 to 10-11.	School and district level, extended day options collaboration in development of ELL plans, regular monitoring by ELL Coach, parent communication, referral for social services if needed, technological solutions (My Reading Coach), training for teachers of ELL students in integrated curricula.	Integrated curricula for ELL students, how to embed language acquisition into classroom instruction	Teachers of ELL students, district ELL Coach, Principals, district staff
			Students who enter the LEA make			

Hispanic	Mathematics	Identify entry skill level and bridge the gap to expected proficiency	increases consistent with their abilities, but are not meeting proficiency levels. The LEA ELL students remained in a static path, 75% proficiency even though the population increased by 136 students	School and district level, extended day options collaboration in development of ELL plans, regular monitoring by ELL Coach, parent communication, referral for social services if needed, technological solutions, training for teachers of ELL students in integrated curricula.	Indepth data analysis, "unpacking" the standards and what that means to the classroom teacher's instruction especially with ELL considerations	Teachers of ELL students, district ELL Coach, Principals, district staff
Asian	Reading	Identify entry skill level and bridge the gap to expected proficiency	The decrease from 78% to 67% proficiency is related to the rise of the proficiency rate to 79%, the population decreased by 4 students to a total of 49 students.	Early identification of skill deficiency, effective instructional interventions	Next Generation Standards training, How to increase rigor in math curriculum content.	Assistant Superintendent of Instruction Departments of Elementary Education, Secondary Education, Staff Development, District curriculum specialists
Asian	Mathematics	83% of the Asian population made AYP	83% of the Asian population made AYP	83% of the Asian population made AYP	83% of the Asian population made AYP	Assistant Superintendent of Instruction Departments of Elementary Education, Secondary Education, Staff Development, District curriculum specialists
American Indian	Reading	Utilizing data analysis tools, identify and target students who are not proficient and their areas of non proficiency	The 37 students within this subgroup exhibited 62% proficiency.. The LEA does not believe there is a language barrier, but a problem with entry level skills.	More effective home/school communications regarding academic expectations, extended day options, Supplemental Educational Services, progress monitoring activities, Response to Intervention, quarterly fidelity checks to target progress of subgroup	Specific program training (FastForWord, My Reading Coach, data analysis and how to differentiate instruction, Next Generation Standards applications and implications	Assistant Superintendent of Instruction Departments of Elementary Education, Secondary Education, Staff Development, District curriculum specialists

American Indian	Mathematics	Utilizing data analysis tools, identify and target students who are not proficient and their areas of non proficiency	This subgroup was not of adequate size to have a comparison from 09-10, but 61% scored proficient at the 80% level. Of the 37 students identified, the LEA believes the emphasis must be upon improving entry level skills quickly	More effective home/school communications regarding academic expectations, extended day options, Supplemental Educational Services, progress monitoring activities, Response to Intervention, quarterly fidelity checks to target progress of subgroup	Early identification of skill deficiency, effective instructional interventions	Assistant Superintendent of Instruction Departments of Elementary Education,Secondary Education, Staff Development, District curriculum specialists
Economically Disadvantaged	Reading	Utilizing data analysis tools, identify and target students who are not proficient and their areas of non proficiency	The economic downturn coupled with the raised bar of expectations created more challenges to meet the academic needs of these students. There was a modest decrease from 65 to 63% proficiency even though the numbers of economically disadvantaged students increased by 362 students	More effective home/school communications regarding academic expectations, extended day options, Supplemental Educational Services, progress monitoring activities, Response to Intervention, quarterly fidelity checks to target progress of subgroup	Specific program training (FastForWord, My Reading Coach, data analysis and how to differentiate instruction, Next Generation Standards applications and implications	district staff, school principals, RTI specialists, curriculum specialists
			The economic downturn coupled with the raised bar of			

Economically Disadvantaged	Mathematics	Utilizing data analysis tools, identify and target students who are not proficient and their areas of non proficiency	expectations created more challenges to meet the academic needs of these students. There was no increase in proficiency from 68% even though the numbers of economically disadvantaged students increased by 362.	More effective home/school communications regarding academic expectations, extended day options, Supplemental Educational Services, progress monitoring activities, Response to Intervention, quarterly fidelity checks to target progress of subgroup.	Next Generation Standards training, how to ramp up rigor and teach to mastery	district staff, school principals, RTI specialists, curriculum specialists
English Language Learners	Reading	Utilizing data analysis tools, identify and target students who are not proficient and their areas of non proficiency, identify entry level for skill deficiency	The LEA has made great strides in closing the achievement gaps for this subgroup. We will continue successful practices that produced proficiency rate decrease from 55% to 47%, however the proficiency target raised as did the student population.	Continued comprehensive ELL planning, including families, ELL integration strategies into the regular curriculum, training opportunities for ELL teachers, extended day opportunities	How to integrate ELL strategies into normal classroom curricula and routines, components of the ELL plan, How to Effectively Communicate with ELL families	district staff, school principals, teachers assigned ELL students, district ELL coach.
			The LEA has made great strides in closing the achievement gaps for this subgroup. We			

English Language Learners	Mathematics	Utilizing data analysis tools, identify and target students who are not proficient and their areas of non proficiency, identify entry level for skill deficiency	will continue successful practices that we feel exhibit some success but some challenges. Proficiency rate increase to 80% but a LEA proficiency rate of 49%. this is an area of great concern as this population continues to grow.	Continued comprehensive ELL planning, including families, ELL integration strategies into the regular curriculum. training opportunities for ELL teachers, extended day opportunities	How to integrate ELL strategies into normal classroom curricula and routines, components of the ELL plan, How to Effectively Communicate with ELL families	district staff, school principals, teachers assigned ELL students, district ELL coach
Students with Disabilities	Reading	The uniqueness of each SWD in reading can be assumed to be a lack of fundamental skills of the reading process. Skill deficiencies in basic phonetic applications as well as accommodating for brain processing deficiencies require individual assessments of need. Individually prescribed instructional strategies are included in the plan for each student, additional instructional support is provided as the IEP team deems appropriate.	The rise in proficiency rate to 79% did not deter this subgroup from achieving a 43% proficiency rate, an increase of 2%. The LEA has concluded that increased rigor in the curriculum, additional teacher support, and consistent progress monitoring will continue the upward trajectory for success.	Extended day options, Early interventions as derived from data analysis, Response to Intervention, technological solutions (Fast ForWord), differentiated instruction	Response to Intervention, How to make interventions effective, Increase to Rigor when student is below proficiency, Effective parent communication.	district staff, school principals, teachers, district RTI specialist

Students with Disabilities	Mathematics	Mathematics is the application of skills mastered. Classroom instruction that is rigorous without constant repetition, instruction that is hands on and real world will cement the skills necessary for students to be able to apply and demonstrate proficiency.	The LEA has continued the upward track toward proficiency for SWD by demonstrating a slight decrease from 47% to 46% proficiency. The strategies implemented are being successful, but the speed of improvement is not meeting the expected pace.	Extended day options, early interventions as derived from data analysis, Response to Intervention, differentiated instruction.	Response to Intervention, How to Make Interventions Effective, Increase to Rigor when students is below proficiency, Effective parent communication	district staff, school principals, teachers, district RTI specialist
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	The comprehensive core reading program (CCRP) used in the Nassau District elementary schools is Harcourt Story Town and has been approved by Just Read Florida! Harcourt Story Town serves as the basis for all reading instruction in all of the elementary schools. Each of the reading programs provides direction and ancillary materials that address differentiation of instruction in reading for advanced and struggling readers. Using Harcourt Story Town as a guide, elementary school teachers will introduce concepts at grade level and then use the guidance provided in the programs to differentiate instruction in small, flexible groups according to data acquired through the Florida Assessment of Instruction in Reading, teacher observation, and diagnostic assessment information. The classroom teacher with the assistance of the reading coach will define, analyze, implement and evaluate diagnostic and progress monitoring data.
	Nassau District does not require a reading course for middle school students on or above grade level in reading. The district will assure that schools increase the amount and variety of complex texts. Just Read, Florida! has provided training on ranking of qualitative and quantitative dimensions of text complexity. The Common Core State Standards call for raising the complexity level of the texts students read. With this increase in text complexity, students who were already behind will fall further behind if instruction and curriculum is not aligned with these concerns in mind. District staff will train principals and reading coaches on how to increase complex texts.

MIDDLE	<p>There are four qualitative factors to consider: 1) Levels of Meaning (literary texts) or Purpose (informational texts), 2) Structure, 3) Language Conventionality and Clarity, 4) Knowledge Demands.</p> <p>Teachers will be encouraged to use texts that build towards higher levels of complexity through out the year. Teachers have the flexibility to build progressions of texts of increasing complexity within grade-level bands that overlap to a limited degree with earlier bands (e.g, grades 4-5 and grades 6-8). Teachers should use short, challenging texts using materials similar to the Appendix B Exemplars from CCSS at every grade level. Teachers will be equipped to scaffold challenging text in a way that leads students in probing, pondering, re-reading, questioning, and "experiencing" the text. Pre-reading activities will be used in a way that allows students to experience the text using their own prior knowledge rather than being told "what the text means" before having the opportunity to read it for themselves. Scaffolded, supportive, in depth instruction will be provided to those students needing additional assistance, but this instruction will be based on questioning the text further rather than providing summaries. Reading short, challenging passages for a sustained amount of time will allow students to think through passages with support and appropriate questioning techniques.</p>
HIGH	<p>The district will assure that schools increase the amount and variety of complex texts. Just Read, Florida! has provided training on ranking of qualitative and quantitative dimensions of text complexity. The Common Core State Standards call for raising the complexity level of the texts students read. With this increase in text complexity, students who were already behind will fall further behind if instruction and curriculum is not aligned with these concerns in mind. District staff will train principals and reading coaches on how to increase complex texts. There are four qualitative factors to consider: 1) Levels of Meaning (literary texts) or Purpose (informational texts), 2) Structure, 3) Language Conventionality and Clarity, 4) Knowledge Demands.</p> <p>Teachers will be encouraged to use texts that build towards higher levels of complexity through out the year. Teachers have the flexibility to build progressions of texts of increasing complexity within grade-level bands that overlap to a limited degree with earlier bands (e.g, grades 4-5 and grades 6-8). Teachers should use short, challenging texts using materials similar to the Appendix B Exemplars from CCSS at every grade level. Teachers will be equipped to scaffold challenging text in a way that leads students in probing, pondering, re-reading, questioning, and "experiencing" the text. Pre-reading activities will be used in a way that allows students to experience the text using their own prior knowledge rather than being told "what the text means" before having the opportunity to read it for themselves. Scaffolded, supportive, in depth instruction will be provided to those students needing additional assistance, but this instruction will be based on questioning the text further rather than providing summaries. Reading short, challenging passages for a sustained amount of time will allow students to think through passages with support and appropriate questioning techniques.</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
	<p>Should the district be required to offer the one hour extended day option, the district will utilize a combination of the core reading program along with highly specific supplemental reading materials and intervention programs. These supplemental programs will consist of but not be limited to Lexia Learning Suites, SPIRE, and Fast Forward.</p> <p>Intrinsic motivation for students to become successful readers will be supported in each elementary school classroom by instruction that provide a print rich environment, which includes the following characteristics:</p> <ul style="list-style-type: none"> • The utilization of Classroom Libraries with leveled text • The utilization of word walls and interactive word wall activities to increase oral and written vocabulary • Incentive programs such as AR store, AR field trips, hands on progress tracking, interesting and challenging lessons • Students are also motivated through technology, games, and high interest texts • The utilization of literacy learning centers (reading stations) and/or cooperative learning groups with tasks designed to meet the groups identified need.

ELEMENTARY	<ul style="list-style-type: none"> • The display of Sound/Spelling Cards (phonetic picture examples of sound as it relates to the cognitive relationships between sounds and letters) to support phonemic awareness. • Materials and programs, including educational software (i.e. Educational Learning Systems, Accelerated Reader), will be used to provide additional support in reading growth for all children. • Educational software will be used to support activities in learning centers within the classroom rather than in technology lab settings disconnected from the classroom context. <p>The district will establish a timeline for the introduction and increase in the amount of complex text for students. The academic year will be divided into trimesters. The first trimester, the goal will be to present one third of the reading material for students as being challenging to their abilities. By January, the goal will be for experience to be at least one half of the student selections as at a level that is challenging. By the conclusion of the year, a steady progression in the level of text complexity will have been completed.</p> <p>In addition to the 90 minutes, the classroom teacher, special education teacher, or reading resource teacher will provide immediate supplemental intervention (iii) to children in need as determined by a diagnostic assessment (i.e. DAR, FAIR, STAR). Intervention will range from an additional 30 to 60 minutes everyday. This intervention can be given in small groups no larger than 5-8, or it may consist of one on one tutoring. Interventions are aligned to the appropriate steps on the phonological awareness continuum or the phonics continuum identified in the K-3 Curriculum decision chart. Every school has SIRP materials including but not limited to Saxon Phonics and SRA Mastery Plus, Fast Forward, SRA Reading Mastery Signature, My Reading Coach, Earobics, and Academy of Reading.</p>
MIDDLE	<p>The district will assure that schools increase the amount and variety of complex texts. Just Read, Florida! has provided training on ranking of qualitative and quantitative dimensions of text complexity. The Common Core State Standards call for raising the complexity level of the texts students read. With this increase in text complexity, students who were already behind will fall further behind if instruction and curriculum is not aligned with these concerns in mind. District staff will train principals and reading coaches on how to increase complex texts.</p> <p>There are four qualitative factors to consider: 1) Levels of Meaning (literary texts) or Purpose (informational texts), 2) Structure, 3) Language Conventionality and Clarity, 4) Knowledge Demands.</p> <p>Teachers will be encouraged to use texts that build towards higher levels of complexity through out the year. Teachers have the flexibility to build progressions of texts of increasing complexity within grade-level bands that overlap to a limited degree with earlier bands (e.g, grades 4-5 and grades 6-8). Teachers should use short, challenging texts using materials similar to the Appendix B Exemplars from CCSS at every grade level. Teachers will be equipped to scaffold challenging text in a way that leads students in probing, pondering, re-reading, questioning, and "experiencing" the text. Pre-reading activities will be used in a way that allows students to experience the text using their own prior knowledge rather than being told "what the text means" before having the opportunity to read it for themselves. Scaffolded, supportive, in depth instruction will be provided to those students needing additional assistance, but this instruction will be based on questioning the text further rather than providing summaries. Reading short, challenging passages for a sustained amount of time will allow students to think through passages with support and appropriate questioning techniques.</p>
HIGH	<p>The district will assure that schools increase the amount and variety of complex texts. Just Read, Florida! has provided training on ranking of qualitative and quantitative dimensions of text complexity. The Common Core State Standards call for raising the complexity level of the texts students read. With this increase in text complexity, students who were already behind will fall further behind if instruction and curriculum is not aligned with these concerns in mind. District staff will train principals and reading coaches on how to increase complex texts. There are four qualitative factors to consider: 1) Levels of Meaning (literary texts) or Purpose (informational texts), 2) Structure, 3) Language Conventionality and Clarity, 4) Knowledge Demands.</p> <p>Teachers will be encouraged to use texts that build towards higher levels of complexity through out the year. Teachers have the flexibility to build progressions of texts of increasing complexity within grade-level bands that overlap to a limited degree with earlier bands (e.g, grades 4-5 and grades 6-8). Teachers should use short, challenging texts using materials similar to the Appendix B Exemplars from CCSS at every grade level. Teachers will be equipped to scaffold challenging text in a way that leads students in probing, pondering, re-</p>

	reading, questioning, and "experiencing" the text. Pre-reading activities will be used in a way that allows students to experience the text using their own prior knowledge rather than being told "what the text means" before having the opportunity to read it for themselves. Scaffolded, supportive, in depth instruction will be provided to those students needing additional assistance, but this instruction will be based on questioning the text further rather than providing summaries. Reading short, challenging passages for a sustained amount of time will allow students to think through passages with support and appropriate questioning techniques.
Additional Information	

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

Title I District Improvement Plan - (Part 3_2)

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

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
ELEMENTARY	<ul style="list-style-type: none"> Each school will offer after school tutoring programs that will include consultation with the reading/language arts teacher and progress reports to parents and the teacher weekly. . Summer Reading Academy is provided for all third grade non-proficient readers. <p>All instructional staff must first meet or exceed the highly qualified standards as applied to any instructional staff being considered for employment. Additionally, student success performance as exhibited on statewide and district assessments are considered.</p> <p>Nassau County does not have any low-performing elementary schools; however, there are mentor programs in place at each school that provides additional time outside of the school day for reading intervention.</p>		Linda Morris, Director of Elementary Education, Principal at each school.
MIDDLE	<p>Students in need of decoding and text reading efficiency at the middle school level are required to have a reading intervention block. The principals, guidance counselors, and reading coaches will schedule students based on their reading assessments.</p> <p>Each school will offer after school tutoring programs that will include consultation with the reading/language arts teacher and progress reports to parents and teachers as needed.</p>		
	Students in need of decoding and text reading efficiency at		

HIGH	<p>the high school level are required to have a reading intervention block. The principals, guidance counselors, and reading coaches will schedule students based on their reading assessments.</p> <p>Each school will offer after school tutoring programs that will include consultation with the reading/language arts teacher and progress reports to parents and the teacher periodically.</p>		
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	In grade K target group is students who are identified via Baseline data and FLKRS screening as well as classroom performance. In grades 1-2, target students are identified via Stanford results (<30%), Baseline assessments and classroom performance, and grades 3-5, students are identified through prior year FCAT results, baseline assessments, and classroom performance.	daily	school administration, staff, RTI Intervention teams, reading coaches
MIDDLE	In grades 6-8 we have targeted levels 1-3 and are using FAIR assessments, District baseline assessments, READ 180 assessments, and JRN assessments to guide instruction.	FAIR/ThinkGate District assessments: three assessments; all others daily.	school administration, district CRT, RTI teams, reading coaches
HIGH	In grades 9-12, we have targeted levels 1-3 and are using FAIR assessments, District baseline assessments, READ 180 assessments, and JRN assessments to guide instruction.	FAIR/ThinkGate District assessments: three assessments; all others daily.	school administration, district CRT, RTI teams, reading coaches

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/Harcourt Go Math; Direct Connections, Number Worlds	Symphony Math Software Suites; Focus, FCAT Explorer; STAR Math	Next Generation Standards Training: How to Teach to Mastery
MIDDLE	Glencoe; Accelerated Math; Holt	Accelerated Math; FCAT Explorer; AM/STAR Math	Implement Next Generation Standards into Curriculum Maps, Scope and Sequences; Differentiated instruction to remediate and enrich curriculum

HIGH	Holt, College Board, Valencia College CPT Prep	FCAT Explorer, Focus, SAT/ACT prep programs	District Advanced Placement workshops; Implement Next Generation Standards into Curriculum Maps, Scope and sequences; Differentiated instruction to remediate and enrich curriculum.
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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 opportunities	K-5 non proficient as measured by Stanford, FCAT, or classroom performance/progress monitoring activities	weekly beginning Sept. 8, 2011	Linda Morris, Director of Elementary Education, individual school principals
Before-after-extended day tutoring and small groups	Lower quartiles, AYP target groups; students identified with deficiencies through progress monitoring	daily/weekly as needed	Principal/ teachers
Super Saturdays	all secondary students	4-5 Saturdays prior to FCAT	Principal/AP Teachers/ reading coach

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	Harcourt Houghton Mifflin Science Fusion	Discovery Ed	Science and Mathematics integration for Rigor
MIDDLE	Holt, Rinehart and Winston	Discory Ed, FCAT Explorer/Focus	implement Next Generation Standards into Curriculum Maps, Scope and Sequences; Differentiated instruction to remediate and enrich curriculum
HIGH	Holt, Rinehart and Winston	Discory Ed, FCAT Explorer/Focus	implement Next Generation Standards into Curriculum Maps, Scope and Sequences; Differentiated instruction to remediate and enrich curriculum

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
upon evidenced need, extended day opportunities provided via tutorial sessions	students proven to be non proficient by progress monitoring or base line, mid year assessments	available beginning Sept. 8, 2011	available beginning Sept. 8, 2011

before-after-extended day tutoring in small groups	Lower quartiles on FCAT; students identified with science deficiency through progress monitoring	weekly as needed	Principal/AP/Science teachers
Super Saturdays	all 8th and 11th grade students	4-5 Saturdays prior to FCAT	Principal/AP/Science teachers/reading coach

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	Step Up To Writing, Thinking Maps	District Developed Writing Curriculum	How to Implement writing rubrics aligned with NGSSS
MIDDLE	Six writing traits; Write Score	school-wide cross-curriculum writing; peer tutor sessions with peer editing	Writing workshops through-out year
HIGH	Six writing traits; Write Score	school-wide cross-curriculum writing; peer tutor sessions with peer editing	Writing workshops through-out year

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
upon evidenced need, extended day tutorials available	identified students in grades 3,4, or 5 who exhibit deficiency based upon rubric examination or prior year assessment result	weekly beginning Sept. 8, 2011	weekly beginning Sept. 8, 2011
tutoring sessions	any	as needed	Principal, Reading coach, Language Arts teachers

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 Title I eligible schools receive an allocation based upon a standard per pupil allocation that is equitable to all schools. There are no Title I eligible schools currently in Corrective Action; therefore, the 10% requirement is not applicable for the individual school budget. However, every Title I eligible school includes professional development activities to support their strategies to enable students to reach proficiency. Within the Part A project the budget for professional development totals \$127,108.70.

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
Recognition of the importance in meaningful participation in parent involvement activities. Recognition of the importance in attending school sponsored events. Recognition of the need for academic rigor for students in early grades.	Comprehensive needs assessment evaluation instruments, including parent surveys, individual school parent involvement event evaluations and participation rosters.	Focus upon scheduled activities to better accommodate family work schedules. More effective communication regarding child care availability. Schedule events at differing times of the day, evening Parent communications (newsletters, Parent resource guides, agenda books)used systematically	Comprehensive Needs Assessment to be completed by May, 2012, individual parent event evaluations and attendance rosters, feedback to local SAC	Title I project manager, school principals, district staff

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)

Longitudinal data for Nassau County Schools indicates continued improvement in FCAT and CELLA scores. For the past 3 years, Title III funds have been used to provide a paraprofessional for our middle and high school ELLs. The table below indicates overall district FCAT trends in Reading proficiency and FCAT Reading proficiency trends for our ELLs. While FCAT Reading proficiency still proves to be the most difficult milestone for our ELLs in grades 9-10, our middle and elementary ELLs are making progress in FCAT just as is the regular population of students.

FCAT District Average: Percent Proficient in Reading

Grade 2011-12 2010-11 2009-10

3 66 86 84

4 72 82 79

5 73 77 77

6 67 75 75

7 64 77 77

8 63 62 64

9 60 56 58

10 60 41 43

FCAT District ELL Average: Percent Proficient in Reading

Grade 2011-12 2010-11 2009-10

3-5 16 43 42

6-8 12 38 33

9-10 14 0 0

Even though our high school students are finding it difficult to meet proficiency in FCAT Reading, they are making progress and learning gains. In looking at data for the students who received direct paraprofessional services from Title III in 2011-12, the following was determined:

High School, Grades 9-10

Took FCAT 2012 Took FCAT 2011 Made Learning Gains Increased Developmental Scale Score

2 2 50% 50%

Middle School, Grades 6-8

Took FCAT 2012 Took FCAT 2011 Made Learning Gains Increased Developmental Scale Score

5 5 60% 60%

The supplemental assistance from the paraprofessional provided in this grant is making a difference in the academic success of the ELLs with whom she works. The paraprofessional supports instruction across all content areas and works directly with teachers to support instruction. There is ongoing support from the district ESOL Coach to insure contact time is spent directly with ELLs.

In addition to progress in FCAT, our ELLs are continuing to make progress in CELLA. A review of longitudinal CELLA data reflects the following:

CELLA: Percent Proficient

2011-12 2010-11 2009-10

Grade L/S R W L/S R W L/S R W

K-2 35 16 24 42 23 16 52 35 39

3-5 50 50 25 39 32 42 61 42 25

6-8 47 35 29 50 33 50 79 29 36

9-12 77 38 62 55 36 27 36 0 27

The students who received services from our paraprofessional have shown growth and success in Listening and Speaking and Reading and Writing.

Since our middle and high schools do not have 15 students of the same language, they do not qualify for a district provided aide. Utilizing Title III funds, the NCSB would like to provide a part-time paraprofessional to provide support to our ELL students in the middle and high schools. This paraprofessional would provide support to the students in their Reading/Language Arts/English class a minimum of 2 times per week. We will also be able to address any concerns in Math, Science, and Social Studies. This paraprofessional will be working to assist ELLs in understanding content vocabulary in all subject areas.

Southside Elementary School currently has 25 ELLs enrolled in grades K-2. While the school employs a full-time bilingual paraprofessional to assist the students during the school day, there is a need to provide additional assistance to these students in a one-on-one or small group setting to enhance language acquisition. We struggle to get parents involved in school activities because of their reluctance due to lack of English language skills. This after school program will offer parents an opportunity to become involved in a non-threatening atmosphere and at the same time improve their own English language skills. While the after school support program was successful in increasing student achievement, it was so successful for parent involvement. It was difficult to enlist parents in the program. We will try again in 2012-13.

Data to support the impact on student achievement is provided below. While the Stanford 10 is not used for promotion, retention or exiting of ELLs, it is a district assessment that is used in conjunction with other assessments for all students. The Stanford 10 provides us with a measure of how our ELLs are making gains in reading and math as they compare to the regular students.

% of Students Scoring Greater than 50th Percentile

Reading Math

ELLs 2012 2011 2012 2011

Grade 1 62 63 69 75

Grade 2 33 40 56 60

District

Grade 1 71 81 74 84

Grade 2 68 78 77 83

Florida Assessment in Reading (FAIR) data is also used to measure success. Eight students attended the after school program (K-2) and were assessed using the FAIR when they started and when the program ended. Of the 8 students, 75% increased their scores.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
Teachers who are highly qualified and skilled in ESOL strategies will assist ELLs in increasing literacy in the content areas. Focus will be places on providing ELLs with a language development curriculum that is rich in cultural and academic content and appropriate to the language acquisition continuum. Services to ELLs will be provided by the assigned teachers to address the language proficiencies with comprehensible instructional strategies that include, but are not limited to: a. differentiated instruction b. cooperative learning c. utilization of computers d. integration of language and content e. a variety of audio-visuals, illustrations, tapes and videotapes Both elementary and secondary students receive instruction in the regular classroom. Instructional strategies shall be documented in the teacher's plan book, approved curriculum frameworks, instructional checklists, and/or other district developed form as appropriate to the student's overall program. A variety of instructional materials and resources are used to meet the needs of a multicultural population. Training in the use of materials and resources is provided by the district ESOL Coach to teachers of our ELL population. Use of the materials and strategies is monitored by the ESOL Coach by way of regular classroom visits, student grades, and standardized test scores.	Classroom teacher, District ESOL Coordinator, ESOL Coach	2012-13 School Year	FEFP, Title III

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			

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
Nassau County elementary schools utilize the Harcourt Mathematics program as the district adopted basal in the elementary schools. Our instruction strategies include: a. instruction based upon diagnosis and screenings b. grouping based upon progress monitoring c. application of mathematics skills to real world situations d. direct instruction strategies, and e. center based individualized opportunities. Secondary schools utilize the Glencoe McGraw/Hill and Holt McDougall math series respectively for middle and high schools. Instructional strategies are designed for different levels of students' abilities and ensure that math concepts are taught for any standardized test(s). Multiple forms of assessment give students familiarity with our state tests, remediation for deficiencies secures their success, and offering high school math and credit in all our	Classroom Teacher, Principal, ESOL Coach, District Staff	2012-13 school year	FEFP, Title I, Title III

middle schools gives students a jump on their high school graduation requirements. Other strategies include the high yield strategies identified in Marzano's work such as setting objectives, comparing, classifying, graphic organizers, etc.

5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.

It is the goal of the district Staff Development program to increase our teacher's knowledge of current ELL strategies and the process of language acquisition in our English Language Learners. Teachers of our ELLs receive instruction support from our ESOL Coach and are provided with up-to-date resources and strategies to enhance and promote English Language acquisition. Such support will include, but not be limited to: websites, reading materials, picture dictionaries, etc. Professional Development through our Staff Development program is provided via courses from Beacon Educator. The courses will be provided on-line via Beacon, with trained district facilitators. The length of the professional development for each component is 60 hours.

Personnel Responsible	Timeline	Funding Source
Staff Development Director, ESOL Coach	2012-13 school year	Title II

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.

Nassau County offers an adult education ESOL program for parents of our ESOL population. This ESOL class meets two nights per week and provides the parents with not only a chance to learn English but also helps provide a connection between them and the county schools. It is a chance for them to ask questions and get answers with concerns that they might have with our school system and/or their child/children attending school in Nassau County. The district provides a computer lab to the parents of ELL students at Southside Elementary School for the purpose of frequently accessing Rosetta Stone software to increase language acquisition. Through increased language acquisition in reading and writing, hopefully the parents will feel more comfortable as active participants in their children's education. The district has translated the Student Progression Plans for elementary and secondary schools and the Code of Conduct for access by the parents of our Spanish speaking students. These documents will be distributed through the schools and will also be placed on the district website. The district will ensure the following: a. regular parental communication (backpack mailings, phone messaging system, teacher/parent communication, agenda books) b. School Matters publication sent to every family c. Nassau Sounds newspaper mailing that is delivered to every box holder within the district d. Evening activities at all schools to assist working parents e. Active solicitation for membership in local SAC, PTO f. Utilization of local media, district website, school website

Personnel Responsible	Timeline	Funding Source
Adult Education, ESOL Coach, Guidance Counselor, District ESOL Coordinator, School Principal	2012-13 school year	Title III, FEFP

7. If applicable, identify any changes to the Title III Immigrant Education Program.

Personnel Responsible	Timeline	Funding Source
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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.