

# **FLORIDA DEPARTMENT OF EDUCATION**

## **Differentiated Accountability**

### **2012-2013 District Improvement and Assistance Plan**

#### **District: Dade**

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**Contact Person:** Ms. Milagros Fornell  
**Title:** Chief Academic Officer  
**E-mail:** mfornell@dadeschools.net  
**Phone Number:** 305-995-1451  
**Fax:** 305-995-2073  
**Contact Person:** Ms. Linda G. Fife  
**Title:** Supervisor, School Improvement  
**E-mail:** lfife@dadeschools.net  
**Phone Number:** 305-995-2692  
**Fax:** 305-995-2910

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**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.**

Miami-Dade County Public Schools (M-DCPS) ensures that all stakeholders have had the opportunity to participate in the development, implementation, and evaluation of the District Improvement and Assistance Plan (DIAP) for 2012-2013.

District staff worked with school-site committees at the end of the previous school year to review implementation and outcomes of the School Improvement Plans for 2011-2012. The Educational Excellence School Advisory Council (EESAC) of each school monitored the implementation of the 2011 -2012 School Improvement Plan (SIP). The EESAC rosters' parents and community/business representatives were in compliance during the review process. During the 2012-2013 school year all EESACs will have a majority of their members as non-district employees.

Following the release of the 2012 FCAT data and receipt of all Differentiated Accountability Program information, feedback and resources have been compiled to address the requirements of the 2012– 2013 DIAP. Stakeholder representatives, providing input and/or receiving Differentiated Accountability information, have included the following district offices: Budget; Parental Outreach; Human Resources; Curriculum and Instruction; School Improvement; Regional Centers; Grants Administration; Assessment, Research, and Data Analysis; Charter Schools; Exceptional Student Education & Student/Career Services; School Choice and Parental Options; Professional Development; School Operations; and United Teachers of Dade.

The District's intervention and assistance activities, as part of SIP plans, are articulated in the DIAP. The District conducts School Instructional Reviews, including in-depth participation of school staff, which further provides information for inclusion in this document. The District's strategic planning process includes meetings and surveys for staff, parents and community

partners (among others) that make recommendations on how the District should focus its resources.

The elements of the DIAP will be monitored throughout the year to assure participation by all stakeholder groups.

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

### STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

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

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

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

Subgroup not making satisfactory progress.	Subject Area	Specific Teaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
Total	Reading	Literary Analysis, Informational Text and Research Process	Lack of instructional rigor and control of fidelity of implementation of reading programs	Use of FCAT task cards that reflect rigor of Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS) b. Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.	Reading Standards, Text Complexity, and CRISS. Curriculum Support Specialists and supervisors will provide professional development to teachers. The professional development will be delivered in an interactive workshop format that engages participants in knowledge building.	a. School-site administration b. Leadership teams c. Reading Coach
					Mathematics Leadership Learning Community Dialogue for Elementary	

Total	Mathematics	<p>While showing modest gains in the percents of student making AMO in 2011-2012, further progress is inhibited by: a. Lack of consistency in providing students with a combination of concrete, representational, and abstract experiences to build concepts</p> <p>b. Some continued lack of content knowledge at the elementary level</p> <p>c. Middle schools struggled with the implementation</p>	<p>During the 2011-2012 school year, the district mathematics department employed innovative approaches in developing leadership in mathematics at the school sites. While there were some gains in learning, more time needs to be devoted to building capacity and developing grade level/ departmental communities of instructional practice in mathematics. The middle school</p>	<p>a. Prepare teachers in the effective implementation of Common Core State Standards for Mathematics (CCSSM) standards for mathematical practices and our inquiry based mathematics curriculum using appropriate resources.</p> <p>b. Prepare teachers in the use of the Mathematics Lesson Design Model to address differentiated learning styles.</p> <p>c. Prepare teachers</p>	<p>Mathematics Liaisons, and Secondary Department Chairs</p> <p>Mathematics Leadership Learning Community Dialogue for Elementary and Secondary Mathematics Coaches</p> <p>Common Core State Standards (per grades K through 5)</p> <p>In-Depth Study of Common Core Math Standards (per grades K and 1)</p> <p>Teaching in a Standards-based Math Classroom (per grades K through 5)</p> <p>Harcourt Publishing Company, GO Math! Florida, Textbook, Technology or Intervention Component Training (upon request)</p> <p>Implementing The Coaching Cycle</p> <p>Developing Effective Professional Learning Teams</p> <p>Utilizing Data Effectively</p> <p>Effective Planning and Unwrapping the Benchmark</p> <p>Essential School Instructional Review (SIR) Components</p> <p>Accountable Talk and Inquiry Based Learning</p> <p>STEP It Up – Problem Solving</p>	<p>Executive Director; Office of Academics and Transformation Division of Mathematics</p> <p>b. District Supervisor; Office of Academics and Transformation Division of Mathematics</p>
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		<p>of the Number Worlds Intensive Math intervention program. d. The high schools struggled to properly implement the Carnegie Learning Cognitive Tutor program for Intensive Mathematics.</p>	<p>Intensive Mathematics program was not delivered in a timely fashion. The high school Intensive Mathematics program lacked the needed technology to fully implement the program with fidelity.</p>	<p>for implementation of the Common Core State Standards Mathematics, Content Standards (CCSSM) by developing or enhancing their content knowledge.</p>	<p>Protocol Effective Teaching Essentials FCAT 2.0 Essentials Resources Number Worlds Intensive Math Training Success Academy Professional Learning Mathematics Content NGSSS/CCSSM Summer Institute Collaborative Lesson Design Puzzles, Patterns, &amp; Learning in Context: Common Core Standards of Mathematical Practice Coherence and Focus via Carnegie Learning Cognitive Tutor Reasoning and Sense Making in Geometry; Algebra</p> <p>Coherence and Focus via Technology – Casio PrIZM; Geometer’s Sketchpad Developing a Community of Learners – High School Department Chairs and Math Coaches Implementing Discovery Educatio</p>	
			<p>Use of FCAT task cards that reflect rigor of</p>			

White	Reading	Literary Analysis, Informational Text and Research Process	Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS)  . Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information	a. Use of FCAT task cards that reflect rigor of NGSSS b. Reciprocal Teaching that increases metacognition and is aligned with core reading programs	Reading Standards, Text Complexity, and CRISS Curriculum Support Specialists and supervisors will provide professional development to teachers. The professional development will be delivered in an interactive workshop format that engages participants in knowledge building	a. School-site administration b. Leadership teams c. Reading Coach
White	Mathematics	N/A	N/A	N/A	N/A	N/A
Black	Reading	Vocabulary	Lack of direct, explicit instruction of key vocabulary strategies	a. Use of FCAT task cards that reflect rigor of NGSSS and Common Core State Standards (CCSS) b. Use of vocabulary strategies such as context clues, morpheme charts, word arrays, concept definition maps, and tiered vocabulary	Reading Standards, Text Complexity, and CRISS Curriculum Support Specialists and supervisors will provide professional development to teachers. The professional development will be delivered in an interactive workshop format that engages participants in knowledge building.	a.School-site administration b. Leadership teams c. Reading Coach
					Mathematics Leadership Learning Community Dialogue for Elementary Mathematics Liaisons, and Secondary Department Chairs Mathematics Leadership	

Learning  
Community  
Dialogue for  
Elementary and  
Secondary  
Mathematics  
Coaches  
Common Core  
State Standards  
(per grades K  
through 5)  
In-Depth Study of  
Common Core  
Math Standards  
(per grades K and  
1)  
Teaching in a  
Standards-based  
Math Classroom  
(per grades K  
through 5)  
Harcourt Publishing  
Company, GO  
Math! Florida,  
Textbook,  
Technology or  
Intervention  
Component  
Training (upon  
request)  
Implementing The  
Coaching Cycle  
Developing  
Effective  
Professional  
Learning Teams  
Utilizing Data  
Effectively  
Effective Planning  
and Unwrapping  
the Benchmark  
Essential School  
Instructional  
Review (SIR)  
Components  
Accountable Talk  
and Inquiry Based  
Learning  
STEP It Up –  
Problem Solving  
Protocol  
Effective Teaching  
Essentials  
FCAT 2.0  
Essentials  
Resources

Black	Mathematics	<p>When studying mathematics, black students struggle to develop a productive disposition (seeing mathematics as sensible, useful, and worthwhile, coupled with a belief of diligence and one's own efficacy) towards mathematics, making it difficult to increase conceptual understanding of and strategic competence in mathematics.</p>	<p>During the 2011-2012 school year, the district mathematics department employed innovative approaches in developing leadership in mathematics at the school sites. While there were gains in learning, more time needs to be devoted to the continuance of building capacity and developing grade-level/departmental communities of instructional practice in mathematics. K-12 Intervention programs lacked the appropriate implementation of the resources provided to meet the needs of differentiated learners. To</p>	<p>a. Prepare teachers in the effective implementation of Common Core State Standards for Mathematics (CCSSM) standards for mathematical practices and our inquiry based mathematics curriculum using appropriate resources. b. Prepare teachers in the use of the Mathematics Lesson Design Model to address differentiated learning styles. c. Engage students in the learning of mathematics by providing the opportunities to investigate concepts; interact with manipulatives, materials, and technology; represent their strategies and</p>	<p>Number Worlds Intensive Math Training Success Academy Professional Learning Mathematics Content NGSSS/CCSSM Summer Institute Collaborative Lesson Design Puzzles, Patterns, &amp; Learning in Context: Common Core Standards of Mathematical Practice Coherence and Focus via Carnegie Learning Cognitive Tutor Reasoning and Sense Making in Geometry; Algebra</p> <p>Coherence and Focus via Technology – Casio PrIZM; Geometer's Sketchpad Developing a Community of Learners – High School Department Chairs and Math Coaches Implementing Discovery Education Mathematics Leadership Learning Community Dialogue for Elementary Mathematics Liaisons, and Secondary Department Chairs Mathematics Leadership Learning Community</p>	<p>a. Executive Director; Office of Academics and Transformation Division of Mathematics b. District Supervisor; Office of Academics and Transformation Division of Mathematics</p>
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the extent possible, teachers need more time to examine real-time student data and collaborate as a learning team to design lessons that target areas of greatest student need.

solutions as they problem-solve; practice and apply their new knowledge.

Dialogue for  
Elementary and  
Secondary  
Mathematics  
Coaches  
Common Core  
State Standards  
(per grades K  
through 5)  
In-Depth Study of  
Common Core  
Math Standards  
(per grades K and  
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Standards-based  
Math Classroom  
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Harcourt Publishing  
Company, GO  
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Textbook,  
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Implementing The  
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Utilizing Data  
Effectively  
Effective Planning  
and Unwrapping  
the Benchmark  
Essential School  
Instructional  
Review (SIR)  
Components  
Accountable Talk  
and Inquiry Based  
Learning  
STEP It Up –  
Problem Solving  
Protocol  
Effective Teaching  
Essentials  
FCAT 2.0  
Essentials  
Resources  
Number Worlds  
Intensive Math



Training  
Success Academy  
Professional  
Learning  
Mathematics  
Content  
NGSSS/CCSSM  
Summer Institute  
Collaborative  
Lesson Design  
Puzzles, Patterns,  
& Learning in  
Context: Common  
Core Standards of  
Mathematical  
Practice  
Coherence and  
Focus via Carnegie  
Learning Cognitive  
Tutor  
Reasoning and  
Sense Making in  
Geometry; Algebra

Coherence and  
Focus via  
Technology –  
Casio PRIZM;  
Geometer's  
Sketchpad  
Developing a  
Community of  
Learners – High  
School Department  
Chairs and Math  
Coaches  
Implementing  
Discovery  
Education

Reading Standards,

Hispanic	Reading	Vocabulary	Lack of direct, explicit instruction of key vocabulary strategies	<p>Use of FCAT task cards that reflect rigor of NGSSS and Common Core State Standards (CCSS)</p> <p>b. Use of vocabulary strategies such as context clues, morpheme charts, word arrays, concept definition maps, and tiered vocabulary</p>	<p>Text Complexity, and CRISS Curriculum Support Specialists and supervisors will provide professional development to teachers. The professional development will be delivered in an interactive workshop format that engages participants in knowledge building.</p>	<p>School-site administration b. Leadership teams c. Reading Coach</p>
					<p>Mathematics Leadership Learning Community Dialogue for Elementary Mathematics Liaisons, and Secondary Department Chairs Mathematics Leadership Learning Community Dialogue for Elementary and Secondary Mathematics Coaches Common Core State Standards (per grades K through 5) In-Depth Study of Common Core Math Standards</p>	

Hispanic	Mathematics	<p>During the 2011-2012 school year, the district mathematics department employed innovative approaches in developing leadership in mathematics at the school sites. While learning remained constant, more time needs to be devoted to the continuation of building capacity and developing grade-level/departmental communities of instructional practice in mathematics. K-12 Intervention programs lacked the appropriate implementation of the resources provided to meet the needs of differentiated learners. To the extent possible, teachers need more time to examine real-time student data and collaborate as a learning team to design lessons that target areas of greatest student need.</p>	<p>During the 2009-2010 school year, the district mathematics department employed innovative approaches in developing leadership in mathematics at the school sites. While there were some gains in learning, more time needs to be devoted to building capacity and developing grade level/departmental communities of instructional practice in mathematics.</p> <p>The Intensive Mathematics program lacked the appropriate implementation of the resources provided to meet the needs of differentiated learners. To the extent possible, teachers need more time to examine real-time student data and collaborate as a learning team to design lessons that target areas of greatest</p>	<p>a.a. Prepare teachers in the effective implementation of Common Core State Standards for Mathematics (CCSSM) standards for mathematical practices and our inquiry based mathematics curriculum using appropriate resources.</p> <p>b. Prepare teachers in the use of the Mathematics Lesson Design Model to address differentiated learning styles.</p> <p>c. Engage students in the learning of mathematics by providing the opportunities to investigate concepts; interact with manipulatives, materials, and technology; represent their strategies and solutions as they problem-solve; practice and apply their new knowledge</p>	<p>(per grades K and 1)</p> <p>Teaching in a Standards-based Math Classroom (per grades K through 5)</p> <p>Harcourt Publishing Company, GO Math! Florida, Textbook, Technology or Intervention Component Training (upon request)</p> <p>Implementing The Coaching Cycle</p> <p>Developing Effective Professional Learning Teams</p> <p>Utilizing Data Effectively</p> <p>Effective Planning and Unwrapping the Benchmark</p> <p>Essential School Instructional Review (SIR) Components</p> <p>Accountable Talk and Inquiry Based Learning</p> <p>STEP It Up – Problem Solving Protocol</p> <p>Effective Teaching Essentials</p> <p>FCAT 2.0 Essentials</p> <p>Resources</p> <p>Number Worlds</p> <p>Intensive Math Training</p> <p>Success Academy</p> <p>Professional Learning</p> <p>Mathematics Content</p> <p>NGSSS/CCSSM Summer Institute</p> <p>Collaborative Lesson Design</p> <p>Puzzles, Patterns, &amp; Learning in</p>	<p>a.a. Executive Director; Office of Academics and Transformation Division of Mathematics</p> <p>b. District Supervisor; Office of Academics and Transformation Division of Mathematics</p>
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			Student need.		Context: Common Core Standards of Mathematical Practice Coherence and Focus via Carnegie Learning Cognitive Tutor Reasoning and Sense Making in Geometry; Algebra  Coherence and Focus via Technology – Casio PRIZM; Geometer’s Sketchpad Developing a Community of Learners – High School Department Chairs and Math Coaches Implementing Discovery Education.	
Asian	Reading	N/A	N/A	N/A	N/A	N/A
Asian	Mathematics	N/A	N/A	N/A	N/A	N/A
American Indian	Reading	Literary Analysis, Informational Text and Research Process	Lack of instructional rigor and control of fidelity of implementation of reading programs	a. Use of FCAT task cards that reflect rigor of NGSSS and Common Core State Standards (CCSS)  . Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information	School-site administration b. Leadership teams c. Reading Coach	a. School-site administration  b. Leadership teams  c. Reading Coach
					Mathematics Leadership Learning Community Dialogue for Elementary Mathematics Liaisons, and Secondary	

American Indian	Mathematics	<p>When studying mathematics, American Indian students struggle to develop a productive disposition (seeing mathematics as sensible, useful, and worthwhile, coupled with a belief of diligence and one's own efficacy) towards mathematics, making it difficult to increase conceptual understanding of</p>	<p>During the 2011-2012 school year, the district mathematics department employed innovative approaches in developing leadership in mathematics at the school sites. As a result of a small decline in learning gains, more time needs to be devoted to building capacity and developing grade level/departmental communities of instructional practice in mathematics. K-12 Intervention programs lacked the appropriate implementation of the resources provided to</p>	<p>a. Prepare teachers in the effective implementation of Common Core State Standards for Mathematics (CCSSM) standards for mathematical practices and our inquiry based mathematics curriculum using appropriate resources. b. Prepare teachers in the use of the Mathematics Lesson Design Model to address differentiated learning styles. c. Engage students in the learning of mathematics by providing the opportunities to investigate concepts; interact</p>	<p>Department Chairs Mathematics Leadership Learning Community Dialogue for Elementary and Secondary Mathematics Coaches Common Core State Standards (per grades K through 5) In-Depth Study of Common Core Math Standards (per grades K and 1) Teaching in a Standards-based Math Classroom (per grades K through 5) Harcourt Publishing Company, GO Math! Florida, Textbook, Technology or Intervention Component Training (upon request) Implementing The Coaching Cycle Developing Effective Professional Learning Teams Utilizing Data Effectively Effective Planning and Unwrapping the Benchmark Essential School Instructional Review (SIR) Components Accountable Talk and Inquiry Based Learning STEP It Up – Problem Solving Protocol Effective Teaching Essentials</p>	<p>a. Executive Director; Office of Academics and Transformation Division of Mathematics b. District Supervisor; Office of Academics and Transformation Division of Mathematics</p>
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		and strategic competence in mathematics.	meet the needs of differentiated learners. To the extent possible, teachers need more time to examine real-time student data and collaborate as a learning team to design lessons that target areas of greatest student need.	with manipulatives, materials, and technology; represent their strategies and solutions as they problem-solve; practice and apply their new knowledge.	FCAT 2.0 Essentials Resources Number Worlds Intensive Math Training Success Academy Professional Learning Mathematics Content NGSSS/CCSSM Summer Institute Collaborative Lesson Design Puzzles, Patterns, & Learning in Context: Common Core Standards of Mathematical Practice Coherence and Focus via Carnegie Learning Cognitive Tutor Reasoning and Sense Making in Geometry; Algebra  Coherence and Focus via Technology – Casio PRIZM; Geometer’s Sketchpad Developing a Community of Learners – High School Department Chairs and Math Coaches  Implementing Discovery Education	
			Use of FCAT task cards that reflect rigor of			

Economically Disadvantaged	Reading	Literary Analysis, Informational Text and Research Process	<p>Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS)</p> <p>Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information</p>	<p>a. Use of FCAT task cards that reflect rigor of NGSSS</p> <p>b. Reciprocal Teaching that increases metacognition and is aligned with core reading programs</p>	<p>Reading Standards, Text Complexity, and CRISS Curriculum Support Specialists and supervisors will provide professional development to teachers. The professional development will be delivered in an interactive workshop format that engages participants in knowledge building</p>	<p>a. School-site administration b. Leadership teams c. Reading Coach</p>
			<p>During the 2011-2012 school year, the district mathematics department</p>		<p>Mathematics Leadership Learning Community Dialogue for Elementary Mathematics Liaisons, and Secondary Department Chairs Mathematics Leadership Learning Community Dialogue for Elementary and Secondary Mathematics Coaches Common Core State Standards (per grades K through 5) In-Depth Study of Common Core Math Standards (per grades K and 1) Teaching in a Standards-based Math Classroom (per grades K through 5)</p>	

Economically Disadvantaged	Mathematics	<p>When studying mathematics, economically disadvantaged students struggle to develop a productive disposition (seeing mathematics as sensible, useful, and worthwhile, coupled with a belief of diligence and one's own efficacy) towards mathematics, making it difficult to increase conceptual understanding of and strategic competence in mathematics.</p>	<p>employed innovative approaches in developing leadership in mathematics at the school sites. While there were gains in learning, more time needs to be devoted to building capacity and developing grade level/ departmental communities of instructional practice in mathematics. K-12 Intervention programs lacked the appropriate implementation of the resources provided to meet the needs of differentiated learners. To the extent possible, teachers need more time to examine real-time student data and collaborate as a learning team to design lessons that target areas of greatest student need.</p>	<p>a. Prepare teachers in the effective implementation of Common Core State Standards for Mathematics (CCSSM) standards for mathematical practices and our inquiry based mathematics curriculum using appropriate resources.</p> <p>b. Prepare teachers in the use of the Mathematics Lesson Design Model to address differentiated learning styles.</p> <p>c. Engage students in the learning of mathematics by providing the opportunities to investigate concepts; interact with manipulatives, materials, and technology; represent their strategies and solutions as they problem-solve; practice and apply their new knowledge.</p>	<p>Harcourt Publishing Company, GO Math! Florida, Technology or Intervention Component Training (upon request)</p> <p>Implementing The Coaching Cycle</p> <p>Developing Effective Professional Learning Teams</p> <p>Utilizing Data Effectively</p> <p>Effective Planning and Unwrapping the Benchmark</p> <p>Essential School Review (SIR) Components</p> <p>Accountable Talk and Inquiry Based Learning</p> <p>STEP It Up – Problem Solving Protocol</p> <p>Effective Teaching Essentials</p> <p>FCAT 2.0 Essentials</p> <p>Resources</p> <p>Number Worlds</p> <p>Intensive Math Training</p> <p>Success Academy</p> <p>Professional Learning</p> <p>Mathematics Content</p> <p>NGSSS/CCSSM Summer Institute</p> <p>Collaborative Lesson Design</p> <p>Puzzles, Patterns, &amp; Learning in Context: Common Core Standards of Mathematical Practice</p> <p>Coherence and Focus via Carnegie Learning Cognitive</p>	<p>a. Executive Director; Office of Academics and Transformation Division of Mathematics</p> <p>b. District Supervisor; Office of Academics and Transformation Division of Mathematics</p>
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					<p>Tutor Reasoning and Sense Making in Geometry; Algebra</p> <p>Coherence and Focus via Technology – Casio PRIZM; Geometer’s Sketchpad</p> <p>Developing a Community of Learners – High School Department Chairs and Math Coaches</p> <p>Implementing Discovery Education.</p>	
English Language Learners	Reading	Vocabulary	Lack of direct, explicit instruction of key vocabulary strategies	<p>a. Use of FCAT task cards that reflect rigor of NGSSS</p> <p>b. Use of vocabulary strategies such as context clues, morpheme charts, word arrays, concept definition maps, and tiered vocabulary.</p>	<p>Reading Standards, Text Complexity, and CRISS Curriculum Support Specialists and supervisors will provide professional development to teachers. The professional development will be delivered in an interactive workshop format that engages participants in knowledge building.</p>	<p>a. School-site administration</p> <p>b. Leadership teams</p> <p>c. Reading Coach</p>
					<p>Mathematics Leadership Learning Community Dialogue for Elementary Mathematics Liaisons, and Secondary Department Chairs</p> <p>Mathematics Leadership Learning Community Dialogue for Elementary and</p>	

English Language Learners	Mathematics	<p>When studying mathematics, English Language Learners students struggle to develop a productive disposition (seeing mathematics as sensible, useful, and worthwhile, coupled with a belief of diligence and one's own efficacy) towards mathematics, making it difficult to increase conceptual understanding of and strategic competence in mathematics.</p>	<p>During the 2011-2012 school year, the district mathematics department employed innovative approaches in developing leadership in mathematics at the school sites. While there were gains in learning, more time needs to be devoted to building capacity and developing grade level/departmental communities of instructional practice in mathematics. K-12 Intervention programs lacked the appropriate implementation of the resources provided to meet the needs of differentiated learners. To the extent possible, teachers need more time to</p>	<p>a. Prepare teachers in the effective implementation of Common Core State Standards for Mathematics (CCSSM) standards for mathematical practices and our inquiry based mathematics curriculum using appropriate resources.</p> <p>b. Prepare teachers in the use of the Mathematics Lesson Design Model to address differentiated learning styles.</p> <p>c. Engage students in the learning of mathematics by providing the opportunities to build mathematics vocabulary, investigate concepts; interact with manipulatives, materials, and technology; represent their strategies and solutions as they problem-solve;</p>	<p>Secondary Mathematics Coaches Common Core State Standards (per grades K through 5) In-Depth Study of Common Core Math Standards (per grades K and 1) Teaching in a Standards-based Math Classroom (per grades K through 5) Harcourt Publishing Company, GO Math! Florida, Textbook, Technology or Intervention Component Training (upon request) Implementing The Coaching Cycle Developing Effective Professional Learning Teams Utilizing Data Effectively Effective Planning and Unwrapping the Benchmark Essential School Instructional Review (SIR) Components Accountable Talk and Inquiry Based Learning STEP It Up – Problem Solving Protocol Effective Teaching Essentials FCAT 2.0 Essentials Resources Number Worlds Intensive Math Training Success Academy</p>	<p>a. Executive Director; Office of Academics and Transformation Division of Mathematics</p> <p>b. District Supervisor; Office of Academics and Transformation Division of Mathematics</p>
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			<p>examine real-time student data and collaborate as a learning team to design lessons that target areas of greatest student need.</p>	<p>practice and apply their new knowledge.</p>	<p>Professional Learning Mathematics Content NGSSS/CCSSM Summer Institute Collaborative Lesson Design Puzzles, Patterns, &amp; Learning in Context: Common Core Standards of Mathematical Practice Coherence and Focus via Carnegie Learning Cognitive Tutor Reasoning and Sense Making in Geometry; Algebra</p> <p>Coherence and Focus via Technology – Casio PRIZM; Geometer’s Sketchpad Developing a Community of Learners – High School Department Chairs and Math Coaches Implementing Discovery Education</p>	
Students with Disabilities	Reading	Literary Analysis, Informational Text and Research Process	Lack of instructional rigor and control of fidelity of implementation of reading programs	<p>a. Use of FCAT task cards that reflect rigor of NGSSS</p> <p>b. Reciprocal Teaching that increases metacognition and is aligned with core reading programs</p>	<p>Reading Standards, Text Complexity, and CRISS Curriculum Support Specialists and supervisors will provide professional development to teachers. The professional development will be delivered in an interactive workshop format that engages participants in knowledge building.</p>	<p>a. School-site administration</p> <p>b. Leadership team</p>

			<p>During the 2011-2012 school year, the district mathematics department employed</p>	<p>Mathematics Leadership Learning Community Dialogue for Elementary Mathematics Liaisons, and Secondary Department Chairs</p> <p>Mathematics Leadership Learning Community Dialogue for Elementary and Secondary Mathematics Coaches</p> <p>Common Core State Standards (per grades K through 5)</p> <p>In-Depth Study of Common Core Math Standards (per grades K and 1)</p> <p>Teaching in a Standards-based Math Classroom (per grades K through 5)</p> <p>Harcourt Publishing</p>	
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Students with Disabilities	Mathematics	When studying mathematics, students with disabilities struggle to develop procedural fluency in mathematics.	<p>innovative approaches in developing leadership in mathematics at the school sites. While there were gains in learning, more time needs to be devoted to building capacity and developing grade level/ departmental communities of instructional practice in mathematics K- 12 Intervention programs lacked the appropriate implementation of the resources provided to meet the needs of differentiated learners. To the extent possible, teachers need more time to examine real-time student data and collaborate as a learning team to design lessons that target areas of greatest student need.</p>	<p>a. Prepare teachers in the effective implementation of Common Core State Standards for Mathematics (CCSSM) standards for mathematical practices and our inquiry based mathematics curriculum using appropriate resources.</p> <p>b. Prepare teachers in the use of the Mathematics Lesson Design Model to address differentiated learning styles.</p> <p>c. Engage students in the learning of mathematics by providing the opportunities to investigate concepts; interact with manipulatives, materials, and technology to reinforce math concepts from concrete, to semi concrete, to abstract; and practice and apply their new knowledge.</p>	<p>Company, GO Math! Florida, Textbook, Technology or Intervention Component Training (upon request) Implementing The Coaching Cycle Developing Effective Professional Learning Teams Utilizing Data Effectively Effective Planning and Unwrapping the Benchmark Essential School Instructional Review (SIR) Components Accountable Talk and Inquiry Based Learning STEP It Up – Problem Solving Protocol Effective Teaching Essentials FCAT 2.0 Essentials Resources Number Worlds Intensive Math Training Success Academy Professional Learning Mathematics Content NGSSS/CCSSM Summer Institute Collaborative Lesson Design Puzzles, Patterns, &amp; Learning in Context: Common Core Standards of Mathematical Practice Coherence and Focus via Carnegie Learning Cognitive Tutor</p>	<p>a. . Executive Director; Office of Academics and Transformation Division of Mathematics</p> <p>b. District Supervisor; Office of Academics and Transformation Division of Mathematics</p>
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					Reasoning and Sense Making in Geometry; Algebra	
					Coherence and Focus via Technology – Casio PRIZM; Geometer's Sketchpad	
					Developing a Community of Learners – High School Department Chairs and Math Coaches	
					Implementing Discovery Education	
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 Core Reading Program, Houghton Mifflin, Reading provides the basis for instruction and connects meaningfully to supplemental materials. The core reading program correlates to all Reading and Language Arts Sunshine State Standards and addresses the six areas of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. The core reading program provides a coherent design that includes explicit instructional strategies, coordinated instructional sequences, and ample practice opportunities using an integrated approach to instruction. Houghton Mifflin includes both literature and non-fiction texts to help teachers create an interdisciplinary selection of texts. Utilizing the core reading program is a portion of the allocated, protected, uninterrupted 90 minute block of time for literacy instruction. Accommodations in both pace and level may be required to meet the instructional need of advanced, gifted, or struggling readers.</p> <p>In addition to using the district CCRP, Houghton Mifflin, the District Pacing Guide directs teachers to incorporate a selected complex text that exemplifies both qualitative and quantitative characteristics once a quarter. Teachers will be directed to select one literature or one non-fiction piece each quarter to conduct a close, analytic read.</p>
MIDDLE	<p>The District will not implement a developmental reading plan. While the SIRP and CIRP do contain selections that meet the qualitative and quantitative characteristics of complex text, additional exposure to complex text is needed. The District will address this need by including a range of grade level complex text, including exemplar text selections from the Common Core Standards Appendix B; a minimum of four times per year. The selections will be included in the District Pacing Guides. Teachers will be guided in providing opportunities for close, analytical reading which requires comparing and synthesizing ideas across text.</p>

	Additionally in the English/Language Arts classes, students will learn how to extract and use information through the use of the Literature Anthology.
HIGH	While the CCRP, SIRP and CIRP do contain selections that meet the qualitative and quantitative characteristics of complex text, additional exposure to complex text is needed. The District will address this need by including a range of grade level complex text, including exemplar text selections from the Common Core Standards Appendix B; a minimum of four times per year. The selections will be included in the District Pacing Guides. Teachers will be guided in providing opportunities for close, analytical reading which requires comparing and synthesizing ideas across text. Additionally, in the English/Language Arts classes, students will learn how to extract and use information through the use of the Literature Anthology.
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>Depending on each student's diagnosed deficiency, program placement will be determined and a differentiated plan of instruction will be developed. Teachers, through small group instruction, will implement lessons that focus on opportunities for guided practice via text reading and discussions, as well as metacognitive goals such as error correction through guided feedback. Students will also respond to reading through writing and use writing as evidence of comprehension. Additionally, students may be placed in Achieve 3000, Imagine Learning, and/or SuccessMaker depending on assessment data. The integration of social studies, mathematics, and science text reading will be supported by the implementation of Discovery Education. Each of these programs contained components that will facilitate student growth in phonemic awareness, phonics, fluency, vocabulary and comprehension.</p> <p>The national research available on selected programs and results of implementation in selected schools in Miami-Dade County indicated success in narrowing the achievement gap of struggling readers. For example, a Florida based research study conducted using Achieve 3000 indicated that students reading below grade level at the beginning of the school year made gains of nearly triple the expected growth norms. English Language Learners made more than two and a half times their expected growth norms, gaining an average of 213 Lexile points. Imagine Learning has a long research record of closing the achievement gap of ELL students as evidenced by statewide language acquisition assessments and state benchmark assessments. Imagine Learning also has verifiable success in Miami-Dade County Public Schools. SuccessMaker's tracking program allows teachers and students to adjust instruction to ensure a trajectory of success for closing the achievement gap. Although students may use SuccessMaker during regular school hours, it will not repeat instruction, but build upon the support providing a double-dose of research-based strategies during the intervention hour.</p> <p>The extended day intervention will be aligned with the 90 minutes of uninterrupted daily reading instruction by focusing on all of the components of reading; phonemic awareness, phonics, fluency, vocabulary and comprehension. Instructional routines such as small group, teacher-led instruction are integral to both extended day and within-the-day reading instruction. Assessment data used to place students into small differentiated groups is used by both extended day and within-the-day reading teachers, so that students are double-dosed in deficient areas of reading.</p> <p>Finally, these programs will also provide the pedagogy necessary to maintain student success or provide enrichment activities to meet the needs of students who have achieved benchmark success as indicated by a level 3 or higher on the FCAT.</p> <p>While the CCRP, SIRP and CIRP do contain selections that meet the qualitative and quantitative characteristics of complex text, additional exposure to complex text is needed. The District will address this need by including a range of grade level complex text, including exemplar text selections from the Common</p>



	<p>Core Standards Appendix B; a minimum of four times per year. The selections will be included in the District Pacing Guides. Teachers will be guided in providing opportunities for close, analytical reading which requires comparing and synthesizing ideas across text.</p> <p>Students identified by the FAIR assessment as struggling readers (See Charts D1 and D2) will be placed in an appropriate intervention program. The small-group, teacher-led center during the 90 minute reading block is the initial provision of intervention. Highly-qualified teachers plan and deliver intervention instruction designed to target specific student needs including explicit instruction on specific skills and the application of these skills in scaffolded, guided-reading lessons, using text at the students' instructional level and progressing to more complex text. Students in need of additional intervention will be scheduled to attend small group immediate intensive intervention for a minimum of 30 minutes daily in addition to the 90 minute reading block during the regular school day. The intervention program, Voyager, is designed to meet the specific diagnosed needs of each individual student. Teachers will group students according to need and place students appropriately within the Voyager program/levels. Highly qualified teachers and/or formally trained paraprofessionals will administer the intervention program with fidelity. Continual progress monitoring data, using FAIR, OPM and In-Program assessments, will be utilized to adjust the intervention schedules, rosters and strategies as well as monitor fidelity of implementation.</p>
MIDDLE	<p>While the SIRP and CIRP do contain selections that meet the qualitative and quantitative characteristics of complex text, additional exposure to complex text is needed. The District will address this need by including a range of grade level complex text, including exemplar text selections from the Common Core Standards Appendix B; a minimum of four times per year. The selections will be included in the District Pacing Guides. Teachers will be guided in providing opportunities for close, analytical reading which requires comparing and synthesizing ideas across text. Additionally in the English/Language Arts classes, students will learn how to extract and use information through the use of the Literature Anthology.</p>
HIGH	<p>While the CCRP, SIRP and CIRP do contain selections that meet the qualitative and quantitative characteristics of complex text, additional exposure to complex text is needed. The District will address this need by including a range of grade level complex text, including exemplar text selections from the Common Core Standards Appendix B; a minimum of four times per year. The selections will be included in the District Pacing Guides. Teachers will be guided in providing opportunities for close, analytical reading which requires comparing and synthesizing ideas across text. Additionally, in the English/Language Arts classes, students will learn how to extract and use information through the use of the Literature Anthology.</p>
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
	Tutorial services that address identified areas of need will be provided		



ELEMENTARY	<p>to students during the school day in the form of immediate intensive intervention (iii), as well as opportunities in before/after school programs. These include, but are not limited to, Early Success, Soar to Success, SuccessMaker, Reading Plus or Ticket-to-Read. Articulation conversations between classroom teachers, reading coaches, and after school tutorial providers will take place at least three times per year. Assessment data will be used to identify student needs and link in-school instruction with after school tutorials. The assessment data from FCAT or SAT-10, FAIR, In-Program Assessments, District Interim Assessments, or from Individualized Education Plan (IEP) will utilized when selecting the appropriate intervention for before, after, and summer school activities. Ongoing progress monitoring data will be used at articulation meetings to adjust instruction as necessary. The schools will utilize intervention materials that are Florida Center for Reading Research (FCRR) reviewed to meet the definition of scientifically research-based materials.</p> <p>Additionally, a series of fifteen District-developed lessons that address the NGSSS and employ Reciprocal Teaching strategies are provided to students on Saturdays prior to FCAT. Teachers are trained to use these lessons effectively and reading coaches meet to plan with teachers weekly for the preparation of delivery during the District's Success Academy. These lessons are also available on the District's website for all schools to use in their before/after-school tutorial sessions.</p> <p>All teachers in summer reading camps and the one hour extended day programs meet the highly qualified standards for teachers, including holding a valid teacher's certificate for the State of Florida.</p> <p>Once the elementary schools are identified as being one of the 100 lowest-performing schools based on the state reading assessment, the district will review each identified school's master schedule. The master schedule must reflect the additional one hour of intervention/enrichment provided daily.</p> <p>If Miami-Dade County does not contain one of the lowest performing elementary schools, the District will continue to offer before and after school tutorial programs. Additionally, each year schools are provided District-developed lessons targeting grade-level benchmarks are delivered on Saturday mornings during the Districtwide Saturday Success Academy.</p>		<p>District Language Arts Supervisor</p> <p>School-site Administrator</p>
	<p>The District will provide an Intensive Reading Plus (IR+) class for students who are nonfluent and in need of decoding and text reading efficiency. Students in middle school who are nonfluent will be provided a daily literacy block. This literacy block will focus on explicit phonics and text reading efficiency instruction in order to improve decoding decoding and text reading efficiency. The literacy block will include one period of (IR+) back-to-back with one period of Language Arts taught by the same teacher. In order to provide sufficient opportunities to remediate these deficits, the students enrolled in the IR+ literacy block will receive a greater allotment of instructional time.</p>		

MIDDLE	<p>Tutoring programs</p> <p>Before/After School: To guarantee that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in oral language, phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.</p> <p>Mentoring programs</p> <p>Mentoring programs will be established in schools identified as having children "at risk" of dropping out of school. There are currently several mentoring programs in place in the M-DCPS system including 5000 Role Models of Excellence and Take Stock in Children.</p>		<p>District Language Arts Supervisor</p> <p>School-site Administrator</p>
HIGH	<p>The District will provide an Intensive Reading Plus (IR+) class for students who are nonfluent and in need of decoding and text reading efficiency. Students in high school who are nonfluent will be provided a daily literacy block. This literacy block will focus on explicit phonics and text reading efficiency instruction in order to improve decoding and text reading efficiency. The literacy block will include one period of Intensive Reading Plus (IR+) back-to-back with one period of Language Arts taught by the same teacher. In order to provide sufficient opportunities to remediate these deficits, the students enrolled in the IR+ literacy block will receive a greater allotment of instructional time.</p> <p>Tutoring programs</p> <p>Before/After School: To guarantee that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension, as well as the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.</p> <p>Mentoring programs</p> <p>Mentoring programs will be established in schools identified as having children "at risk" of dropping out of school. There are currently several mentoring programs in place in the M-DCPS system including 5000 Role Models of Excellence, One Child at a Time, and Take Stock in Children.</p>		<p>District Language Arts Supervisor</p> <p>School-site Administrator</p>
Additional Information			

**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.**

<b>Grade Level</b>	<b>Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)</b>	<b>Frequency and Duration</b>	<b>Duration Person/Department Responsible for Monitoring</b>
ELEMENTARY	3rd - Tutorial services that address identified areas of need will be provided to students during the school day in the form of immediate intensive intervention (iii), as well as opportunities in before/after school programs. These include, but are not limited to, Early Success, Soar to Success, SuccessMaker, Reading Plus or Ticket-to-Read.	Weekly	District Language Arts Supervisor  School-site Administrator
MIDDLE	Before/After School: To guarantee that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in oral language, phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.	Weekly	District Language Arts Supervisor  School-site Administrator
HIGH	Before/After School: To guarantee that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension, as well as the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need. .	Weekly	District Language Arts Supervisor  School-site Administrator

#### **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).**

<b>Grade Level</b>	<b>Core Mathematics and Scientifically Research-Based Program(s)</b>	<b>Supplemental Mathematics and Scientifically Research-Based Program(s)</b>	<b>Professional Development Activities to Support Programs and Strategies</b>
		Soar to Success K - 5: An online mathematics intervention program addressing the needs of Tier 2 and Tier 3 students.	

ELEMENTARY	<p>Houghton-Mifflin Harcourt Publishing Company, Go Math! Florida, Dixon et al, 2011/1st edition.</p>	<p>Explore Learning Gizmos (Grades 3-12) Gizmos are designed as supplemental curriculum materials that support state and national curriculum standards. Gizmos™ utilize research-based instructional strategies and assist the teacher in the use of visual imagery and interactive manipulatives.</p> <p>FCAT Explorer FCAT Explorer is a free, online educational program for Florida's students that reinforce reading and mathematics skills outlined in the Sunshine State Standards.</p> <p>HMH Edmark House Series Millie's Math House (Riverdeep) The Edmark House Series is a comprehensive solution for engaging early learners and special needs students. The award-winning series combines activities which supplement mathematics for students in the primary grades. Millie's Math House lays the groundwork for a solid understanding of fundamental math concepts and thinking skills that feel like play. Millie's Math House introduces the concept of counting, shapes, sizes, addition, subtraction, length, time, bar graphs, and Money.</p> <p>Riverdeep/Destination Math This is a 1-12 grade Internet-based mathematics program that is available to all schools through the M-DCPS portal. The program can be accessed at the schools and from home by teachers, parents, and students.</p>	<p>Embedded within the following teacher trainings:</p> <ul style="list-style-type: none"> <li>• Mathematics Leadership Learning Community Dialogue for Elementary Mathematics Liaisons/Coaches</li> <li>• Common Core State Standards (per grades K through 5)</li> <li>• In-Depth Study of Common Core Math Standards (per grades K and 1)</li> <li>• Teaching in a Standards-based Math Classroom (per grades K through 5)</li> <li>• Harcourt Publishing Company, GO Math! Florida, Textbook, Technology or Intervention Component Training (upon request)</li> </ul>
MIDDLE	<p>Holt McDougal, Holt McDougal Florida Mathematics, Course 1, 2, 3, Burger, 2011/Florida edition.</p> <p>Algebra 1 - Prentice Hall Algebra 1 Gold Series</p> <p>Geometry - Key</p>	<p>FCAT Explorer FCAT Explorer is a free, online educational program that reinforces reading and mathematics skills outlined in the Sunshine State Standards. The Math Navigator is the middle school component of the educational program and includes the following program features:</p> <ul style="list-style-type: none"> <li>• History, science, health, and art related content</li> <li>• Multiple-choice and gridded-response problems</li> <li>• Online calculator and reference guides</li> <li>• Answer-specific feedback</li> <li>• Explorer's Report and Challenge List</li> </ul> <p>Riverdeep /Destination Math This is a 1-12 grade Internet-based mathematics program.</p> <p>Compass Learning (Odyssey) Grades 6-8 Compass Learning Odyssey® delivers standards aligned PreK-12 curricula that provides interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Odyssey applies current and confirmed research about how students think and learn.</p>	<p>NGSSS/CCSSS Grade Level Content Professional Development to address the NGSSS while laying the foundation for transitioning to the CCSSS</p> <p>Middle School Mathematics Leadership Learning Community Dialogue for Department Chairs</p> <p>Middle School Mathematics Leadership Learning Community Dialogue for Mathematics Coaches</p>

	<p>Curriculum Press Discovering Geometry: An Investigative Approach</p>	<p>Explore Learning Gizmos (Grades 3-12). Gizmos™ is a software program which allows students to explore mathematics and science concepts in an interactive simulation format. Gizmos™ are designed as supplemental curriculum materials that support state and national curriculum standards. Gizmos™ utilize research-based instructional strategies and assists the teacher in the use of visual imagery and interactive manipulatives.</p> <p>Number Worlds (Intensive Mathematics): Number Worlds by SRA McGraw Hill is a Research and Standards based Math intervention program for grades 6-8. This activity based program is built on five key proficiencies: Understanding, Computing, Applying, Reasoning/Problem Solving and Engagement. The Building Blocks™ software, incorporated into the Number Worlds program includes research-based computer tools with activities and a management system that guides children through research-based learning trajectories.</p>	<p>Effective Use and Implementation of Middle School Pacing Guides &amp; Mathematics Resources</p> <p>Holt McDougal Florida Mathematics Technology &amp; Response To Intervention (RtI) Textbook Resources Professional Development</p>
	<p>Miami-Dade County Public Schools will be using the following materials for high school math:</p> <p>Algebra 1 - Prentice Hall Algebra 1 Gold Series</p> <p>Geometry - Key Curriculum Press Discovering Geometry: An Investigative Approach</p> <p>Algebra 2 - Prentice Hall Algebra 2 Gold Series</p> <p>Advanced Topics in Math - Prentice Hall Algebra and Trigonometry, Blitzer, 83-785-0</p> <p>Liberal Arts Math - Prentice Hall Thinking Mathematically, 83-</p>	<p>FLORIDA FOCUS/FCAT Explorer FLORIDA FOCUS and FCAT Explorer are free, online educational programs that reinforce reading and mathematics skills outlined in the Next Generation Sunshine State Standards. This educational program includes the following program features:</p> <ul style="list-style-type: none"> <li>• History, science, health, and art related content</li> <li>• Multiple-choice and gridded-response problems</li> <li>• Online calculator and reference guides</li> <li>• Answer-specific feedback</li> <li>• Report and Challenge List</li> </ul> <p>Explore Learning Gizmos (Grades 3-12). Gizmos™ is a software program which allows students to explore mathematics and science concepts in an interactive simulation format. Gizmos™ are designed as supplemental curriculum materials that support state and national curriculum standards. Gizmos™ utilize research-based instructional strategies and assists the teacher in the use of visual imagery and interactive manipulatives.</p>	<p>Mathematics Leadership Training</p> <ul style="list-style-type: none"> <li>• Leading in a culture of change</li> <li>• Leading Course-alike Learning Teams at the School Site</li> <li>• Designing Lessons that Naturally Differentiate Instruction</li> <li>• Guiding an inquiry-based lesson</li> <li>• Utilizing the power of a cooperative learning team in the classroom</li> <li>• Conferencing with teachers</li> </ul> <p>Content and Pedagogy Knowledge Building</p> <ul style="list-style-type: none"> <li>• Designing Lessons that Naturally Differentiate Instruction</li> <li>• Guiding an inquiry-based lessons</li> <li>• Discovery Learning in Mathematics</li> </ul>



HIGH	780-1	Cognitive Tutor Algebra I (Intensive Math Grade 9)	<ul style="list-style-type: none"> <li>Utilizing the power of a cooperative learning team in the classroom</li> <li>Enhancing instruction via technology – interactive white boards, graphing calculators, Geometer's Sketchpad</li> <li>Instructional strategies to improve student achievement</li> <li>Strategies to implement the Cognitive Tutor program</li> <li>Strategies to implement the Discovering Geometry program</li> </ul>
	Precalculus, Blitzer, 83-816-0	Cognitive Tutor Algebra I is an Algebra curriculum built on Cognitive Tutor technology. The Algebra I program combines software, text, and classroom instruction covering the NGSSS for Algebra I Throughout the materials, explicit connections are made between different representations, such as fractions, decimals, and percents; visual modeling tools enhance the understanding of these representations. Students spend 60 minutes per week in a computer lab interacting with the course software.	
	Calculus - Bedford Freeman, Single Variable Calculus Early Transcendentals, Rogawski, 83-838-0	Cognitive Tutor Geometry (Intensive Math Grade 10)	Secondary Mathematics Leadership Learning Community Dialogue for Department Chair
	AP Calculus AB - Holt McDougal Calculus of a Single Variable, Larson, 83-857-1	Cognitive Tutor Geometry is a Geometry curriculum built on Cognitive Tutor technology. The Geometry program combines software, text, and classroom instruction covering the NGSSS for Geometry. Geometry content is delivered in a blended course format, with a combination of collaborative, student-centered textbook lessons and adaptive Cognitive Tutor software lessons. Students engage in problem solving, communication and reasoning while making connections using multiple representations. Students spend 60 minutes per week in a computer lab interacting with the course software.	Secondary Mathematics Leadership Learning Community Dialogue for Mathematics Coaches
	AP Calculus BC - Prentice Hall Calculus: Graphical, Numerical, Algebraic, Finney, 83-863-0		Effective Use and Implementation of Mathematics Resources
	Probability & Stat w/ Applications - Prentice Hall Elementary Statistics: Picturing the World, Larson 83-959-0		
	AP Statistics - Bedford Freeman The Practice of Statistics, Yates, 83-990-0		

**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
Mathematics Tutorial Programs	Elementary & Secondary		
Before- and after-school tutorial services and Saturday academies may be provided to address the needs of students through school-based tutoring programs or Supplemental Educational Services	Level 1 & 2 students, Level 3 + students, & Bubble Students	Weekly	District/Region Representative School-site AP
Saturday Success Academy for the 19			

Transformational Schools  The Saturday Success Academy is designed to boost student achievement and give students the academic tools they need to succeed in the classroom.	Elementary & Secondary Level 1 & 2 students, Level 3 + students, & Bubble Students	13 Saturdays	District/Region Representative School-site AP
Before/After and/or Saturdays ESOL tutorials in mathematics.	ESOL Levels 1-4.	September 2012-April 2013	Administrative Director for Bilingual Programs and District

### 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	Scott Foresman Science, Grades K-5. Promoting Science Among English Language Learners (P-SELL), Grade 5 2010 AIMS Education Foundation	Waterford Early Learning (K-2) -Explorelearning Gizmos -Sammy Science House (K-2) -SuccessMaker (Grades 3 – 5) FCAT Explorer/Florida Achieves  -Regional Science Fair -Discovery Education Environmental Education Programs: • Dream in Green • Fairchild Challenge • Biscayne Nature Center for Environmental Education  SECME (Pre College Engineering Program)	Science Content and instructional strategies PD for Science Coaches • Science Leaders and teachers  Professional development in-services are held monthly, during District PD days and over the Summer  P-SELL also provides PD at selected schools.
		Explorelearning Gizmos Discovery Science E2020 (Course Recovery and Tutorial)  Riverdeep: • Science Builder FCAT Explorer/Florida Achieves Scholastic Study Jams  Environmental Education Programs:	

MIDDLE	<p>Pearson Interactive Science - Florida, Grades 6, 7, and 8.</p>	<ul style="list-style-type: none"> <li>• Dream in Green</li> <li>• Fairchild Challenge</li> <li>• Urban Advantage Initiative</li> </ul> <p>National Geographic JASON Science</p> <p>Regional Science and Engineering Fair</p> <p>SECME (Pre College STEM Program)</p> <p>Riverdeep:</p> <ul style="list-style-type: none"> <li>• Science Builder</li> </ul> <p>FCAT Explorer/Florida Achieves</p> <p>Scholastic Study Jams</p> <p>Environmental Education Programs:</p> <ul style="list-style-type: none"> <li>• Dream in Green</li> <li>• Fairchild Challenge</li> <li>• Urban Advantage Initiative</li> </ul> <p>National Geographic JASON Science</p> <p>Regional Science and Engineering Fair</p> <p>SECME (Pre College STEM Program)</p>	<p>Science Content, Pedagogy and Pacing</p> <ul style="list-style-type: none"> <li>• Science Coaches</li> <li>• Science Leaders/Department Chairs</li> <li>• Targeted Schools</li> </ul> <p>District PD days for all teachers</p>
	<p>Biology I – Regular Miller Levine Biology, Florida Edition, Miller and Levine, Pearson Education, Inc., publishing as Prentice Hall, 2012/1st edition</p> <p>Biology I – Honors Miller Levine Biology, Florida Edition, Miller and Levine, Pearson Education, Inc., publishing as Prentice Hall, 2012/1st edition</p> <p>Biology – Advanced Placement Biology AP, Florida Edition, Campbell, et al, Pearson Education, Inc., publishing as Prentice Hall, 2011/9th edition</p> <p>Chemistry I – Regular and Honors Pearson Chemistry – Florida Edition, Wilbraham, et al, Pearson Education, Inc., publishing as Prentice Hall, 2012/1st edition</p>		



# HIGH

Advanced Placement Chemistry Chemistry:  
The Central Science, Brown, et al Pearson  
Education, Inc., publishing as Prentice Hall,  
2009/11th edition

Earth/Space Science – Regular and Honors  
Florida Earth Science: Geology, the  
Environment and the Universe, Glencoe,  
School Education Group (SEG), a division of  
The McGraw-Hill Companies, Inc., 2012/1st  
edition

Physical Science – Regular Foundations of  
Physical Science, Florida Edition, Tom Hsu,  
CPO, 2010

Physical Science – Honors Foundations of  
Physical Science, Florida Edition, Tom Hsu,  
CPO, 2010

Physics I – Regular Prentice Hall Conceptual  
Physics, Hewitt, Pearson Education, Inc.,  
publishing as Prentice Hall, 2012/4th edition

Physics I – Honors Physics: Principles with  
Applications, Updated AP Edition, Giancoli,  
Pearson Education, Inc., publishing as Prentice  
Hall, 2009/6th edition

Advanced Placement Physics B Physics  
Advanced Edition for High Schools, John D.  
Cutnell and Kenneth W. Johnson, John Wiley  
& Sons, Inc., c/o Peoples Education, Inc.,  
2010/8th edition

Advanced Placement Physics C Fundamentals  
of Physics: Regular Edition, Halliday, Resnick,  
and Walker, John Wiley & Sons, Inc., c/o  
Peoples Education, Inc., 2011/9th edition

Marine Science – Regular and Honors Life on  
an Ocean Planet, Alexander, et al, Current  
Publishing Corp., 2011/1st edition

Environmental Science –Regular Environmental  
Science: Your World, Your Turn, Florida  
Edition, Withgott, Pearson Education, Inc.,  
publishing as Prentice Hall, 2012/1st edition

Advanced Placement Environmental Science  
Living in the Environment, Miller, et al, Holt  
McDougal, 2012/17th edition

Anatomy and Physiology – Regular Florida  
Hole’s Essentials of Human Anatomy &  
Physiology, Shier, Butler, Lewis, School

E2020 (Course  
Recovery and Tutorial)  
Riverdeep:

- Science Builder

FCAT Explorer/Florida  
Achieves  
Environmental Education  
Programs:  
• Dream in Green  
• Fairchild Challenge  
• Biscayne Nature  
Center for Environmental  
Education

Regional Science and  
Engineering Fair

SECME (Pre College  
Engineering STEM  
Program)

Science Content, Pedagogy, and  
Pacing

- Science Coaches
- Science Leaders/Department  
Chairs
- Targeted Schools

District PD days for all teachers

Education Group (SEG), a division of The McGraw-Hill Companies, Inc., NASTA Edition, 2011/10th edition		
Anatomy and Physiology – Honors Human Anatomy and Physiology, Florida Edition, Marieb and Hoehn, Pearson Education, Inc., publishing as Prentice Hall, 2012/8th edition		
Zoology 8e, Florida Edition, Miller and Harley, School Education Group (SEG), a division of The McGraw-Hill Companies, Inc., 2010/8th edition		

**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.**

<b>Type (before- or after-school, extended day, extended year, etc)</b>	<b>Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)</b>	<b>Frequency and Duration</b>	<b>Person/Department Responsible for Monitoring</b>
SECME Stars (21st Century Grant)	Elementary	4 days/week, after school	District Science Supervisors
Success Academy Science	Elementary, Middle, and Senior High	3-hours Saturday tutorial modules for 13 lessons	District Science Supervisors
After school SECME Workshops	Elementary, Middle, and Senior High	Saturday Engineering Design Seminars throughout the Fall	District Science Supervisors
Science Competitions	Elementary, Middle, and Senior High	Miami Dade STEM Expo: Science and Engineering Fair and SECME Olympiad/Festival	District Science Supervisors

#### **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).**

<b>Grade Level</b>	<b>Core Writing and Scientifically Research-Based Program(s)</b>	<b>Supplemental Writing and Scientifically Research-Based Program(s)</b>	<b>Professional Development Activities to Support Programs and Strategies</b>
	Writing is integral to all learning because it helps the learner make personal sense of what is being read. (Blanchowictz & Ogle, 2001). The learner cannot write about something he does not understand. Writing forces choices to be made about		

ELEMENTARY	<p>meaning/comprehension, and is vital to the learner's personal processing time (Jensen, 1998). The link between reading and writing makes for powerful connections between reading comprehension and writing processes. Within the 90-minute reading block, the student will use writing as a tool to manipulate the text before, during and after reading. Teachers will use writing to provide opportunities for more meaningful and interactive discussions with students. Students will use each others' writing for learning and to make their thinking visible. Teachers will use writing to provide an authentic purpose to refer back to text in order to examine how authors use language, text structure, and special techniques for communicating meaning (Dorn &amp; Soffos, 2001).</p> <p>The following delineate Opportunities for Writing to Learn within the 90-minute Reading Block:</p> <p>Before Reading</p> <ul style="list-style-type: none"> <li>• Predictions (activating prior knowledge)</li> <li>• Quick writes</li> <li>• Vocabulary journals</li> <li>• Graphic organizers</li> </ul> <p>During Reading</p> <ul style="list-style-type: none"> <li>• Formulate questions to clarify meaning</li> <li>• Free response</li> <li>• Read and write</li> <li>• Sticky notes</li> <li>• Graphic organizers</li> <li>• Observation logs</li> </ul> <p>After Reading</p> <ul style="list-style-type: none"> <li>• Summarizing (e.g. main idea, author's point of</li> </ul>	<p>2012-2013 District Writing Pacing Guide</p> <p>A Writing Pacing Guide for elementary outlines steps for establishing Writer's Workshop and writing for a variety of purposes and audiences. The Instructional Tools column contains the name of the required core text and other suggested materials, strategies, web sites, and technology. Under the Instructional Tools column in the pacing guide, professional resources for effective writing instruction, state FCAT Anchor papers, and suggested mentor texts are included.</p> <p>(Located at the following Curriculum and Instruction website: <a href="http://curriculum_materials.dadeschools.net/pacing_guides/">http://curriculum_materials.dadeschools.net/pacing_guides/</a>.)</p>	<p>Writing Standards for Grades 4 Teachers</p> <p>District Supervisors and Curriculum Support Specialists and Regional-level CSS will provide professional development to fourth grade teachers. The professional development will be delivered over two days in an interactive workshop format that engages participants in knowledge building. Writers Workshop Primary (K,1,2) – emphasis on the stages of writing differentiated instructional strategies, writing for multiple formats and various purposes, while integrating creative writing.</p> <p>Writers Workshop Intermediate (3-5) – emphasis on the stages of writing differentiated instructional strategies, writing for</p>
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	<p>view, character change, plot resolution, etc.)</p> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Observation logs</li> <li>• Explanation and process logs</li> <li>• Personal response</li> <li>• Extensions (e.g. letters to characters, perspective entries, new endings, extension of text, reactions, adaptations of text)</li> </ul> <p>MDCPS' Division of Language Arts/Reading does not recommend a specific scientifically research-based writing program.</p>		multiple formats and various purposes, while integrating creative writing.
MIDDLE	<p>Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms). These writing strategies include reader response, journal writing, and essay questions writing. Before reading strategies will activate prior knowledge. Student writing may include quick-writes, mapping, brainstorming, essay questions and/or journal entries. Writing will be incorporated across the curriculum during reading instruction to monitor students' learning. These writing strategies may include: reader response logs, two-column notes, perspective journal entries, completing framed paragraphs, or RAFT. (RAFT is essay writing that includes a role, audience, format and a topic, plus a strong verb.) Students</p>	<p>2012-2013 District Language Arts and Reading Pacing Guides</p> <p>Writing process and application objectives and NGSSS are infused in the weekly or biweekly Language Arts and Reading Pacing Guides. The pacing guides are located at the following Curriculum and Instruction website: <a href="http://curriculum_materials.dadeschools.net/pacing_guides/">http://curriculum_materials.dadeschools.net/pacing_guides/</a></p>	<p>Writing Standards for Middle School</p> <p>District Supervisors and Curriculum Support Specialists will provide professional development to Language Arts and Reading teachers. The professional development to be presented in a workshop format will last for two days and will cover the following: Phonics/Words Analysis, Fluency, Vocabulary, Comprehension and Assessment. The reading coach will model effective writing lessons for instructional staff.</p>

	<p>writing after reading may include: writing a summary, a learning log entry, writing peer responses, or creating a summary poem. All writing strategies should enhance teaching and learning in the content area classrooms. Professional development in writing is provided to teachers and coaches. The training focuses on effective learning strategies for writing across the curriculum.</p>		<p>Writers Workshop – emphasis on the stages of writing, differentiated instructional strategies, writing for multiple formats and various purposes, while integrating creative writing.</p>
HIGH	<p>Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms).</p> <p>Writing will be incorporated across the curriculum during reading instruction to monitor students’ learning. These writing strategies may include: reader response logs, two-column notes, perspective journal entries, completing framed paragraphs, or RAFT. (RAFT is essay writing that includes a role, audience, format and a topic, plus a strong verb.)</p> <p>Students writing after reading may include: quick-writes, mapping, brainstorming, essay questions and/or journal entries, writing a summary, a learning log entry, writing peer responses, or creating a summary poem. All writing strategies should enhance teaching and learning in the content area</p>	<p>2012-2013 District Language Arts and Reading Pacing Guides</p> <p>Writing process and application objectives and NGSSS are infused in the weekly or biweekly Language Arts and Reading Pacing Guides. The pacing guides are located at the following Curriculum and Instruction website:  <a href="http://curriculum_materials.dadeschools.net/pacing_guides/">http://curriculum_materials.dadeschools.net/pacing_guides/</a>.  In addition, a Creative Writing Pacing Guide for Gr. 10 has been developed to guide teachers with effective writing instruction. This guide outlines steps for establishing Writer’s Workshop and writing for a variety of purposes and audiences. The Instructional Tools column contains suggested mentor text, strategies, professional resources, web sites, state FCAT Anchor papers and technology resources. The Creative Writing Pacing Guides is located at the following Curriculum and Instruction website:  <a href="http://curriculum_materials.dadeschools.net/pacing_guides/">http://curriculum_materials.dadeschools.net/pacing_guides/</a>.)</p>	<p>Writing Standards for High School</p> <p>District Supervisors and Curriculum Support Specialists will provide professional development to Language Arts and Reading teachers. The professional development to be presented in a workshop format will last for two days and will cover the following:  Phonics/Words Analysis, Fluency, Vocabulary, Comprehension and Assessment. The reading coach will model effective writing lessons for instructional staff.</p> <p>Writers Workshop – emphasis on the stages of writing differentiated</p>

classrooms. Professional development in writing is provided to teachers and coaches. The training focuses on effective learning strategies for writing across the curriculum.	instructional strategies, writing for multiple formats and various purposes, while integrating creative writing.
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**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.**

<b>Type (before- or after-school, extended day, extended year, etc)</b>	<b>Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)</b>	<b>Frequency and Duration</b>	<b>Person/Department Responsible for Monitoring</b>
Individual and small group instruction based on need as determined by the District writing pretest, and monthly prompts will be provided for targeted instruction using activities from the Writers' Workshop processes.	Fourth, eighth, and tenth grade students who scored a 3.0 or below on the District pretest and monthly writing prompts.	Three times a week for 45 minutes	Assistant Principal/Reading Coaches
Provide schools with the choice to implement a "Writing Institute" after school	Students who scored a Level 3 and above on the District Writing Pre-Test.	Once a week for 60 minutes	Assistant Principal/Reading Coaches

#### **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 the Florida Department of Education (FDOE) has granted the District a waiver from the requirement of this set-aside regarding 10% of Title I, Part A, funds being utilized to support professional development activities described in this plan, the District continues to provide a comprehensive professional development activities to address those areas that have been identified as deficient based on data analysis and needs assessment at the district and school levels; and exceeds 10% of Title I, Part A, funds being utilized in this effort as documented by the FDOE approved 2012-2013 Title I, Part A, Improving the Academic Achievement of the Disadvantaged project application.

The District has included in the 2012-2013 Title I, Part A, Grant Application a comprehensive description of specific professional development activities to be provided that directly addresses the academic achievement problems in order to ensure that no less than 10% of Title I, Part A, funds are committed to support the professional development activities described in this plan. Furthermore, Title I Administration and Regional Centers staff review and monitor individual school budgets, expenditures and monitor professional development efforts at schools implementing the Title I program that have been identified as Priority and Focus. The district office of Accountability and System-wide Performance, Office of School Quality Improvement, Office of Professional Development, and the Education Transformation Office will provide technical assistance to schools identified as Priority and Focus.

Miami-Dade County Public Schools (M-DCPS) will assume a coordinated effort to assist these schools, as a top priority which will be supported by all stakeholders, parents, teachers, principals, schools and the community to ensure significant progress in order to exit the Priority or Focus status; thereby leading to improved student achievement.

. The District will conduct an analysis of the schools' performance based on the State's School Public Accountability Report (SPAR), State Individual School Report Cards, District FCAT Reports, District Accountability Report, cluster analysis of student standardized test data and district-wide disaggregated student achievement data results (FCAT test data, SAT for students in grade 2, FAIR, FLKRS, Grade 3 Student Reading Portfolio, CELLA, IEP, Section 504 Plans and ELLP) to pinpoint instructional needs, identify skill gaps and deficiencies, establish District Assistance and Intervention Plans, and



determine professional development needs for the schools in the District as well as ensuring that school needs for professional development are aligned to the objectives of the School Improvement Plan. The School Improvement Plan budgets are reviewed to ensure the identification of funds for professional development activities are aligned with Title I requirements. In order to improve student academic performance, M-DCPS has developed a cadre of school-site reading coaches who provide a critical link in implementing district, state and national initiatives and providing high quality professional development for teachers and administrators. These school-site reading coaches provide coaching and modeling in the classroom, lead grade-level planning, and assist with the interpretation of data. In addition, they organize and provide intervention programs and provide assistance with content area reading, writing, mathematics, and science strategies.

Title I Administration will collaborate with the Office of School Improvement (OSI) to ensure that the school improvement process employed includes training on Title I requirements for school staff resulting in an understanding of how to write school improvement plans which reflect the Title I requirement that the school use Title I, Part A funds to provide high-quality professional development to teachers and the principals; and parental inclusion.. Prior to the submission of individual school improvement plans, plan drafts and budgets, regional administrative offices and OSI staff will conduct a review of these plans, supporting compliance.

These professional development activities directly address the areas of reading, mathematics, or writing that caused the schools to be identified as Priority or Focus by providing teachers and administrators with strategies and instructional techniques that address the needs and learning styles of all students.

These professional development activities will take place throughout the school year, on a weekly basis, on an "as needed" basis. In conjunction with the Regional Centers` Curriculum Directors, impacted schools will identify the specific areas of professional development needed at each school and determine the duration of each activity on a school by school basis.

Throughout the 2012-2013 school year, teachers will also be trained to use the following strategies: Reciprocal Teaching, Summarizing, Reading Standards FCAT Instructional Procedures, FCAT Question Task Cards, Graphic Organizers, Read-Alouds, Choral Reading, Independent Reading Read and Retell and Creating Independence Through Student-Owned Strategies (CRISS), Data Sources: student progress monitoring data, standardized assessment results, interim assessment results, the results of a comprehensive needs assessment of all instructional personnel, and teacher needs identified through use of the PD 3 tool by in-class observations conducted by instructional and PD specialists, New Teacher Support, Student-Teacher Support Teams (ST2 Model), the district's RtI model Elementary Schools, Reading Endorsement, Differentiated Instruction, Continuous Improvement Model training for school leadership teams in all Focus and Priority Schools, Professional Learning Communities Training, Schools offering PD to address the specific social, emotional and/or positive behavior support. These strategies focus on strengthening students' phonemic awareness, phonics, vocabulary, fluency and reading comprehension. Schools receive information in the form of training and/or literature that describe the professional development requirements that are associated with the receipt of Title I funding

The impact of these activities will be measured based on the State of Florida Comprehensive Assessment Test (FCAT) 2.0 results; documentation of professional development activities (agendas, rosters of participants, copies of handouts, schedules of topics/areas addressed), diagnostic and progress monitoring assessments; classroom walk-throughs (a process utilized to conduct fidelity checks and provide feedback to teachers; and Professional Development Plans (PDPs) addressing strategies that have been developed based on individual student test data.l leadership teams in all Focus and Priority Schools, Professional Learning Communities Training, Schools offering PD to address the specific social, emotional and/or positive behavior support. These strategies focus on strengthening students' phonemic awareness, phonics, vocabulary, fluency and reading comprehension. Schools receive information in the form of training and/or literature that describe the professional development requirements that are associated with the receipt of Title I funding.

## **Title I District Improvement Plan - (Part 8)**

### **8) Describe specific activities or strategies the district will use to promote effective parental involvement.**

<b>Specific Parent Needs</b>	<b>Data to Support Parent Needs</b>	<b>Activities/Strategies to Address Parent Needs</b>	<b>Evaluation Mechanism</b>	<b>Person/Department Responsible for Monitoring</b>
		All Title 1 schools will be required to complete and maintain a School-Parent/Student Compact. The		

Ability to support student achievement in low performing schools	All Title 1 schools	purpose of these compacts is to develop a collaborative understanding of home and schools responsibilities that will provide students a supportive framework for educational excellence. In additions to the compact, the Miami-Dade County Public School District will utilize the Parent Academy in the planning and implementation of both school and district-wide activities designed to increase parental involvement at the school sites. All Title 1 schools identified for the Success Academy will also be provided a Parent Plan for Success. This program is a structured series of workshops at which parents learn skills to support learning, discover resources available for them and their children, and form a supportive parent network within the school.	Sign-in sheets and Parent surveys	Executive Director, Office of Parental Involvement and The Parent Academy
Ability to monitor student performance	Low attendance at school conferences	Every parent will be able to connect with families through the web-based “Parent Portal” which allows registered parents or guardians to monitor their students’ attendance and academic performance while also accessing a wide variety of information. Moreover, programs such as “Learning Ideas Navigate Knowledge”, otherwise known as Project LINK, will make home computers and Internet access available to all eligible 9th grade students across the District in an effort to help close the digital divide.	Parent Portal accounts	Director of Technology Delivery
Ability to monitor student performance	Low attendance at school conferences	In partnership with ITS to support Project LINK, the Parent Academy will offer workshops for parents (Parent Portal, Online Resources, Technology & the Modern Family) in an effort to assist parents with using technology effectively and efficiently. Leadership Councils”. Parents in Title I funded schools will also be encouraged to participate in school-site, regional, and District advisory councils. The Office of Parental Involvement provides a Certified Parent Advocate program to give parents a knowledge base to better advocate for all children and to learn ways to advocate through the legislative process.	Workshop sign-in sheets	Executive Director, Office of Parental Involvement and The Parent Academ
Ability of parents to advocate for children’s needs	Evidence Continues to Grow Henderson and Mapp, 2007	The Office of Parental Involvement and school-site parent organizations will assist parents to become knowledgeable advocates. An active Parent-Teacher Association (PTA) or Parent-Teacher Student Association (PTSA) will be available for implementation at every school and will be fully supported by the District. Through the PTA/PTSA parents will have access to leadership development and mentoring programs. Additionally, through the office of Parental Involvement, immigrant families whose children are enrolled in the ESOL program will have the opportunity to participate in the Spanish or Haitian Creole “Parent Leadership	Membership numbers	Executive Director, Office of Parental Involvement and The Parent Academy



		Councils”. Parents in Title I funded schools will also be encouraged to participate in school-site, regional, and District advisory councils. The Office of Parental Involvement provides a Certified Parent Advocate program to give parents a knowledge base to better advocate for all children and to learn ways to advocate through the legislative process.		
Capacity of parents to improve the academic achievement of their child and overall school performance	Title I, School wide participating school designation	<p><b>M-DCPS TITLE I PARENTAL INVOLVEMENT PLAN</b> The Miami-Dade County Public Schools Title I Parent Involvement Plan (PIP) is developed annually to detail how the District will provide coordination, technical assistance, and other support necessary to assist the schools implementing the Title I Program with the planning and delivery of effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance, as outlined in Section 1118 of the No Child Left Behind Act of 2001 (NCLB). Parents are involved in the annual evaluation and redesign of the content and effectiveness of this document. <b>SCHOOL-SITE TITLE I PARENTAL INVOLVEMENT PLAN</b> In each school implementing the Title I Program, parents and school staff shall annually develop and distribute their school level Parent Involvement Plan (PIP). The school’s Title I PIP shall describe how the school will carry out the parental requirements in Section 1118 of the NCLB. <b>TITLE I SCHOOL PARENT COMPACT</b> In each school implementing the Title I Program, parents and school staff shall annually develop their school’s Title I School-Parent Compact. This compact outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. Students in grades Kindergarten through five, and their parents, are to have opportunities (throughout the school year) to review and/or revise the Compact, with specifics for their child, supporting maximum utilization. <b>PARENT RESOURCE CENTERS</b> Tutoring during Summer session; in-services for parents; open-houses; College Goal Sunday; Community Involvement Specialists (CIS) training of trainers.</p>	<p>Individual schools’ School Public Accountability Reports (SPAR)</p> <p>Individual schools’ School Improvement Plan 2012-2013</p> <p>Community Involvement Specialist (CIS) Goal Setting Document 2012-2013</p> <p>Title I Parent Involvement Data (Parental Involvement Monthly Report; Monthly Activities Report Updates and Reminder</p>	Title I Administration, Parent Outreach Program District Staff; and Parent Resource Centers Staff

### Title III District Improvement Plan

#### Title III, Section 3122(b)(2)

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

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

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

2010-2011 AMAO 1 2010-2011 AMAO 2

Listening/

Speaking (K-12 Writing (K-12) Reading (K-12) K-2 3-5 6-8 9-12

Dade 75 61 64 Dade 50 12 17 22

Florida

Target 74 58 60 Florida

Target 17 19 16 14

2010-2011 AMAO 3

Reading Mathematics

Dade 47 60

Florida

Target 79 80

All three objectives in the AMAO 1 were met in 2010-2011. In addition, three out of four objectives in the AMAO 2 were also met. The objective for the K-2 cluster was far surpassed. Given that almost 50% of all district's ELL students are in grades K-2, this is an encouraging result. The objectives for grade clusters 6-8 and 9-12 were also met. Altogether, more than 77% of all district's ELL students met the AMAO 2 objectives. For 2011-2012, emphasis will be given to ELL students in grades 3-5 by providing a more structured supplemental tutoring component, as well as, professional development for elementary ESOL teachers providing instruction to ELLs in grades 3-5.

Although the district has not met AMAO 3 - Proficiency in Math and Reading as measured by FCAT, M-DCPS has been making progress towards the State targets for reading and mathematics proficiency.

Overall, 47% of ELL students performed at or above achievement level 3 on the reading subtest of the 2011 FCAT-SSS; the same percentage as in 2010, and 60% performed at or above the achievement level 3 on the mathematics subtest of the FCAT-SSS compared with 58% in 2010. In addition, the percentage of ELL students scoring proficient on the Writing component of the FCAT improved from 84% in 2010 to 85% in 2011.

Meeting the Florida achievement targets for all students is extremely challenging with a transient student population such as the ELLs. Not only do they have high rate of mobility, but as soon as they achieve a level of English proficiency that allows them to access and demonstrate the academic knowledge, they are no longer part of the ELL subgroup. The district results show that, in most cases, the percentages of ELL students at each grade level scoring at achievement level 3 or higher increase as students gain English proficiency moving from one ESOL level to the next.

<b>2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
a. Tutorial programs for language development, reading, writing, and mathematics	a. Administrative Director for Bilingual Programs	a. November, 2012- April, 2013	a. Title III funded
b. Professional development for core subject area and ESOL teachers on best practices that address the academic and linguistic needs of English Language Learner (ELL) students.	b. Administrative Director for Bilingual Programs	b. October 2012- June, 2013	b. Title III and District funded
c. Access to scientifically based research supplementary instructional materials and software.	c. Administrative Director for Bilingual Programs and District	c. August, 2012 - June 2013	c. Title III and District funded

<b>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)</b>		<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
<b>Grade Level</b>	<b>Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)</b>			
K-2	<a href="#">Grade K-2 Chart</a>	Administrative Director for Bilingual Programs	August, 2012 - June, 2013	Title III
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>			

<b>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
a. Before/After and/or Saturdays tutorials in mathematics.	a. Administrative Director for bilingual Programs and District	November, 2012- June, 2013	a. Title I, Title III, and District funded
b. Access to supplemental scientifically based research materials in mathematics in the home language for grades 2-8.	b. Administrative Director for Bilingual Programs	August, 2012 - June 2013	b. Title III

<b>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
a. Collaboration with the District's Division of Reading and Language Arts in the implementation of current trends and research-based strategies in reading.	a. Administrative Director for Bilingual Programs	a. September, 2012-May, 2013	a. District funded
b. Collaboration with Reading Coaches on strategies to meet the linguistic and academic needs of ELL students.	b. Administrative Director for Bilingual Programs & Language Arts	b. October, 2012- May, 2013	b. District funded
c. . Coaching and mentoring for ESOL, English Through ESOL and Developmental Language Arts through ESOL teachers.	c. Administrative Director for Bilingual Programs & Language Arts	c. August, 2012-June, 2013	c. Title III and District funded
d. Customizing and assisting with the implementation of District Pacing Guides for ESOL and Home Language teachers that correlate with those developed by the Division of Reading and Language Arts for Grades K-12.	d. Administrative Director for Bilingual Programs	d. July, 2012 - June, 2013	d. Title III funded

<b>6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
a. Train parents in the PASSport to Success program which helps parents to better assist their children at home, to become successful students.	a. Director for The Parent Academy, Office of Parental Involvement	a. September 2012 – May 2013	a. Title III and District funded
b. Provide informational seminars to parents ELLs on topics to empower them to become more involved in their children's education.	b. Director for The Parent Academy, Office of Parental Involvement	b. September, 2012 – May, 2013	b. Title III and District funded

c. Promote reading in Spanish among Spanish speaking students and their parents through EL Club de Libros, Univision 23	c. Administrative Director for Bilingual Programs	c. September 2012 – May 2013	c.Univision 23 and Title III
d.Promote environmental awareness among Spanish speaking students and their parents through Planeta Vision in partnership with Univision 23.	d. Administrative Director for Bilingual Programs	d. December, 2012 – March, 2013	d.Univision 23 and Title III

<b>7. If applicable, identify any changes to the Title III Immigrant Education Program.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
There are no changes to the Title III Immigrant Education Program as this is the first year that M-DCPS has been awarded Title III Immigrant Education entitlement funds and a new program will be implemented for the 2012-2013 school year.	Administrative Director for Bilingual Programs	August, 2012 - June 2013	Title III

### **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.](#)