

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Monroe



Contact Person: Mark Porter

Title: Superintendent

E-mail mark.porter@keysschools.com

Phone Number: 305-293-1400

Fax:

Contact Person: Theresa Axford

Title: Director of Teaching and Learning

E-mail theresa.axford@keysschools.com

Phone Number: (305) 293-1400

Fax:

Contact Person: Michael D. Robinson

Title: Director of Elementary Education/Reading & RtI Program Specialist

E-mail michael.robinson@keysschools.com

Phone Number: (305) 293-1400

Fax:

Contact Person: Camilla Burton

Title: Director of Secondary Education/Science Program Specialist

E-mail Camilla.burton@Keysschools.com

Phone Number: (305)293-1400

Fax:

Contact Person: Christina McPherson

Title: Director of Accountability and Assessment

E-mail christina.mcpherson@keysschools.com

Phone Number: (305)293-1400

Fax:

Contact Person: Dr. Nancy Romain

Title: Supervisor Grants Management

E-mail nancy.romain@keysschools.com

Phone Number: (305)293-1400

Fax:

Contact Person: Henry Boza

Title: ELL Program Specialist

E-mail henry.boza@keysschools.com

Phone Number: (305)293-1400

Fax:

Contact Person: Barb Cavanah

Title: Virtual/Technology Program Specialist

E-mail barb.cavanah@keysschools.com

Phone Number: (305)293-1400

Fax:

Contact Person: Melanie Stefanowicz

Title: Director of Adult and Alt. Education

E-mail melanie.stefanowicz@keysschools.com

Phone Number: (305)293-1400

Fax:

Contact Person: Dr. Lesley Salinero/Catherine Kanagy

Title: Director of Exceptional Student Education

**John L. Winn,
Commissioner**

Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor

K-12 Public Schools
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida 32399

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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.

During regularly scheduled Principals' and District Leadership meetings, school-based administrators (including Principals and Assistant Principals) and district staff (including the Director of Teaching and Learning, Supervisor/Coordinator Grants Management, the Director of Assessment and Accountability, along with District Program Specialists for Elementary and Secondary Education, ESOL and Head Start) participate in planning sessions and discussions on strategies for improving student achievement. The DTL as well as District Staff (see above) conduct school site visits to assist school personnel to focus on data specific to their schools and explore strategies and resources available that will assist the school in raising student achievement. Program Specialists assist schools further by drilling down their data to the student level. The goal, however, is for each teacher to be able to drill down and interpret their own data to focus instruction. At their school sites, Principals involve appropriate staff and SAC members in the development of their online SIP plan. If the schools do well, the district will do well. Thus, the focus of the district's improvement plan is to support and assist schools with their school improvement efforts.

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	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	District wide, 62% scored at or above grade level. In order to maintain all previous year's levels, increasing rigor in all tested benchmarks and especially the rigor and performance on all measures of vocabulary and literary analysis is paramount to the success of all subgroups.	Student data has not been used effectively at the classroom level to drive Tier 1 instruction across the district. FAIR data and progress monitoring data was not adequately understood and core instruction was not effectively aligned to meet the needs of all students.	Complete implementation of Problem Solving and Response to Instruction (Intervention) Model will ensure student success. More effective use of Florida Assessments in Reading (FAIR) Data will allow teachers to make instructional decisions based on data.	All Monroe County staff will be trained in the use of the Problem Solving Model and Response to Instruction (PS-RtI). This will allow educators to focus on data for instructional decisions. The focus will be on proficiency at the classroom level. Continued analysis of FAIR and progress monitoring data will be the focus of ongoing professional development. Teachers will become well educated in all aspects of FAIR and progress monitoring data. Using assessment results to drive classroom practice and differentiation will be key to the process. Focus on a seamless implementation of the K-12 Comprehensive Reading Plan through informational training sessions throughout the district. Schools will use the Lesson Study	District Specialist - Language Arts/Reading & School-based Leadership and building-level administrators

					<p>Model to enhance instructional practices and promote student engagement.</p> <p>Activities in social studies classes include document-based instruction--analytical reading and writing using primary and secondary sources. In addition, social studies classes incorporate pre-AP literacy strategies into each of the history/social science courses on a regular basis.</p>	
Total	Mathematics	<p>District wide, 66% scored at or above grade level. The district needs to continue to focus on closing the achievement gap, particularly as it applies to the subgroups.</p>	<p>Consistent teaching strategies have not been utilized across grade levels and courses.</p>	<p>Complete implementation of Problem Solving and Response to Instruction (Intervention) Model will ensure student success. Implementation of SUMS techniques for all elementary teachers and increased teaming with a focus on rigor for secondary teachers will impact student success.</p> <p>Teachers participating in SUMS and AVID trainings will be utilizing interactive, student-centered lessons that will increase the amount of group work that students experience. This is especially beneficial for students identified in these subgroups.</p> <p>Teachers will utilize FASTTMath to</p>	<p>All Monroe County staff will be trained in the use of the Problem Solving Model and Response to Instruction (PS-RtI). This will allow educators to focus on data for instructional decisions. The focus will be on proficiency at the classroom level.</p> <p>Vertical Teaming, book study, AVID,& College Board training at secondary sites.</p>	<p>District Math Program Specialist & School-based Leadership and building-level administrators</p>

				improve basic fact fluency.		
White	Reading	District wide, 71% scored at or above grade level.	<p>Student data has not been used effectively at the classroom level to drive Tier 1 instruction across the district. FAIR data and progress monitoring data was not adequately understood and core instruction was not effectively aligned to meet the needs of all students.</p>	<p>Complete implementation of Problem Solving and Response to Instruction (Intervention) Model will ensure student success.</p> <p>More effective use of Florida Assessments in Reading (FAIR) Data will allow teachers to make instructional decisions based on data.</p>	<p>All Monroe County staff will be trained in the use of the Problem Solving Model and Response to Instruction (PS-RtI). This will allow educators to focus on data for instructional decisions. The focus will be on 86% proficiency at the classroom level.</p> <p>Continued analysis of FAIR and progress monitoring data will be the focus of ongoing professional development. Teachers will become well educated in all aspects of FAIR and progress monitoring data. Using assessment results to drive classroom practice and differentiation will be key to the process.</p> <p>Focus on a seamless implementation of the K-12 Comprehensive Reading Plan through informational training sessions throughout the district.</p>	District Specialist - Language Arts/Reading & School-based Leadership and building-level administrators
				Complete implementation of Problem Solving and Response to Instruction (Intervention) Model will ensure student success.	All Monroe County	

White	Mathematics	District wide, 73% scored at or above grade level.	Consistent teaching strategies and data analysis have not been utilized across grade levels and courses	Implementation of SUMS techniques for all elementary teachers and increased teaming with a focus on rigor for secondary teachers will impact student success. Teachers participating in SUMS and AVID trainings will be utilizing interactive, student-centered lessons that will increase the amount of group work that students experience. This is especially beneficial for students identified in these subgroups. Teachers will utilize FASTTMath to improve basic fact fluency.	staff will be trained in the use of the Problem Solving Model and Response to Instruction (PS-RtI). This will allow educators to focus on data for instructional decisions. The focus will be on 86% proficiency at the classroom level. Vertical Teaming, book study, AVID,& College Board training at secondary sites.	District Math Program Specialist & School-based Leadership and building-level administrators
			Student data has not been used effectively at		All Monroe County staff will be trained in the use of the Problem Solving Model and Response to Instruction (PS-RtI). This will allow educators to focus on data for instructional decisions. The focus will be on 86% proficiency at the	

Black	Reading	District wide, 47% scored at or above grade level. This is a 3% increase from the previous year.	the classroom level to drive Tier 1 instruction across the district. FAIR and progress monitoring data was not adequately understood and core instruction was not effectively aligned to meet the needs of all students.	<p>Complete implementation of Problem Solving and Response to Instruction (Intervention) Model will ensure student success.</p> <p>More effective use of Florida Assessments in Reading (FAIR) Data will allow teachers to make instructional decisions based on data.</p>	<p>classroom level.</p> <p>Continued analysis of FAIR and progress monitoring data will be the focus on ongoing professional development. Teachers will become well educated in all aspects of FAIR and progress monitoring data. Using assessment results to drive classroom practice and differentiation will be key to the process.</p> <p>Focus on a seamless implementation of the K-12 Comprehensive Reading Plan through informational training sessions throughout the district.</p>	District Specialist - Language Arts/Reading & School-based Leadership and building-level administrators
Black	Mathematics	District wide, 54% scored at or above grade level. This is 6% above the previous year.	Consistent teaching strategies and data analysis have not been utilized across grade levels and courses.	<p>Complete implementation of Problem Solving and Response to Instruction (Intervention) Model will ensure student success.</p> <p>Implementation of SUMS techniques for all elementary teachers and increased teaming with a focus on rigor for secondary teachers will impact student success.</p> <p>Teachers participating in SUMS and AVID trainings will be utilizing interactive, student-centered lessons that will increase the amount</p>	<p>All Monroe County staff will be trained in the use of the Problem Solving Model and Response to Instruction (PS-RtI). This will allow educators to focus on data for instructional decisions. The focus will be on 86% proficiency at the classroom level.</p> <p>Vertical Teaming,</p>	District Math Program Specialist & School-based Leadership and building-level administrators

				<p>of group work that students experience. This is especially beneficial for students identified in these subgroups.</p> <p>Teachers will utilize FASTTMath to improve basic fact fluency.</p>	<p>book study, AVID,& College Board training at secondary sites.</p>	
Hispanic	Reading	<p>District wide, 60% scored at or above grade level. This is a 2% increase over the previous year.</p>	<p>Student data has not been used effectively at the classroom level to drive Tier 1 instruction across the district. FAIR and Progress monitoring data was not adequately understood and core instruction was not effectively aligned to meet the needs of all students.</p>	<p>Complete implementation of Problem Solving and Response to Instruction (Intervention) Model will ensure student success.</p> <p>More effective use of Florida Assessments in Reading (FAIR) Data will allow teachers to make instructional decisions based on data.</p>	<p>All Monroe County staff will be trained in the use of the Problem Solving Model and Response to Instruction (PS-RtI). This will allow educators to focus on data for instructional decisions. The focus will be on 86% proficiency at the classroom level.</p> <p>Continued analysis of FAIR and progress monitoring data will be the focus on ongoing professional development. Teachers will become well educated in all aspects of FAIR data. Using assessment results to drive classroom practice and differentiation will be key to the process.</p> <p>Focus on a seamless implementation of the K-12 Comprehensive Reading Plan through informational training sessions throughout the district.</p>	<p>District Specialist - Language Arts/Reading & School-based Leadership and building-level administrators</p>

Hispanic	Mathematics	<p>District wide, 68% scored at or above grade level. This is a 2% increase from the previous year.</p>	<p>Consistent teaching strategies have not been utilized across grade levels and courses.</p>	<p>Complete implementation of Problem Solving and Response to Instruction (Intervention) Model will ensure student success.</p> <p>Implementation of SUMS techniques for all elementary teachers and increased teaming with a focus on rigor for secondary teachers will impact student success.</p> <p>Teachers participating in SUMS and AVID trainings will be utilizing interactive, student-centered lessons that will increase the amount of group work that students experience. This is especially beneficial for students identified in these subgroups.</p> <p>Teachers will utilize FASTTMath to improve basic fact fluency.</p>	<p>All Monroe County staff will be trained in the use of the Problem Solving Model and Response to Instruction (PS-RtI). This will allow educators to focus on data for instructional decisions. The focus will be on 86% proficiency at the classroom level.</p> <p>Vertical Teaming, book study, AVID,& College Board training at secondary sites.</p>	<p>District Math Program Specialist & School-based Leadership and building-level administrators</p>
			<p>Student data has not been used effectively at</p>		<p>All Monroe County staff will be trained in the use of the Problem Solving Model and Response to Instruction (PS-RtI). This will allow educators to focus on data for instructional decisions. The focus will be on 86%</p>	

Asian	Reading	District wide, 78% scored at or above grade level. This is a 2% decrease from the previous year.	the classroom level to drive Tier 1 instruction across the district. FAIR and Progress monitoring data was not adequately understood and core instruction was not effectively aligned to meet the needs of all students.	Complete implementation of Problem Solving and Response to Instruction (Intervention) Model will ensure student success. More effective use of Florida Assessments in Reading (FAIR) Data will allow teachers to make instructional decisions based on data.	proficiency at the classroom level. Continued analysis of FAIR and progress monitoring data will be the focus on ongoing professional development. Teachers will become well educated in all aspects of FAIR data. Using assessment results to drive classroom practice and differentiation will be key to the process. Focus on a seamless implementation of the K-12 Comprehensive Reading Plan through informational training sessions throughout the district.	District Specialist - Language Arts/Reading & School-based Leadership and building-level administrators
Asian	Mathematics					
American Indian	Reading					
American Indian	Mathematics					
			Student data has not been used		All Monroe County staff will be trained in the use of the Problem Solving Model and Response to Instruction (PS-RtI). This will allow educators to focus on data for instructional decisions. The focus	

Economically Disadvantaged	Reading	District wide, 56% scored at or above grade level. This is the same percentage as the previous year.	effectively at the classroom level to drive Tier 1 instruction across the district. FAIR and progress monitoring data was not adequately understood and core instruction was not effectively aligned to meet the needs of all students.	Complete implementation of Problem Solving and Response to Instruction (Intervention) Model will ensure student success. More effective use of Florida Assessments in Reading (FAIR) and progress monitoring Data will allow teachers to make instructional decisions based on data.	will be on 86% proficiency at the classroom level. Continued analysis of FAIR and progress monitoring data will be the focus on ongoing professional development. Teachers will become well educated in all aspects of FAIR data. Using assessment results to drive classroom practice and differentiation will be key to the process. Focus on a seamless implementation of the K-12 Comprehensive Reading Plan through informational training sessions throughout the district.	District Specialist - Language Arts/Reading & School-based Leadership and building-level administrators
Economically Disadvantaged	Mathematics	District wide, 65% scored at or above grade level. This is a 4% increase from the previous year.	Consistent teaching strategies have not been utilized across grade levels and courses.	Complete implementation of Problem Solving and Response to Instruction (Intervention) Model will ensure student success. Implementation of SUMS techniques for all elementary teachers and increased teaming with a focus on rigor for secondary teachers will impact student success. Teachers participating in SUMS and AVID trainings will be utilizing interactive, student-centered lessons that will increase the amount	All Monroe County staff will be trained in the use of the Problem Solving Model and Response to Instruction (PS-RtI). This will allow educators to focus on data for instructional decisions. The focus will be on 86% proficiency at the classroom level. Vertical Teaming,	District Math Program Specialist & School-based Leadership and building-level administrators

				<p>of group work that students experience. This is especially beneficial for students identified in these subgroups.</p> <p>Teachers will utilize FASTTMath to improve basic fact fluency</p>	<p>book study, AVID,& College Board training at secondary sites.</p>	
English Language Learners	Reading	<p>District wide, 31% scored at or above grade level. This is a 3% decrease from the previous year.</p>	<p>Student data has not been used effectively at the classroom level to drive Tier 1 instruction across the district. FAIR and progress monitoring data was not adequately understood and core instruction was not effectively aligned to meet the needs of all students.</p>	<p>Complete implementation of Problem Solving and Response to Instruction (Intervention) Model will ensure student success. More effective use of Florida Assessments in Reading (FAIR) Data will allow teachers to make instructional decisions based on data.</p>	<p>All Monroe County staff will be trained in the use of the Problem Solving Model and Response to Instruction (PS-RtI). This will allow educators to focus on data for instructional decisions. The focus will be on 86% proficiency at the classroom level.</p> <p>Continued analysis of FAIR and progress monitoring data will be the focus on ongoing professional development. Teachers will become well educated in all aspects of FAIR and progress monitoring data. Using assessment results to drive classroom practice and differentiation will be key to the process.</p> <p>Focus on a seamless implementation of the K-12 Comprehensive Reading Plan through informational training sessions throughout</p>	<p>District Specialist - Language Arts/Reading & School-based Leadership and building-level administrators</p>

					the district.	
English Language Learners	Mathematics	District wide, 44% scored at or above grade level. This is a 3% decrease from the previous year.	Consistent teaching strategies have not been utilized across grade levels and courses.	<p>Complete implementation of Problem Solving and Response to Instruction (Intervention) Model will ensure student success.</p> <p>Implementation of SUMS techniques for all elementary teachers and increased teaming with a focus on rigor for secondary teachers will impact student success.</p> <p>Teachers participating in SUMS and AVID trainings will be utilizing interactive, student-centered lessons that will increase the amount of group work that students experience. This is especially beneficial for students identified in these subgroups.</p> <p>Teachers will utilize FASTTMath to improve basic fact fluency.</p>	<p>All Monroe County staff will be trained in the use of the Problem Solving Model and Response to Instruction (PS-RtI). This will allow educators to focus on data for instructional decisions. The focus will be on 86% proficiency at the classroom level.</p> <p>Vertical Teaming, book study, AVID,& College Board training at secondary sites.</p>	District Math Program Specialist & School-based Leadership and building-level administrators
			Student data has not been used effectively at the classroom level to drive	Complete implementation of	<p>All Monroe County staff will be trained in the use of the Problem Solving Model and Response to Instruction (PS-RtI). This will allow educators to focus on data for instructional decisions. The focus will be on 86% proficiency at the classroom level.</p> <p>Continued analysis</p>	

Students with Disabilities	Reading	District wide, 40% scored at or above grade level. This is a 1% decrease from the previous year.	Tier 1 instruction across the district. FAIR and progress monitoring data was not adequately understood and core instruction was not effectively aligned to meet the needs of all students.	Problem Solving and Response to Instruction (Intervention) Model will ensure student success. More effective use of Florida Assessments in Reading (FAIR) Data will allow teachers to make instructional decisions based on data.	of FAIR and progress monitoring data will be the focus on ongoing professional development. Teachers will become well educated in all aspects of FAIR and progress monitoring data. Using assessment results to drive classroom practice and differentiation will be key to the process. Focus on a seamless implementation of the K-12 Comprehensive Reading Plan through informational training sessions throughout the district.	District Specialist - Language Arts/Reading & School-based Leadership and building-level administrators
Students with Disabilities	Mathematics	District wide, 51% scored at or above grade level. This is a 2% increase over the previous year.	Consistent teaching strategies have not been utilized across grade levels and courses.	Complete implementation of Problem Solving and Response to Instruction (Intervention) Model will ensure student success. Implementation of SUMS techniques for all elementary teachers and increased teaming with a focus on rigor for secondary teachers will impact student success. Teachers participating in SUMS and AVID trainings will be utilizing interactive, student-centered lessons that will increase the amount of group work that students experience.	All Monroe County staff will be trained in the use of the Problem Solving Model and Response to Instruction (PS-RtI). This will allow educators to focus on data for instructional decisions. The focus will be on 86% proficiency at the classroom level. Vertical Teaming, book study, AVID,& College Board training at	District Math Program Specialist & School-based Leadership and building-level administrators

				<p>This is especially beneficial for students identified in these subgroups.</p> <p>Teachers will utilize FASTTMath to improve basic fact fluency</p>	secondary sites	
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	<p>The district's unified adoption process resulted in the adoption of Harcourt's Florida elementary program entitled Storytown. This program meets the Florida Department of Education's rigorous criteria for scientifically-based reading research. It includes explicit, systematic instruction based on the five building blocks of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and provides clear guidance for teachers about reading instruction that addresses Tier 1, 2 and 3 instruction. This enables students to be able to read on grade level by the end of third grade. In addition to age appropriate systematic instruction in the five areas of reading, Storytown differentiates instruction with on-level, below level, and above level differentiated instruction to meet all learner needs. Leveled books for the ELL learner are also part of the program. The PS/RtI problem-solving approach will drive daily instructional decisions. This core series contains tools for progress monitoring, data management, interventions, sound instructional materials, and significant professional development support. These all support the problem-solving approach. In addition, the district has provided a test-bank of questions through Performance Matters.</p>
MIDDLE	<p>SPRINGBOARD (a division of College Board) has been chosen to help ensure rigorous instruction and a pathway to AP coursework is available for all students in grade 6-10) In addition, The Daybooks of Critical Reading and Writing was chosen as the Tier 1 regular and advanced reading course program for the district unified adoption. The Daybooks program offers today's students a diverse collection of traditional and contemporary literature, a focus on multicultural authors, and an emphasis on nonfiction. Each selection is presented in an engaging reader-response format that integrates reading and writing lessons and strategies to build students' literacy skills. Differentiated instruction strategies are used to meet the needs of students and there is a consistent vocabulary support for each selection. Daybooks in conjunction with selected novels will be the primary focus of regular reading courses. Daybooks in conjunction with the Jr. Great Books program will be the primary focus of advanced courses.</p> <p>Junior Great Books contains works of fiction and excerpts from novels by a diverse range of writers. Each selection connects students to the wider human experience, helping them see themselves and the world in new ways. Junior Great Books is a model of student-centered learning. When students participate in the program, they learn to work with complex ideas confidently and successfully. They develop their reading skills by asking questions, sharing their opinions, and supporting their ideas with evidence from the texts they read. The reading selections focus on issues that most interest early adolescents, such as identity, fairness,</p>

	<p>and friendship.</p> <p>Both programs include instructional decision making based on the RtI problem solving model. If necessary, Tier 2 instruction is integrated into the differentiated groups. If individual instruction in a particular skill area is necessary, Tier 3 instruction may be provided. All classes are expected to provide a minimum of one exposure and instructional sequence using complex text each day. The district will provide storage space for all developed lessons on the district's SharePoint website. Teachers will be encouraged to use the aforementioned scales to rate text complexity of other materials the use in their classrooms. Teachers will be recognized for adding materials and lessons that require close-reading of complex text and contain text dependent questions based on the Literacy Design Collaborative (LCD) and model lessons [provided by Just READ, Florida!]. All materials developed by teachers will be posted on the district's secure SharePoint. All materials used in these lessons must be scaled (based on the FL model for Text complexity presented by Just Reading Florida) using the information/processes taught and provided by the district coordinator at meetings for all schools.</p>
HIGH	<p>All classes are expected to provide a minimum of one exposure and instructional comprehension sequence using complex text each day. The district will provide storage space for leveled materials and all developed lessons on the district's SharePoint website. Teachers will be encouraged to use the aforementioned scales to rate text complexity of other materials the use in their classrooms. Teachers will be recognized for adding materials and lessons that require close-reading of complex text and contain text dependent questions based on the Literacy Design Collaborative (LCD) and model lessons [provided by Just READ, Florida!]. By providing teachers access to all leveled materials via our secure SharePoint, we are ensuring that there is a wide variety of complex materials at all grade-levels.</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>If required to provide an extra one-hour intervention extended day program, the district will provide a common intervention program (currently we have purchased Voyager Passports for some schools and have had success) that will be used for 30-35 minutes of this time. The remaining time will be used for guided reading using levelled resources recently purchased leveraging ESE dollars. The focus of the guided reading block will be to specifically meet the needs of students as determined by IRI testing. Small groups of student (never more than three) will meet with the instructor and receive intensive explicit instruction using appropriately levelled materials with a heavy emphasis on non-fiction materials that support the extension of science and social science academic vocabulary. The efficacy of this program will be measured at all schools.</p> <p>Classroom instruction incorporates a cross-section of genres to appeal to the interests of individual students. Learning centers are also designed to appeal to learning styles and strengths of students. The Media Center will supplement classroom reading by providing regular access to interesting and current books. Collaboration between classroom teachers, library media specialists and reading coaches will ensure successful reading instruction and introduction to literature that will interest and challenge each child. Booklists, programming and displays will showcase different genres, titles and authors. Each child will set individual learning goals and be rewarded and/or recognized for attaining these goals.</p> <p>The district and schools also motivate students through incentive programs such as the Superintendent's Young Reader Awards and Family Reading Nights. All principals set reading as a priority and create reward-based or recognition-based programs to encourage reading participation and growth.</p> <p>All students are monitored per each school's district approved progress monitoring plan. Students receiving Tier 2 instruction will need additional time for reading instruction (see 90 minute reading block chart). Tier 3 interventions should be 20-30 minutes five times a week or more as student needs dictate. An intervention program can be used to supplement the 90 minute CCRP instructional program or in lieu of the CCRP</p>

	depending on the student needs (see school instructional materials chart for individual school intervention programs). Scientifically based reading researched (SBRR) strategies will be reinforced in other curricular areas such as science, mathematics and social studies in order to target student needs. Schools will use extended blocks (a minimum of 35 minutes; maximum of 50 minutes) to provide intervention programming for students when necessary. Each school/grade-level is encouraged to develop engaging and well developed lessons that meet the needs of small groups of students. Students not receiving intervention services will receive additional support with complex text in various content areas. A general meeting time will happen at the end of each intervention/enrichment block where students will discuss what they have read and develop writing opportunities based on interest(s) and need(s).
MIDDLE	All classes are expected to provide a minimum of one exposure and instructional sequence using complex text each day. The district will provide storage space for all developed lessons on the district's SharePoint website. Teachers will be encouraged to use the aforementioned scales to rate text complexity of other materials the use in their classrooms. Teachers will be recognized for adding materials and lessons that require close-reading of complex text and contain text dependent questions based on the Literacy Design Collaborative (LCD) and model lessons [provided by Just READ, Florida!]. All materials developed by teachers will be posted on the district's secure SharePoint. All materials used in these lessons must be scaled (based on the FL model for Text complexity presented by Just Reading Florida) using the information/processes taught and provided by the district coordinator at meetings for all schools.
HIGH	All classes are expected to provide a minimum of one exposure and instructional comprehension sequence using complex text each day. The district will provide storage space for leveled materials and all developed lessons on the district's SharePoint website. Teachers will be encouraged to use the aforementioned scales to rate text complexity of other materials the use in their classrooms. Teachers will be recognized for adding materials and lessons that require close-reading of complex text and contain text dependent questions based on the Literacy Design Collaborative (LCD) and model lessons [provided by Just READ, Florida!]. By providing teachers access to all leveled materials via our secure SharePoint, we are ensuring that there is a wide variety of complex materials at all grade-levels.
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
	Each school has an Extended Learning Opportunity (ELO) program funded by the district or the 21st Century grant that serves students not making progress. Each school develops its own program based on student needs for mathematics, science, and reading. Each school submits a plan for approval by the Deputy Superintendent (district plans) or the 21st Century grant coordinator. In addition to ELOs, SES tutoring services are		

ELEMENTARY	<p>available at all Title I schools.</p> <p>Mentoring Programs- Business partner volunteers and parent volunteers are a strong part of MCSD elementary schools. Each school maintains their own mentoring/volunteer programs.</p> <p>All reading intervention teachers, reading teachers, summer reading camp teachers, and extended programming teachers are either reading endorsed, have a masters in reading or are currently enrolled in reading endorsement coursework.</p> <p>Monroe COUnty School District continues to provide programming and resources through 21st Century to provide additional time outside of teh school day for reading intervention and mentoring. In addition, writing and sustained independent reading oopportunities will be added. These reading and writing opportunities will focus on text-dependent questioning adn the development of academic vocabulary.</p>	<p>At least 2 days per week for an hour each day.</p> <p>21st Century has not been renewed for the 2012-2013 year.</p>	<p>Dr. Nancy Romain Supervisor/Coordinator Grants Management</p>
MIDDLE	<p>District and building administrators will closely check all scheduling of classes for students who need extended intervention time for decoding and textefficiency instruction. By closely monitoring scheduling of these students, the district will be able to ascertain if extended instruction time is being provided and by using the current reporting systems in place for both PS/RtI [MLTS] and progress monitoring, the efficacy of the intervention will be closely monitored. All students enrolled for extended intervention are currently also a part of the MLTS system. The district is currently asking that all adminsitators "put faces with the data" to help all teachers understand how critical the extended interventions are for students who lack the necessary skills and strategies to decode text efficiently.</p> <p>Extended Learning Opportunities (ELO) are provided at each school site based on student needs in reading, math, and science. Title I schools adhere to 21st Century Grant guidelines. Some non-Title 1 schools are supported by the district. With the current financial crisis, Non title 1 schools are provided an extremely limited budget to run the ELO. We are constantly searching for community support services for these programs. Extended days for Media Centers are encouraged. Each school provides suggested summer reading lists based on school wide focuses or interests.</p> <p>Due to budget constraints, summer school is offered only to Level 1 or 2 students needing credit recovery in grade 8.</p>	<p>At least 2 days per week for an hour each day.</p>	<p>Dr. Nancy Romain Supervisor/Coordinator Grants Management</p>
	<p>District and building administrators will closely check all scheduling of classes for students who need extended intervention time for decoding and text efficiency instruction. By closely monitoring scheduling of these students, the district will be able to ascertain if extended instruction time is being provided and by using the current reporting systems in place for both PS/RtI [MLTS] and progress monitoring, the efficacy of the intervention will be closely monitored. All students enrolled for</p>		

HIGH	extended intervention are currently also a part of the MLTS system.		
	<p>Extended Learning Opportunities (ELO) are provided at each school site based on student needs in reading, math, and science. Title I schools adhere to 21st Century Grant guidelines. Some non-Title 1 schools are supported by the district. With the current financial crisis, Non title 1 schools are provided an extremely limited budget to run the ELO. We are constantly searching for community support services for these programs. Extended days for Media Centers are encouraged. Each school provides suggested summer reading lists based on school wide focuses or interests.</p> <p>Due to budget constraints, summer school is offered only to Level 1 or 2 students needing credit recovery in grade 12.</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	Title I schools have dedicated much of the school-based allocations toward additional personnel to address learning needs of at-risk students, primarily bubble, ELL and SWD.	School-based staff compensated through Title I funds work with students daily with scheduled documenting student contact time.	Supervisor/Coordinator Grants Management and School-based Title I Contacts
MIDDLE	Key Largo School is the only Title I school to include grades 6-8. As in the elementary grades, Title I schools have dedicated much of the school-based allocations toward additional personnel to address learning needs of at-risk students, primarily those identified as bordering on proficiency, ELL and SWD.	School-based staff compensated through Title I funds work with students daily with schedules documenting student contact time.	Supervisor/Coordinator Grants Management and Title I Contacts
HIGH	Title I schools are all K-5 or K-8.		

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
		Specifically, district schools will utilize a variety of scientifically based researched programs and	

ELEMENTARY	<p>Students will have the following math textbooks approved by the Florida DOE as utilizing research-based strategies for teaching mathematics:</p> <p>Elementary -- Harcourt Math</p>	<p>strategies to include, but not limited to:</p> <ul style="list-style-type: none"> -Singapore Math offers activity-based mathematics that encourage students to think creatively, develop and articulate their own problem-solving strategies, and work cooperatively with their classmates - Research-based computer assisted instruction (such as Destination Math, Star Math, FASTTMath, Think Central, Accelerated Math,FCAT Explorer) - LeapTrack program, which also prescribes student specific learning paths, will target struggling students - Teachers will integrate technology into their math instruction (i.e., on-line math support, RiverDeep Destination Math) - Parents will be encouraged to use the online math support offered through the textbook programs 	<p>All elementary schools were exposed to the Singapore Math initiative. The program that revolved around student-centered investigations.</p> <p>Professional development for teachers/tutors of eligible students including travel to appropriate State/National Conferences/Meetings.</p>
MIDDLE	<p>Students will have the following math textbooks approved by the Florida DOE as utilizing research-based strategies for teaching mathematics:</p> <p>Middle --McGraw-Hill ConnectEd- Glencoe Gold Series</p>	<p>Specifically, district schools will utilize a variety of scientifically based researched-based programs including computer assisted instruction (such as Destination Math, FCAT Explorer, etc.)</p>	<p>Select teachers will participate in AP vertical teaming training, book study, professional learning communities, Lesson Study, attend the three day AVID Summer Institute training and Singapore Math training.</p> <p>Professional development for teachers including travel to appropriate State/National Conferences/Meetings</p> <p>Teachers participate in professional development opportunities for all state-approved adopted textbooks</p>
HIGH	<p>Students will have the following math textbooks approved by the Florida DOE as utilizing research-based strategies for teaching mathematics:</p> <p>High -- Pearson</p>	<p>Specifically, district schools will utilize a variety of scientifically based researched-based programs including computer assisted instruction (such as Destination Math, FCAT Explorer, Focus Achieves, etc.)</p>	<p>Select teachers will participate in College Board/AP sessions, Singapore Math and AVID training.</p> <p>Teachers participate in continuous TINspire training.</p> <p>Professional development for teachers/tutors of eligible students including travel to appropriate State/National Conferences/Meetings.</p>

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
Eligible schools have before and/or after school and summer programs funded through the Title 1 program or community agencies. Each school develops academic enrichment activities. Math activities are required and are either stand alone or are imbedded into fun, stimulating activities based upon student need and interest. SES tutoring services are available at eligible Title I schools.	Tutoring opportunities seek to serve all students that score Level 1 and 2 on Reading and Math or are performing below grade level are targeted first.	The length of tutoring programs vary according to schools available funding.	The length of tutoring programs vary according to schools available funding.
Summer Extended Learning Opportunities (ELO) are provided based on student needs in reading, math, and science.	Students performing below grade level	Summer programs are four weeks in duration	Principals in coordination with the District Math Program Specialist

Title I District Improvement Plan - (Part 5)

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

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Houghton Mifflin Harcourt Publishing Company, Florida Science Fusion, DiSpezio, et al, 2012/First K-5(Print and Internet-Based)	Robert Krampf-- The Happy Scientist	Houghton Mifflin Harcourt Publishing Company Instructional Materials Training
MIDDLE	Grade 6 Pearson Education, Inc., publishing as Prentice Hall, Florida Interactive Earth Science, Print with Online Access, Padilla et al., 2012/1st 6-8(Print based) Grade 7 Pearson Education, Inc., publishing as Prentice Hall, Florida Interactive Life Science, Print with Online Access, Padilla et al., 2012/1st 6-8(Print based) Grade 8 School Education Group (SEG), a division of The McGraw-Hill Companies, Inc., Florida Physical Science, Glencoe, 2012/1st 9-12(Print Based) Regular Pearson Education, Inc., publishing as Prentice Hall, Pearson Physical Science: Concepts in Action, Florida Edition, Frank et al., 2012/1 9-12(Print based) Honors	Brain Pop Gizmos Robert Krampf-- The Happy Scientist	Pearson Educations, Inc.; Glencoe Publishing Company Instructional Materials Training
	Earth Science		

HIGH	<p>Pearson Education, Inc., publishing as Prentice Hall, Pearson Earth Science, Florida Edition, Tarbuck, Lutgens, 2012/1s9-12(Print Based)</p> <p>Biology I</p> <p>Holt McDougal, Florida Holt McDougal Biology, Nowicki, 2012/2012 9-12(Print and Internet based)</p> <p>Biology I Honors</p> <p>Holt McDougal, Florida Holt McDougal Biology, Nowicki, 2012/2012 9-12(Print and Internet based)</p> <p>Chemistry I</p> <p>Pearson Education, Inc., publishing as Prentice Hall, Pearson Chemistry, Florida Edition, Wilbraham et al., 2012/1st 9-12(Print Based)</p> <p>Chemistry I Honors</p> <p>Holt McDougal, Florida Holt McDougal Biology, Nowicki, 2012/2012 9-12(Print and Internet based)</p> <p>Physics I</p> <p>CPO Science, Physics A First Courses, Tom Hsu, 2010/Florida 9-12(Print based)</p> <p>Physics I Honors</p> <p>Macmillan/McGraw-Hill/Glencoe, Physics Principles and Problems, 2009 edition (Zitzewitz)</p> <p>Marine Science</p> <p>Current Publishing Corp., Life on an Ocean Planet, Alexander, et al., 2011/1st 9-12(Computer Based - CD)</p> <p>Anatomy and Physiology Honors</p> <p>Prentice Hall, Human Anatomy and Physiology, 2012/8th Florida Edition, Marieb</p> <p>Astronomy</p> <p>Pearson Prentice Hall, Astronomy Today, 2008 edition, McMillan Chaisson</p> <p>AP Biology</p> <p>Pearson Education, Inc., publishing as Prentice Hall, Biology, AP, Florida Edition, Campbell et al., 2011/9 9-12(Print based)</p> <p>AP Environmental Science</p> <p>Environmental Science: Earth as a Living Planet, 7th Edition, Daniel B. Botkin, Edward A. Keller ISBN 978-0-470-11855-9, March 2009, ©2010</p> <p>AP Chemistry</p> <p>Holt McDougal, Chemistry, 8e, Zumdahl, 2010/8th 9-12(Print based)</p> <p>AP Physics</p> <p>John Wiley and Sons, Fundamentals of Physics: Regular Edition, 2011/9th edition, Halliday</p>	<p>Florida Promise Modules</p> <p>Brain Pop</p> <p>Gizmos</p> <p>Inspire/TI Navigator</p> <p>Technology Program</p> <p>Robert Krampf-- The Happy Scientist</p>	<p>Publishing Company</p> <p>Instructional Materials</p> <p>Training</p> <p>Education Through</p> <p>Technology</p>
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Describe the extended learning opportunities for science that will be provided before school, after school, during

the summer, or during an extension of the school year.

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
Key West Botanical Gardens and Tropical Forest: Living Laboratory K-8 Program	At-Risk Youth: low SES grades K-8	A complete cycle throughout school year of an introductory classroom lesson followed by a field/hands on lesson at the KWTFBG and completed with a closing classroom lesson focused on benchmarks identified as weaknesses throughout district according to FCAT data.	A complete cycle throughout school year of an introductory classroom lesson followed by a field/hands on lesson at the KWTFBG and completed with a closing classroom lesson focused on benchmarks identified as weaknesses throughout district according to FCAT data
Eligible schools have before and/or after school and summer programs funded through the Title 1 program or community agencies. Each school develops academic enrichment activities. Math activities are required and are either stand alone or are imbedded into fun, stimulating activities based upon student need and interest. SES tutoring services are available at eligible Title I schools.	Although the program serves all students, students that score Level 1 and 2 on Reading and Math or are performing below grade level are targeted first.	The length of tutoring programs vary according to schools available funding.	The length of tutoring programs vary according to schools available funding.

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	Jane Schaffer Method. Students are taught the fundamentals of writing. Both narrative and expository styles are taught.	Melissa Forney Four-Square Method and Everybody Writes program. Students are taught to write both using narrative and expository format.	Reading Coaches and/or Academic Coaches support classroom teachers with on-site assistance in utilizing appropriate strategies and materials to increase the reading and writing achievement of students in the various NCLB subgroups at all schools. Teachers will be offered additional training to help them become effective in teaching writing to all students. An emphasis on writing at the early grades will be used this

			year in an attempt to build the skills and strategies from early-emergent writers to fluent writers.
MIDDLE	<p>The district's unified adoption process resulted in the adoption of Great Source's Write Source Language Arts program and SpringBoard Writing Workshop. This program meets the Florida Department of Education's rigorous criteria for scientifically-based language Arts research. It includes explicit, systematic instruction in writing.</p>	<p>Computer assisted scoring using the Write Score Program will be implemented in a sample of schools. In addition, current levels of teachers using the Jane Schaffer Method will be used to teach writing in a prescriptive manner.</p>	<p>Reading Coaches and/or Academic Coaches in the K-8 and Middle Schools will be used to support classroom teachers with on-site assistance in utilizing appropriate strategies and materials to increase the reading and writing achievement of students in the various NCLB subgroups.</p> <p>Additional training in hand scoring using the Florida Writes 2.0! Rubric will be offered for all teachers to promote a systemwide understanding of the score-point criteria.</p>
HIGH	<p>The district's unified adoption process has resulted in the adoption of Great Source's Write Source Language Arts program and SpringBoard in Grades 9-10. This program meets the Florida Department of Education's rigorous criteria for scientifically-based language Arts research. It includes explicit, systematic instruction in writing.</p> <p>In high school social studies classrooms, teachers engage students in higher level writing tasks on a regular basis, including short and extended responses (such as AP Free Response Questions). Students should be able to produce historical writing in which they must be able to take a position on a subject and defend it with examples and sound reasoning.</p>	<p>Jane Schaffer Method.</p> <p>Students are taught to write a prescriptive research paper.</p>	<p>Reading Coaches and/or Academic Coaches in the senior high schools will be used to support classroom teachers with on-site assistance in utilizing appropriate strategies and materials to increase the reading and writing achievement of students in the various NCLB subgroups.</p> <p>Additional training in hand scoring using the Florida Writes 2.0! Rubric will be offered for all teachers to promote a systemwide understanding of the score-point criteria.</p> <p>The TAH grant's major component is lesson study which targets teachers in grades 4-8, and has a representative from nine out of eleven schools.</p>

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
Elementary Schools - Eligible schools have before, after			

and summer programs funded through the Title 1 program. Although the program serves all students, students that score Level 1 and 2 on Reading and Math or are performing below grade level are targeted first. Each school develops academic enrichment activities that enhance but do not duplicate the program held during the regular school day. Writing activities are embedded into fun, stimulating activities based upon student need and interest. SES tutoring services are available at eligible Title I schools.	Students deemed nonproficient by their teachers and performance on writing assessments prepare for success on the 4th, 8th and 10th grade FCAT Writing Test. Bubble students are also a target.	Michael Robinson
Middle Schools - Eligible schools have before, after and summer programs funded through the Title 1 program. Although the program serves all students, students that score Level 1 and 2 on Reading and Math or are performing below grade level are targeted first. Each school develops academic enrichment activities that enhance but do not duplicate the program held during the regular school day. Writing activities are embedded into fun, stimulating activities based upon student need and interest. SES tutoring services are available at eligible Title I schools.	Students deemed nonproficient by their teachers and performance on writing assessments prepare for success on the 4th, 8th and 10th grade FCAT Writing Test. Bubble students are also a target.	Michael Robinson
High Schools- Eligible schools have before, after and summer programs funded through the Title 1 program. Although the program serves all students, students that score Level 1 and 2 on Reading and Math or are performing below grade level are targeted first. Each school develops academic enrichment activities that enhance but do not duplicate the program held during the regular school day. Writing activities are embedded into fun, stimulating activities based upon student need and interest. SES tutoring services are available at eligible Title I schools.	Students deemed nonproficient by their teachers and performance on writing assessments prepare for success on the 4th, 8th and 10th grade FCAT Writing Test. Bubble students are also targeted.	Michael Robinson

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.

Even though 10% of the Title I funds going towards professional development is not longer a requirement, Title I funds in collaboration with federal and state funds assures that each Title I school has a Reading Coach. This embedded professional development provides support for all teachers in the school.

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
		Use of ConnectEd phone system -School newsletters	-Annual Climate	

Continued communication between school district and parents	Student/Parent surveys at local schools	-SAC/PTO/DAC meetings -Curriculum Nights -Meet the Teacher Day -Open House -Parent Conferences -Providing food at appropriate venues	Survey -Feedback provided through SAC/PTO/DAC meetings via principals	Superintendent & Director of T/L in conjunction with Principals
Increased awareness of academic expectations and learner outcomes for students related to Next Generation Standards and Common Core allowing parents to advocate for their children.	Changing accountability expectations and Superintendent's goals of "Constant Improvement" including increased AP, SAT, and ACT scores to increase the post secondary readiness for all students.	-Online grade book access for parents -Curriculum Nights -Presentations to SAC/PTO/DAC groups	-Annual Climate Survey -Feedback provided through SAC/PTO/DAC meetings via principals	Superintendent and Director of OT/L in conjunction with Principals
Title I schools created school-based Parent Involvement Plans identifying school-specific parent needs. Similarly, the district created a plan to reflect the summation of the needs.	Climate survey results, feedback to schools through SAC/DAC meetings	Detailed in school and district Title I Parent Involvement Plans	Climate survey results, feedback to schools through SAC/DAC meetings	Supervisor/Coordinator Grants Management

Title III District Improvement Plan

Title III, Section 3122(b)(2)

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

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

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

The district made AMAO 1 and 2 but failed to make AMAO 3. There are a number of factors that prevented the district from achieving the Annual Measurable Achievement Objectives (AMAO)3.

At the district and school level the main factors that prevented the district from achieving the Annual Measurable Achievement Objective (AMAO)3:

- Many teachers need more professional development in working with ELL students.
- Some teachers have low expectations of ELL students.
- A significant number of students are newcomers lacking in prior formal education.
- Funds generated by the ESOL weighted FTE have steadily decreased each year resulting in insufficient funds to provide sufficient personnel and resources to systematically monitor classroom adherence to effective teaching methodologies in all schools as well as provide supplemental and sustained professional development opportunities to teachers beyond the

minimum required by the Consent Decree.

The main factor preventing the District from achieving the Annual Measurable Achievement Objectives (AMAO)³ was really outside of the district's control. There is a basic inequity inherent in the State and Federal testing requirements as relates to ELL students. Simply put, an ELL student who is not proficient in English cannot be reasonably expected to perform at the same level as a student who is proficient in English. How can a non-English speaking student in this country for just over one year be expected to take a high stakes test in English when research shows that it takes seven years to acquire academic proficiency in English?

According to Jim Cummins - the well-known expert in second language acquisition – “research has shown that the average student can develop conversational fluency within two to five years, but the development of fluency in more technical, academic language can take from four to seven years depending on many variables such as language proficiency level, age and time of arrival at school, level of academic proficiency in the native language, and the degree of support for achieving academic proficiency (Cummins, 1981, 1996; Hakuta, Butler, & Witt, 2000; Thomas & Collier, 1997).” From <http://www.nwrel.org/request/2003may/textonly.html>

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
a) District ELL Plan-page 12 b) District Equity and ADA home page link to strategies http://www.monroe.k12.fl.us/EquityADA/Gap.htm	ESOL Supervisor	Throughout the school year	District, FTE, Title I, Title II, Title III
District ELL Plan	Henry Boza	Throughout the school year	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+)	ESOL Supervisor / Supervisor/Coordinator Grants Management Language Arts/Reading Program Specialist	Throughout the school year	District, FTE, Title I, Title II, Title III
K-2	Grade K-2 Chart			
3-5	Grade 3-5 Chart			
6-8	Grade 6-8 Chart			
9-12	Grade 9-12 Chart			
		Henry Boza	Throughout the school year	District, FTE, Title I, Title II, Title III

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
Student centered teaching in mathematics with a focus on student led investigations;Fasttmath Program; Destination Math;District Equity and ADA home page link to strategies http://www.monroe.k12.fl.us/EquityADA/Gap.htm	ESOL Supervisor / Supervisor/Coordinator Grants Management Math Program Specialist	Throughout the school year	District, FTE, Title I, Title II, Title III

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
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a) District ELL Plan-page 22-23 b) District Equity and ADA home page link to strategies http://www.monroe.k12.fl.us/EquityADA/Gap.htm c) Title I funds teachers to work with ELL students to be sure they receive the support they need for language acquisition and to increase academic achievement. d) Common Core, EOC and Next Generation Standards training. Teachers receive professional development on Common Core (K teachers) as well as how to differentiate instruction to reach ELL students.	ESOL Supervisor / Supervisor Coordinator Grants Management Language Arts/Reading Program Specialist Math Program Specialist	Throughout the school year	District, FTE, Title I, Title II, Title III
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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) District ELL Plan-page 19-22 b) District Home Page link to parent information http://www.monroe.k12.fl.us/parents/parenting.asp	ESOL Supervisor / Supervisor/Coordinator Grants Management	Throughout the school year	District, FTE, Title I, Title II, Title III

7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
Retained Student and Family Parent Educator to work with Immigrant students in 5 schools in the Key West area. The Educator will assist students and families to adjust to the culture and school expectations of their new country. Academic achievement is also a focus.	ESOL Supervisor / Supervisor/Coordinator Grants Management	Throughout the year	Title III Immigrant Grant
Hired part-time Student and Family Paraprofession at Marathon Middle/High, Key Largo School and Stanley Switlik Schools to work with Immigrant students in the Middle and Upper Keys. The Educator will assist students and families to adjust to the culture and school expectations of their new country. Academic achievement is also a focus.	ESOL Supervisor / Supervisor/Coordinator Grants Management	Throughout the year	Title III Immigrant Grant

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.