

# FLORIDA DEPARTMENT OF EDUCATION

## Differentiated Accountability

### 2012-2013 District Improvement and Assistance Plan

#### District: Suwannee

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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 Director of Federal Programs collaborated with other district level personnel at staff meetings to define the District Improvement and Assistance and Intervention Plan. School site administrators were oriented to the elements of the plan at the District's principals' meetings. The individual School Advisory Councils were targeted as the discussion groups for the district plan and the input by instructional and support staff, students, parents, and community members were sought.

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

#### STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

**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	FAIR data indicates that our mean vocabulary score is well below the 50th percentile in all grade levels indicating a need for specific vocabulary remediation. Progress monitoring data indicates a need for specific remediation in reading comprehension.	Because the interventions were not of the intensity required by the students in order to make appropriate improvement.	<p>1) The progress monitoring protocol will be continued to provide teachers with specific information to guide targeted instruction in Reading. (STAR Reading assessments will be implemented at least, 3 times each year in grades K–10, FAIR data will be analyzed to determine individual student needs, District Reading FCAT progress monitoring assessments will be given at least three times for grades K-10).</p> <p>2) Professional development activities specific to developing an understanding of the Common Core Standards will include writing instruction, text complexity, and comprehension instructional sequence (CIS).</p> <p>3) Implemented intervention programs and strategies will be evaluated and where program data indicates effectiveness, district-wide implementation will be initiated. (i.e., Read 180, Accelerated Reader, Fast ForWord etc.)</p>	<p>1)Continued professional development related to implementation of Progress Monitoring report generating and data analysis.</p> <p>2) Professional Development related to Marzano will be provided.</p> <p>3)Professional Development related to Common Core Standards will be provided.</p>	Director of Curriculum, Instruction and Assessment, Director of Human Resources, Reading Coaches and Director of Federal Programs

Total	Mathematics	Progress monitoring indicated that sub-test areas on FCAT learning needs exist in the areas of Number-base 10 and Number operations.	Because the interventions were not of the intensity required by the students in order to make appropriate improvement.	<p>1)The progress monitoring protocol will be continued to provide teachers with specific information to guide targeted instruction in Math. (STAR Math assessments will be implemented, at least 3 times each year in grades K-10, District Math FCAT progress monitoring assessments will be given at least three times for grades K-10.)</p> <p>2) Professional development activities specific to developing an understanding of the Common Core Standards.</p> <p>2) Implemented intervention programs and strategies will be evaluated and where program data indicates effectiveness, district-wide implementation will be initiated. (i.e., Accelerated Math, Math Facts in a Flash, etc.)</p> <p>3) Math instruction will be driven by a district Math curriculum map with the District Math Coach assisting the K-8 Principals in monitoring the mathematics instructional pacing and content delivery.</p> <p>4) Implementation of STAR Math assessment will be utilized to drive the RTI efforts to target specific intervention need</p>	<p>1) Continued professional development related to implementation of Progress Monitoring report generating and data analysis.</p> <p>2) Professional Development related to Common Core Standards will be provided.</p> <p>3) Response to Intervention professional development will continue district-wide.</p> <p>4) District Math Coach will provide coaching to math instructors.</p>	<p>1) Director of Curriculum, Instruction and Assessment, Director of Human Resources, Math Coach and Director of Federal Programs</p>
				<p>1) The progress monitoring protocol will be continued to provide teachers with specific information to guide targeted instruction in Reading. (STAR Reading assessments will be implemented at least, 3 times each year</p>		

White	Reading	<p>Our percent proficiency in 2011 was 58, it dropped to 57 and our target was 62%. Our goal for 2013 is 65% or higher. Progress monitoring continues to show that vocabulary and reading comprehension are deficits for all sub-groups.</p>	<p>Because the interventions were not of the intensity required by the students in order to make appropriate improvement.</p>	<p>in grades K–10, FAIR data will be analyzed to determine individual student needs, District Reading FCAT progress monitoring assessments will be given at least three times for grades K-10. 2) Professional development activities specific to developing an understanding of the Common Core Standards will include writing instruction, text complexity, and comprehension instructional sequence (CIS). 3) Implemented intervention programs and strategies will be evaluated and where program data indicates effectiveness, district-wide implementation will be initiated. (i.e., Read 180, Accelerated Reader, Fast ForWord, etc.)</p>	<p>1) Continued professional development related to implementation of Progress Monitoring report generating and data analysis. 2) Professional Development related to Marzano will be provided. 3) Professional Development related to Common Core Standards will be provided.</p>	<p>Director of Curriculum, Instruction, Director of Human Resources, Reading Coaches and Director of Federal Programs</p>
				<p>More emphasis will be placed on data analysis and performance data to pinpoint weakness in all subgroups. Teachers will hold individual conferences with students to go over the data and give individual guidance on correcting the weakness. 1) The progress monitoring protocol will be continued to provide teachers with specific information to guide</p>		

White	Mathematics	<p>Our percent proficiency in 2011 was 53, and in 2012 it was 56 and our target was 57%. Our goal for 2013 is 65% or higher.</p> <p>Progress monitoring data shows continued needs in the sub-test areas of Number-base 10 and Number operations.</p>	<p>Because the interventions were not of the intensity required by the students in order to make appropriate improvement.</p>	<p>targeted instruction in math. (STAR Math assessments will be implemented, at least 3 times each year in grades K-10. 2) Professional development activities specific to developing an understanding of the Common Core Standards. 3) Implemented intervention programs and strategies will be evaluated and where program data indicates effectiveness, district-wide implementation will be initiated. (i.e. Accelerated Math) 4) Math instruction will be driven by a district Math curriculum map with the District Math Coach assisting the K-8 principals in monitoring the mathematics instructional pacing and content delivery. 5) Implementation of STAR Math assessment will be utilized to drive the RTI efforts to target specific intervention needs.</p>	<p>1) Continued professional development related to implementation of Progress Monitoring report generating and data analysis. 2) Professional Development related to Common Core Standards will be provided. 3) Response to Intervention professional development will continue district-wide.</p>	<p>Director of Curriculum, Instruction and Assessment, Director of Human Resources, School Principals and Director of Federal programs</p>
				<p>More emphasis will be placed on data analysis and performance data to pinpoint weakness in all subgroups. Teachers will hold individual conferences with students to go over the data and give individual guidance on correcting the weakness. One-on-one tutoring will be given by paraprofessionals in schools where they are available. 1) The progress monitoring protocol will be continued to provide teachers with specific information to guide targeted instruction in Reading. (STAR Reading assessments will be implemented, at least, 3 times each year</p>		

Black	Reading	<p>Our percent proficiency in 2011 was 25, it increased to 28 and our target was 31%. Our goal for 2013 is 38% or higher. Progress monitoring continues to show that vocabulary and reading comprehension are deficits for all sub-groups.</p>	<p>Because the interventions were not of the intensity required by the students in order to make appropriate improvement.</p>	<p>in grades K – 10, FAIR data will be analyzed to determine individual student needs, District Reading FCAT progress monitoring assessments will be given, at least, three times for grades K- 10.)</p> <p>2) Professional development activities specific to developing an understanding of the Common Core will include:</p> <p>Unpacking Standards and Benchmark Item/Assessment development - All teachers of Language Arts, Math, Science and Social Studies will be provided Professional Development on Common Core during the 2012-13 school year.</p> <p>3) Implemented intervention programs and strategies will be evaluated and where program data indicates effectiveness, district-wide implementation will be initiated. (i.e., Read180, Accelerated Reader, etc.)</p> <p>4) Literacy Action Plan will be developed to provide specific strategies to address lack of literacy PreK-3rd grade so that 90% of all third graders will score at or above grade level by 2014</p>	<p>1) Continued professional development related to implementation of Progress Monitoring report generating and data analysis.</p> <p>2) Professional Development related to NGSSS will be provided.</p> <p>3) Response to Intervention professional development will continue district-wide.</p>	<p>Director of Curriculum, Instruction and Assessment, Director of Student Services, School Principals, Reading Coaches and Director of Federal Programs</p>
				<p>More emphasis will be placed on data analysis and performance data to pinpoint weakness in all subgroups. Teachers will hold individual conferences with students to go over the data and give individual</p>		

Black	Mathematics	<p>Our percent proficiency in 2011 was 23, and in 2012 it was 27 and our target was 29%. Our goal for 2013 is 36% or higher.</p> <p>Progress monitoring indicated that sub-test areas on FCAT learning needs exist in the areas of Number-base 10 and Number operations.</p>	<p>Because the interventions were not of the intensity required by the students in order to make appropriate improvement.</p>	<p>guidance on correcting the weakness. The progress monitoring protocol will be continued to provide teachers with specific information to guide targeted instruction in Math. (STAR Math assessments will be implemented at least 3 times each year in grades K–10. District Math FCAT progress monitoring assessments will be given at least three times for grades K- 10. Professional development activities specific to developing an understanding of the Common Core. Unpacking Standards and Benchmark Item/Assessment development All teachers of Language Arts, Math, Science and Social Studies will be provided professional development. Implemented intervention programs and strategies will be evaluated and where program data indicates effectiveness, district-wide implementation will be initiated. (i.e., Accelerated Math, Math Facts in a Flash, etc.) Math instruction will be driven by a district Math curriculum map with the District Math Coach assisting the K- 8 Principals in monitoring the mathematics instructional pacing and content delivery. Implementation of STAR Math assessment will be utilized to drive the RTI efforts to target specific intervention needs.</p>	<p>1)Continued professional development related to implementation of Progress Monitoring report generating and data analysis. Professional Development related to Common Core will be provided. District Math Coach will provide coaching to math instructors. Implementation of professional development regarding the Renaissance Learning Enterprize system.</p>	<p>Director of Curriculum, Instruction and Assessment, and Elementary School Principals and Reading Coaches</p>
				<p>More emphasis will be placed on data analysis and performance data to pinpoint weakness in</p>		

Hispanic	Reading	<p>Our percent proficiency in 2011 was 39, it dropped to 38 and our target was 44%. Our goal for 2013 is 49% or higher. Progress monitoring continues to show that vocabulary and reading comprehension are deficits for all sub-groups.</p>	<p>Because the interventions were not of the intensity required by the students in order to make appropriate improvement.</p>	<p>all subgroups. Teachers will hold individual conferences with students to go over the data and give individual guidance on correcting the weakness. One-on-one tutoring will be given by paraprofessionals in schools where they are available. 1) The progress monitoring protocol will be continued to provide teachers with specific information to guide targeted instruction in Reading. (STAR Reading assessments will be implemented, at least, 3 times each year in grades K–10, FAIR data will be analyzed to determine individual student needs, District Reading FCAT progress monitoring assessments will be given, at least, three times for grades K- 10. 2) Professional development activities specific to developing an understanding of the Common Core will include:</p> <p>Unpacking Standards and Benchmark Item/Assessment development - All teachers of Language Arts, Math, Science and Social Studies will be provided Professional Development on Common Core during the 2012-13 school year.</p> <p>3) Implemented intervention programs and strategies will be evaluated and where program data indicates effectiveness, district-wide implementation will be initiated. (i.e., Read180, Accelerated Reader, etc.)</p>	<p>1) Continued professional development related to implementation of Progress Monitoring report generating and data analysis.</p> <p>2) Professional Development related to Common Core will be provided.</p> <p>3) Response to Intervention professional development will continue district-wide.</p>	<p>) Director of Curriculum, Instruction and Assessment, Elementary School Principals, Reading Coaches and Director of Federal Programs</p>
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				The MySol program will be implemented		
Hispanic	Mathematics	<p>Our percent proficiency in 2011 was 40, and in 2012 it was 42 and our target was 45%. Our goal for 2013 is 50% or higher.</p> <p>Progress monitoring data shows continued needs in the sub-test areas of Number-base 10 and Number operations.</p>	<p>Because the interventions were not of the intensity required by the students in order to make appropriate improvement.</p>	<p>More emphasis will be placed on data analysis and performance data to pinpoint weakness in all subgroups. Teachers will hold individual conferences with students to go over the data and give individual guidance on correcting the weakness. One-on-one tutoring will be given by paraprofessionals in schools where they are available. 1) The progress monitoring protocol will be continued to provide teachers with specific information to guide targeted instruction in Math. (STAR Math assessments will be implemented, at least, 3 times each year in grades K – 10, District Math FCAT progress monitoring assessments will be given, at least, three times for grades K- 10.</p> <p>2) Professional development activities specific to developing an understanding of the Common Core Standards will include: Unpacking Standards and Benchmark Item/Assessment development - All teachers of Language Arts, Math, Science and Social Studies will be provided Professional Development on Common Core Standards during the 2012-13 school year.</p> <p>3) Implemented intervention programs and strategies will be evaluated and where program data indicates effectiveness, district-wide implementation will be initiated. (i.e., Accelerated Math,</p>	<p>1) Continued professional development related to implementation of Progress Monitoring report generating and data analysis.</p> <p>2) Professional Development related to Common Core will be provided.</p> <p>3) Response to Intervention professional development will continue district-wide.</p> <p>5) Implementation professional development regarding the Renaissance Learning Enterprise system</p>	<p>1) Director of Curriculum, Instruction and Assessment and District Math Coach</p>

				<p>Math Facts in a Flash, etc.)</p> <p>4) Math instruction will be driven by a district Math curriculum map with the District Math Coach assisting the K-8 Principals in monitoring the mathematics instructional pacing and content delivery.</p> <p>5) Implementation of STAR Math assessment will be utilized to drive the RTI efforts to target specific intervention need</p> <p>The MySol program will be implemented</p>		
Asian	Reading	NA	NA	NA	NA	NA
Asian	Mathematics	NA	NA	NA	NA	NA
American Indian	Reading	NA	NA	NA	NA	NA
American Indian	Mathematics	NA	NA	NA	NA	NA
		Our percent proficiency in 2011 was 43,		<p>More emphasis will be placed on data analysis and performance data to pinpoint weakness in all subgroups. Teachers will hold individual conferences with students to go over the data and give individual guidance on correcting the weakness. One-on-one tutoring will be given by paraprofessionals in schools where they are available. 1) The progress monitoring protocol will be continued to provide teachers with specific information to guide targeted instruction in Reading. (STAR Reading assessments will be implemented, at least, 3 times each year in grades K – 10, FAIR data will be analyzed to determine individual student needs, District Reading FCAT progress monitoring assessments</p>	1) Continued professional development related to implementation of Progress Monitoring report generating and data analysis.	

Economically Disadvantaged	Reading	and was the same in 2012 and our target was 48%. Our goal for 2013 is 53% or higher. Progress monitoring continues to show that vocabulary and reading comprehension are deficits for all sub-groups.	Because the interventions were not of the intensity required by the students in order to make appropriate improvement.	<p>will be given, at least, three times for grades K- 10.</p> <p>2) Professional development activities specific to developing an understanding of the Common Core will include:</p> <p>Unpacking Standards and Benchmark Item/Assessment development - All teachers of Language Arts, Math, Science and Social Studies will be provided Professional Development on Common Core during the 2012-13 school year.</p> <p>3)Implemented intervention programs and strategies will be evaluated and where program data indicates effectiveness, district-wide implementation will be initiated. (i.e., Read180, Accelerated Reader, etc.)</p> <p>Literacy Action Plan will be developed to provide specific strategies to address lack of literacy PreK-3rd grade so that 90% of all third graders will score at or above grade level by 2014.</p>	<p>2) Professional Development related to Common Core will be provided.</p> <p>3) Response to Intervention professional development will continue district-wide.</p>	<p>Director of Curriculum, Instruction and Assessment.</p> <p>School Principals and Reading Coaches</p>
				<p>More emphasis will be placed on data analysis and performance data to pinpoint weakness in all subgroups. Teachers will hold individual conferences with students to go over the data and give individual guidance on correcting the weakness. One-on-one tutoring will be given by paraprofessionals in schools where they are available. 1) The progress monitoring protocol will be</p>		

Economically Disadvantaged	Mathematics	<p>Our percent proficiency in 2011 was 40, and in 2012 it was 43 and our target was 45%. Our goal for 2013 is 50% or higher. Progress monitoring data shows continued needs in the sub-test areas of Number-base 10 and Number operations. .</p>	<p>Because the interventions were not of the intensity required by the students in order to make appropriate improvement.</p>	<p>continued to provide teachers with specific information to guide targeted instruction in Math. (STAR Math assessments will be implemented, at least, 3 times each year in grades K – 10, District Math FCAT progress monitoring assessments will be given, at least, three times for grades K- 10.</p> <p>2) Professional development activities specific to developing an understanding of the Common Core will include: Unpacking Standards and Benchmark Item/Assessment development - All teachers of Language Arts, Math, Science and Social Studies will be provided Professional Development on Common Core during the 2012-13 school year.</p> <p>3) Implemented intervention programs and strategies will be evaluated and where program data indicates effectiveness, district-wide implementation will be initiated. (i.e., Accelerated Math, Math Facts in a Flash, etc.) Math instruction will be driven by a district Math curriculum map with the District Math Coach assisting the K-8 Principals in monitoring the mathematics instructional pacing and content delivery. Implementation of STAR Math assessment will be utilized to drive the RTI efforts to target specific intervention needs</p>	<p>1) Continued professional development related to implementation of Progress Monitoring report generating and data analysis.</p> <p>2) Professional Development related to NGSSS will be provided.</p> <p>3) Response to Intervention professional development will continue district-wide.</p> <p>4) District Math Coach will provide coaching to math instructors.</p> <p>5) Implementation professional development regarding the Renaissance Learning Enterprise system</p>	<p>Director of Curriculum, Instruction and Assessment, School Principals and District Math Coach</p>
				More emphasis will be placed on data analysis		

English Language Learners	Reading	<p>Our percent proficiency in 2011 was 23, in 2012 31% and our target was 29%. Our goal for 2013 is 36% or higher. Progress monitoring continues to show that vocabulary and reading comprehension are deficits for all sub-groups.</p>	Improvement was made and the target was attained	<p>and performance data to pinpoint weakness in all subgroups. Teachers will hold individual conferences with students to go over the data and give individual guidance on correcting the weakness. One-on-one tutoring will be given by paraprofessionals in schools where they are available.1) The progress monitoring protocol will be continued to provide teachers with specific information to guide targeted instruction in Reading. (STAR Reading assessments will be implemented, at least, 3 times each year in grades K – 10, FAIR data will be analyzed to determine individual student needs, District Reading FCAT progress monitoring assessments will be given, at least, three times for grades K- 10.)</p> <p>2) Professional development activities specific to developing an understanding of the Common Core will include:</p> <p>Unpacking Standards and Benchmark Item/Assessment development - All teachers of Language Arts, Math, Science and Social Studies will be provided Professional Development on Common Core during the 2012-13 school year.</p> <p>3) Implemented intervention programs and strategies will be evaluated and where program data indicates effectiveness, district-wide implementation</p>	<p>1) Continued professional development related to implementation of Progress Monitoring report generating and data analysis.</p> <p>2) Professional Development related to Common Core will be provided.</p> <p>3) Response to Intervention professional development will continue district-wide.</p>	) Director of Curriculum, Instruction and Assessment., School Principals and Reading Coaches
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				<p>will be initiated. (i.e., Read180, Accelerated Reader, etc.)</p> <p>4) Literacy Action Plan will be developed to provide specific strategies to address lack of literacy PreK-3rd grade so that 90% of all third graders will score at or above grade level by 2014.</p>		
English Language Learners	Mathematics	<p>Our percent proficiency in 2011 was 39, and in 2012 it was 40 and our target was 44%. Our goal for 2013 is 49% or higher. Progress monitoring data shows continued needs in the sub-test areas of Number-base 10 and Number operations. .</p>	<p>Because the interventions were not of the intensity required by the students in order to make appropriate improvement.</p>	<p>More emphasis will be placed on data analysis and performance data to pinpoint weakness in all subgroups. Teachers will hold individual conferences with students to go over the data and give individual guidance on correcting the weakness. One-on-one tutoring will be given by paraprofessionals in schools where they are available. 1) The progress monitoring protocol will be continued to provide teachers with specific information to guide targeted instruction in Math. (STAR Math assessments will be implemented, at least, 3 times each year in grades K – 10, District Math FCAT progress monitoring assessments will be given, at least, three times for grades K- 10. 2) Professional development activities specific to developing an understanding of the Common Core will include: Unpacking Standards and Benchmark Item/Assessment development - All teachers of Language Arts, Math, Science and Social Studies will be provided Professional Development on Common Core during the 2012-12 school</p>	<p>1) Continued professional development related to implementation of Progress Monitoring report generating and data analysis.</p> <p>2) Professional Development related to Common Core will be provided.</p> <p>3) Response to Intervention professional development will continue district-wide. District Math</p>	<p>1) Director of Curriculum, Instruction and Assessment, Principals and the District Math Coach</p>

				<p>year.</p> <p>3) Implemented intervention programs and strategies will be evaluated and where program data indicates effectiveness, district-wide implementation will be initiated. (i.e., Accelerated Math, Math Facts in a Flash, etc.)</p> <p>Math instruction will be driven by a district Math curriculum map with the District Math Coach assisting the K-8 Principals in monitoring the mathematics instructional pacing and content delivery. Implementation of STAR Math assessment will be utilized to drive the RTI efforts to target specific intervention need</p>	<p>Coach will provide coaching to math instructors.</p> <p>4) Implementation professional development regarding the Renaissance Learning Enterprize system</p>	
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				<p>More emphasis will be placed on data analysis and performance data to pinpoint weakness in all subgroups. Teachers will hold individual conferences with students to go over the data and give individual guidance on correcting the weakness. One-on-one tutoring will be given by paraprofessionals in schools were they are available.1) The progress monitoring protocol will be continued to provide teachers with specific information to guide targeted instruction in Reading. (STAR Reading assessments will be implemented, at least, 3 times each year in grades K – 10, FAIR data will be analyzed to determine</p>		
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Students with Disabilities	Reading	<p>Our percent proficiency in 2011 was 22, in 2012 22% and our target was 29%. Our goal for 2013 is 35% or higher. Progress monitoring continues to show that vocabulary and reading comprehension are deficits for all sub-groups.</p>	<p>Because the interventions were not of the intensity required by the students in order to make appropriate improvement.</p>	<p>individual student needs, District Reading FCAT progress monitoring assessments will be given, at least, three times for grades K- 10.</p> <p>2) Professional development activities specific to developing an understanding of the Common Core will include:</p> <p>Unpacking Standards and Benchmark Item/Assessment development - All teachers of Language Arts, Math, Science and Social Studies will be provided Professional Development on Common Core during the 2012-13 school year.</p> <p>3) Implemented intervention programs and strategies will be evaluated and where program data indicates effectiveness, district-wide implementation will be initiated. (i.e., Read180, Accelerated Reader, etc.)</p> <p>Literacy Action Plan will be developed to provide specific strategies to address lack of literacy PreK-3rd grade so that 90% of all third graders will score at or above grade level by 2014.</p>	<p>1)Continued professional development related to implementation of Progress Monitoring report generating and data analysis.</p> <p>2)Professional Development related to Common Core will be provided.</p> <p>3)Response to Intervention professional development will continue district-wide.</p>	<p>Director of Curriculum,Instruction and Assessment, School Principals and Reading Coaches.</p>
				<p>More emphasis will be placed on data analysis and performance data to pinpoint weakness in all subgroups. Teachers will hold individual conferences with students to go over the data and give individual guidance on correcting the weakness. One-on-</p>		



Students with Disabilities	Mathematics	<p>Our percent proficiency in 2011 was 23, and in 2012 it was 24 and our target was 29%. Our goal for 2013 is 36% or higher. Progress monitoring data shows continued needs in the sub-test areas of Number-base 10 and Number operations. .</p>	<p>Because the interventions were not of the intensity required by the students in order to make appropriate improvement.</p>	<p>one tutoring will be given by paraprofessionals in schools where they are available. 1) The progress monitoring protocol will be continued to provide teachers with specific information to guide targeted instruction in Math. (STAR Math assessments will be implemented, at least, 3 times each year in grades K – 10, District Math FCAT progress monitoring assessments will be given, at least, three times for grades K- 10.) 2) Professional development activities specific to developing an understanding of the Common Core will include: Unpacking Standards and Benchmark Item/Assessment development - All teachers of Language Arts, Math, Science and Social Studies will be provided Professional Development on Common Core during the 2012-13 school year. 3) Implemented intervention programs and strategies will be evaluated and where program data indicates effectiveness, district-wide implementation will be initiated. (i.e., Accelerated Math, Math Facts in a Flash, etc.) 4) Math instruction will be driven by a district Math curriculum map with the District Math Coach assisting the K-8 Principals in monitoring the mathematics instructional pacing and content delivery. 5) Implementation of</p>	<p>1) Continued professional development related to implementation of Progress Monitoring report generating and data analysis. 2) Professional Development related to Common Core will be provided. 3) Response to Intervention professional development will continue district-wide. District Math Coach will provide coaching to math instructors. 4) Implementation professional development regarding the Renaissance Learning Enterprise system</p>	<p>1) Director of Curriculum, Instruction and Assessment, Principals and the District Math Coach</p>
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				STAR Math assessment will be utilized to drive the RTI efforts to target specific intervention needs.		
Other (e.g. Migrant) [as needed]	Reading	NA	NA	NA	NA	NA
Other (e.g. Migrant) [as needed]	Mathematics	NA	NA	NA	NA	NA

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

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

Grade Level	Core Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>The comprehensive core reading program (CCRP) used in Suwannee District elementary schools has been reviewed and recommended for adoption by the instructional textbook committee in the State of Florida. The CCRP serves as the basis for core initial and differentiated instruction and is used to instruct students on grade level correlating to the Next Generation Sunshine State Standards in Reading and Language Arts. The reading program (Harcourt StoryTown) provides direction and ancillary materials that address differentiation of instruction in reading for advanced and struggling readers. Using the CCRP as a guide, elementary teachers introduce concepts at grade level for all students (Tier 1 instruction) and then use the guidance provided in the CCRP to differentiate instruction in small, flexible groups according to student assessment data to guide instruction for Tier 2 and Tier 3 interventions.</p> <p>Reading data will be acquired through the use of FAIR, STAR Reading, district-wide progress monitoring, teacher observation, and diagnostic assessment addressing the six areas of reading, and assessments from the CCRP.</p>
MIDDLE	<p>There is no requirement for reading courses for students scoring at Level 3 and above. The principals monitor the instruction in all classrooms. Particular attention is paid to the instruction in the Reading content areas. In addition, the district has participated in Comprehension Instructional Sequence training and it is the expectation that content area teachers develop lessons incorporating the sequence into the instructional plans. Principals will monitor instruction in order to facilitate the implementation of close reading of complex text in all content areas.</p>
HIGH	<p>Principals will be monitoring the use of complex texts and it will be an expectation of the district that complex text is incorporated into lesson plans monitoring by the principals. comprehension Instructional Sequence training has been provided to principals in order that they can monitor appropriate instruction and have a basic understanding of the expectations for the instructional use of complex texts. Continued training and professional development will occur throughout the next school term.</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
	<p>Suwannee County does not have schools that will fall into the requirement for one hour extended day.</p> <p>5.3 Reading instruction will be designed to be the focal part of the instructional program to support motivating students to be successful readers. Students will have access to reading materials in a print rich environment in every classroom. Teachers and Reading Coaches will begin to develop lessons based around complex text using the Comprehension Instructional Sequence lesson protocol. Resources will be made available to increase the access to teachers and students for complex text exposure.</p>
ELEMENTARY	<p>Students targeted for immediate intensive intervention will receive additional reading intervention through differentiated flexible grouping for limited, focused time outside the 90-minute reading block. Teachers will utilize the problem solving approach (RtI) for effective instruction using Tier 2 and Tier 3 interventions for students in need. Additional reading intervention will be provided by the classroom teacher, a reading resource teacher, a special education teacher, or another highly qualified teacher with appropriate certification for elementary education. Students will receive intervention instruction for an additional 45 minutes in grades K-3 and, at least, an additional 30 to 45 minutes in grades 4 and 5 using appropriate scientifically</p>

	research based reading intervention programs that focuses on their specific reading need. (Kindergarten students will receive at least an additional 30 minutes for intervention.) Teachers will have access to a variety of reading resources for Tier 2 and Tier 3 reading interventions.
MIDDLE	The principals monitor the instruction in all classrooms. Particular attention is paid to the instruction in the Reading content areas. In addition, the district has participated in Comprehension Instructional Sequence training and it is the expectation that content area teachers develop lessons incorporating the sequence into the instructional plans. Principals will monitor instruction in order to facilitate the implementation of close reading of complex text in all content areas.
HIGH	Principals will be monitoring the use of complex texts and it will be an expectation of the district that complex text is incorporated into lesson plans monitoring by the principals. comprehension Instructional Sequence training has been provided to principals in order that they can monitor appropriate instruction and have a basic understanding of the expectations for the instructional use of complex texts. Continued training and professional development will occur throughout the next school term.
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	

### 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	<p>During the school day, volunteers and highly qualified paraprofessionals are scheduled to tutor students. In addition, tutors and paraprofessional provide assistance to eligible migrant and ELL students and students scoring Level 1 on FCAT Reading. (These tutors and paraprofessionals are funded with Title I Part C, Title III, and Title I Part A funds as approved by DOE.) After school tutoring programs are coordinated with the district/state approved Supplemental Education Services (SES) providers in accordance with NCLB choice options. Mentoring programs at the elementary level are coordinated by each individual school if such an option is chosen.</p> <p>For the summer of 2012, a community-wide reading initiative has been developed that will provide students throughout the rural areas of the district access to books and Accelerated Reader assessments via a Book Bus.</p> <p>All teachers who provide intervention, summer reading camps instruction are highly qualified. The district attempts to hire Reading Endorsed teachers into available positions. For Summer Reading Camps, teachers with Reading Endorsement and/or who have student data that indicates high levels of success are sought.</p> <p>Currently, Suwannee County does not have a school in the lowest 100, however, in working with the Supplemental Education Services (SES) program, reading intervention takes place for some of the students with identified needs. The SES protocol has been established that provides that our progress monitoring data is used to develop the Instructional Plan for the students in the SES program and we use our progress monitoring data to monitor services provided.</p>		Lisa McKinley Garrison, Lila Udell and Cheryl Mae Brinson
	Students who are identified as having need for decoding and text reading instruction will be provided specific intervention and, where feasible, additional time in an Intensive Reading class. Reading coaches at the middle school level will make it a priority to provide individualized assessment and monitoring of the students with		

MIDDLE	<p>these specific needs.</p> <p>Tutoring programs for students in grades 6-8 will occur most frequently during the school day. It is difficult for students to receive before and after school tutoring services. Volunteers and certified (retired) teachers provide tutoring on a limited basis. The middle schools in the district now receive Title I funding to assist with additional services for students. Parents, teachers and mentors communicate on a regular basis to promote student achievement. At this time, there are no summer reading programs for middle school students.</p> <p>The 21st Century Grant provides assistance and credit retrieval for middle school students at Suwannee Middle School and Branford High School. Students receive teacher support as they utilize a credit retrieval software product to earn credits required for reading/language arts.</p>		
HIGH	<p>Students who are identified with needs in decoding and text reading efficiency will be provided additional time in Intensive Reading Instruction through the use of Reading Resource Teacher and/or additional class periods assigned into Intensive Reading classes.</p> <p>Tutoring/mentoring activities for students in grades 9-12 will occur most frequently during the school day. Some academic services for tutoring migrant and ELL students (Level 1 &amp; 2 FCAT Reading) will occur during a designated before school activity time for high school students. The district will use program specific funds to contract with certified teachers to tutor students to achieve mastery of the Next Generation Sunshine State Standards. High school students who are identified by school staff participate in a mentoring program during the school day. Parents, teachers, tutors, and mentors communicate on a regular basis to promote student achievement. At this time, only those students who fail to earn credit for graduation attend the summer school program.</p> <p>Funds from the 21st Century grant support after school tutoring and credit retrieval programs for high school students.</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	Students who scored a level 1 or 2 on FCAT and who need credits to be promoted or to graduate.	Weekly	Lisa Garrison, Cheryl Mae Brinson and Lila Udell
MIDDLE	Students who scored a level 1 or 2 on FCAT and who need credits to be promoted or to graduate.	Weekly	Lisa Garrison, Cheryl Mae Brinson and Lila Udell
HIGH	Students who scored a level 1 or 2 on FCAT and who need credits to be promoted or to graduate.	Weekly	Lisa Garrison, Cheryl Mae Brinson and Lila Udell

#### 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	McGraw Hill Math Connects	Accelerated Math, FCAT Explorer; Differentiated Instruction; Paraprofessionals to work one-on-one and small group; Flexible grouping, manipulative, scaffolding, cooperative learning groups, Daily math Problems, and computer-assisted instruction.	Accelerated math Training, Modeling best practices in the classrooms; Assisting Faculty with disaggregating student performance data and implementing prescriptive interventions. How to Use technology to increase students' achievement and parent involvement.
MIDDLE	All math books are state adopted, State adopted textbooks: Holt/ McDougall	Accelerated Math (Renaissance Enterprise).	1) Renaissance Learning Training, 2) District-wide Math Coach will provide specific math support related professional development
HIGH	State adopted textbooks: Holt/McDougall	Accelerated Math (Renaissance Enterprise)	1) Renaissance Learning Training, 2) District-wide Math Coach will provide specific math support related professional development

**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
SES(Student Supplemental Educational Services) and the 21st Century After School Program	Students who scored a level 1 or 2 on FCAT and who need credits to be promoted or to graduate.	Weekly	Lila Udell and Cheryl Mae Brinson

#### **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	All science books and materials are State adopted	Continue to provide a Science Coach @Suwannee Intermediate as long as School Improvement Funds are available.	Common Core Standards
MIDDLE	All science books and materials are State adopted	Continue the Inquiry based learning project initiated with funds from the School Improvement Grant.	Expand "field labs" related to inquiry based instruction.
HIGH	All science books and materials are State adopted	Continue the Inquiry based learning project (Science Coach in the classrooms providing hands on lesson and modeling for teachers) initiated with the School Improvement Grant funds.	Expand "field labs" related to inquiry based instruction.

**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
SES(Student Supplemental Educational Services) and the 21st Century After School Program	Students who scored a level 1 or 2 on FCAT and who need credits to be promoted or to graduate.	Weekly	Cheryl Mae Brinson and Lila Udell

#### **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		PD Writing Program	Chris and Mary Lewis Training District-wide writing protocol training will continued.
MIDDLE		Core Connections	
HIGH			

**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
SES(Student Supplemental Educational Services) and the 21st Century After School Program	Students who scored a level 1 or 2 on FCAT	Weekly	Principals, Teachers, Cheryl Mae Brinson and Lila Udell
SES(Student Supplemental Educational Services) and the 21st Century After School Program	Students who scored a level 1 or 2 on FCAT and who need credits to be promoted or to graduate.	Weekly	Lila Udell and Cheryl Mae Brinson

#### **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.**

Title I funds are used to fund the salary of two reading coaches, one district math coach, and one curriculum specialist who supports ongoing professional development,data,assessments,and curriculum materials aligned with the standards: monthly professional development sessions; model best practices; assist faculty with dis- aggregating student performance data, working with small groups or one-on-one with students, and implementing prescriptive interventions; effective use of technology (STAR Math, STAR Reading, AR Math and Reading,FCAT Explorer, and Thinkgate) and assisting teachers with individualizing student intervention for reading and math across the content area.

#### **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
To understand FCAT results, AMO, and School Grades. To use data to support the instruction at home.	Parents Surveys, Teachers' input, and students FCAT results	A full time parent Liaison is employed and paid for from Title I funds to improve and extend the District Parent involvement efforts. School, Community and town meetings are held to inform parents, increase FCAT scores and increase our graduation rate. The Liaison and other district employees along with the Superintendent attend annual events in the county such as: Christmas on the Square, Andre Davis Fun Day, Fourth of July Celebrations, and the Martin L. King Parade/Program to inform parents of the District's progress and goals as well as to seek parents' and community input.	Survey Results, Evaluations from workshops, sign-in sheets from meetings; and increase the number of schools making a school Grade of an "A" and meeting the AMO.	Dawn Lamb and the Department of CIA, Cheryl Mae Brinson, Lisa Garrison, Lila Udell, teachers, Superintendent, and other district employees as assigned by the superintendent



## 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)

Our district has a very high poverty level. Parents of many of the students who are not meeting the AMO are not involved in the School Advisory/School Improvement process and other stakeholder input opportunities such as: parent conference, open house, workshops, Federal Program meetings to advocate for their children. Educating stakeholders (school board members, school administrators, teachers, staff, parents, students, and the community at large) concerning AMO, standards, and the importance of closing the gap for subgroups that consistently falling to meet the AMO has not been a focus of the parents and stakeholders making the decisions. There are many areas of professional development that need to be addressed on how to get parents concerned and involved. All teachers must implement the programs that are being given to them with fidelity. Principals will use every opportunity to inspect the programs for implementation with fidelity.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
English in a Flash is used in the district to improve English Language proficiency.	Cheryl Mae Brinson Nita Mathis and School Level CELLA contacts.	Weekly	Title I Part C and Title III Part A

3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)		Personnel Responsible	Timeline	Funding Source
Grade Level	Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)	Reading Coaches, Principals, School Staff, and District Personnel	Daily	District and Federal Programs
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>			

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
McGraw Hill Math Connects, Accelerated math in Grades 2-5, FCAT Explorer, All math Books are State adopted American Guidance Services(AGS): Consumer Math, Algebra/ Pre Algebra and ESE Materials	Math Coach, School Staff, Principals, and District Personnel	Daily	District and Federal Programs

5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.	Personnel Responsible	Timeline	Funding Source
Accelerated Math, Modeling best practices in the classroom, Assisting faculty with disaggregating student performance data and implementing prescriptive interventions. Use technology to increase student achievement and parent involvement.	Office of Human Resources, Director of Curriculum, instruction and Assessment, Principals, Staff, and District Staff.	Monthly	District and Federal Programs

6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.	Personnel Responsible	Timeline	Funding Source
A full time parent Liaison is employed and paid for from Title I funds to improve and extend the			

District Parent involvement efforts. School, Community and town meetings are held to inform parents, increase FCAT scores and increase our graduation rate. The Liaison and other district employees along with the Superintendent attend annual events in the county such: Christmas on the Square, Andre Davis Fun Day, Fourth of July Celebrations, Back to School Bash and the Martin L. King Parade/Program to inform parents of the District's progress and goals as well as to seek parents and community input.	Lisa Garrison and Lila Udell	Ongoing	District and Federal Programs
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7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
NA			

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

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

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

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

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