

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Jefferson



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Last Modified on: 16-04-2013

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Title I District Improvement Plan

Title I, Section 1116(c)(7)

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

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

Title I District Improvement Plan - (Part1_1)

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

The Jefferson County School System gathers information from various sources in order to write the District Improvement and Assistance Plan. Schools complete their individual School Improvement Plans utilizing teacher, student and stakeholder data. The district plan is then written to reflect the needs of all the schools, involving school and district staff, parents and community members. The input for review included data from stakeholder surveys, SAC, PTO, Title I, teacher IPDPs, district departments, school/district assessments and NCLB/DOE guidelines and mandates.

Title I District Improvement Plan - (Part1_2)

STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

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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	All students in grades 3-10 not scoring proficient for the 2011-12 shall be placed in a double block 90 minute reading course for the 2012-13 school year with emphasis placed on the reading clusters of most significant issues based on data analysis.	Data-driven decision making was not implemented with fidelity across grades 3-10 and teachers were less likely to address the appropriate areas of need in reading due to that reason. Instruction was not aligned to needs identified by data.	Data-driven decision making using Performance Matters, along with FCIM and Instructional Focus Calendars will prove to be critical in improving student achievement in reading in grades 3-10 for the 2012-13 school year. Further the district will provide technical assistance through support from Pearson and an educator with a proven record of effectiveness (consultant). At the elementary level, the school day has been extended by one additional hour during which intensive instruction is provided. All students have access to Supplemental Educational Services through Title I. Tallahassee Community College also implements the 21st CCLC project which provides a safe environment for students and offers academic tutoring. At the elementary	CAR-PD, Differentiated Instruction in Reading, FAIR Training, Data Analysis Training Content-specific training through Pearson Junior Great Books training	Assist. Superintendent, Principal, Federal Program Sp., Reading Coaches,

				level, Junior Great Books will be used to address reading deficiencies while building student interest in reading.		
Total	Mathematics	All students in grades 3-10 not scoring proficient for the 2011-12 shall be placed in a double block 90 minute mathematics course for the 2012-13 school year with emphasis placed on the mathematics clusters of most significant issues based on data analysis.	Data-driven decision making was not implented with fidelity across grades 3-10 and teachers were less likely to address the appropriate areas of need in mathematics due to that reason. Instruction was not aligned to needs identified by data.	Data-driven decision using Performance Matters making along with CIM and Instructional Focus Calendars will prove to be critical in improving student achievement in mathematics in grades 3-10 for the 2012-13 school year. At the elementary level, the school day has been extended by one additional hour during which intensive instruction is provided. All students have access to Supplemental Educational Services through Title I. Tallahassee Community College also implements the 21st CCLC project which provides a safe environment for students and offers academic tutoring.	Differentiated Instruction in Mathematics, Acaletics Training, Data Analysis Training GoMath consultants will provide PD in differentiated instruction.	Assist. Superintendent, Principal, Mathematics Coach,
				Data-driven decision making using Performance Matters, along with CIM and Instructional Focus Calendars will prove to be critical in		

White	Reading	<p>White students will be placed in grade level appropriate reading courses 3-10 and closely monitored on their progress according to their baseline data from the 2011-12 FCAT assessment. These students will be given additional help in the classroom as well in the afterschool program provided in the district.</p>	<p>Data-driven decision making was not implented with fidelity across grades 3-10 and teachers were less likely to address the appropriate areas of need in reading due to that reason. Instruction was not aligned to needs identified by data.</p>	<p>improving student acheivement in reading for students in grades 3-10 for the 2012-13 school year. At the elementary level, the school day has been extended by one additional hour during which intensive instruction is provided. All students have access to Supplemental Educational Services through Title I. Tallahassee Community College also implements the 21st CCLC project which provides a safe environment for students and offers academic tutoring. At the elementary level, Junior Great Books will be used to address reading deficiencies while building student interest in reading.</p>	<p>CAR-PD, Differentiated Instruction in Reading, FAIR Training, Data Analysis Training Junior Great Books training</p>	<p>Assist. Superintendent, Principal, Federal Program Sp., Reading Coach,</p>
				<p>Data-driven decision making, using Performance Matters, along with CIM and</p>		

White	Mathematics	<p>White students will be placed in grade level appropriate mathematics courses 3-10 and closely monitored on their progress according to their baseline data from the 2011-12 FCAT assessment. These students will be given additional help in the classroom as well in the afterschool program provided in the district.</p>	<p>Data-driven decision making was not implented with fidelity across grades 3-10 and teachers were less likely to address the appropriate areas of need in mathematics due to that reason. Instruction was not aligned to needs identified by data.</p>	<p>Instructional Focus Calendars will prove to be critical in improving student acheivement in mathematics for students in grades 3-10 for the 2012-13 school year. At the elementary level, the school day has been extended by one additional hour during which intensive instruction is provided. All students have access to Supplemental Educational Services through Title I. Tallahassee Community College also implements the 21st CCLC project which provides a safe environment for students and offers academic tutoring.</p>	<p>Differentiated Instruction in Mathematics, Acaletics Training, Data Analysis Training</p>	<p>Assist. Superintendent, Principal, Mathematics Coach,</p>
				<p>Data-driven decision making along with CIM and Instructional Focus Calendars will prove to be critical in improving student</p>		

Black	Reading	<p>Black students will be placed in grade level appropriate reading courses 3-10 and closely monitored on their progress according to their baseline data from the 2011-12 FCAT assessment. These students will be given additional help in the classroom as well in the afterschool program provided in the district.</p>	<p>Data-driven decision making was not implmented with fidelity across grades 3-10 and teachers were less likely to address the appropriate areas of need in reading due to that reason. Instruction was not aligned to needs identified by data.</p>	<p>acheivement in reading for black students in grades 3-10 for the 2012-13 school year. At the elementary level, the school day has been extended by one additional hour during which intensive instruction is provided. All students have access to Supplemental Educational Services through Title I. Tallahassee Community College also implements the 21st CCLC project which provides a safe environment for students and offers academic tutoring. At the elementary level, Junior Great Books will be used to address reading deficiencies while building student interest in reading.</p>	<p>CAR-PD, Differentiated Instruction in Reading, FAIR Training, Data Analysis Training Junior Great Books training</p>	<p>Assist. Superintendent, Principal, Federal Program Sp., Reading Coach,</p>
Black	Mathematics	<p>Black students will be placed in grade level appropriate mathematics courses 3-10 and closely monitored on their progresss according to their baseline data from the 2011-2012 FCAT assessment. These students will be given additional help in the classroom as well in the afterschool program provided in the district.</p>	<p>Data-driven decision making was not implmented with fidelity across grades 3-10 and teachers were less likely to address the appropriate areas of need in mathematics due to that reason. Instruction was not aligned to needs identified by data.</p>	<p>Data-driven decision making, using Performance Matters, along with CIM and Instructional Focus Calendars will prove to be critical in improving student acheivement in mathematics for black students in grades 3-10 for the 2012-13 school year.</p>	<p>Differentiated Instruction in Mathematics, Acaletics Training, Data Analysis Training</p>	<p>Assist. Superintendent, Principal, Mathematics Coach,</p>

Hispanic	Reading	<p>Hispanic students will be placed in grade level appropriate reading courses 3-10 and closely monitored on their progress according to their baseline data from the 2011-2012 FCAT assessment. These students will be given additional help in the classroom as well in the afterschool program provided in the district.</p>	<p>Data-driven decision making was not implmented with fidelity across grades 3-10 and teachers were less likely to address the appropriate areas of need in reading due to that reason. Instruction was not aligned to needs identified by data.</p>	<p>Data-driven decision making along with CIM and Instructional Focus Calendars will prove to be critical in improving student achievement in reading for Hispanic students in grades 3-10 for the 2012-13 school year. At the elementary level, the school day has been extended by one additional hour during which intensive instruction is provided. All students have access to Supplemental Educational Services through Title I. Tallahassee Community College also implements the 21st CCLC project which provides a safe environment for students and offers academic tutoring. At the elementary level, Junior Great Books will be used to address reading deficiencies while building student interest in reading.</p>	<p>CAR-PD, Differentiated Instruction in Reading, FAIR Training, Data Analysis Training Great Books training</p>	<p>Assist. Superintendent, Principal, Federal Program Sp., Reading Coach,</p>
				<p>Data-driven decision making, using Performance Matters, along with CIM and</p>		

Hispanic	Mathematics	Hispanic students will be placed in grade level appropriate mathematics courses 3-10 and closely monitored on their progress according to their baseline data from the 2011-2012 FCAT assessment. These students will be given additional help in the classroom as well in the afterschool program provided to the district.	Data-driven decision making was not implented with fidelity across grades 3-10 and teachers were less likely to address the appropriate areas of need in mathematics due to that reason. Instruction was not aligned to needs identified by data.	Instructional Focus Calendars will prove to be critical in improving student achievement in mathematics for Hispanic students in grades 3-10 for the 2012-2013 school year. At the elementary level, the school day has been extended by one additional hour during which intensive instruction is provided. All students have access to Supplemental Educational Services through Title I. Tallahassee Community College also implements the 21st CCLC project which provides a safe environment for students and offers academic tutoring.	Differentiated Instruction in Mathematics, Acaletics Training, Data Analysis Training	Assist. Superintendent, Principal, Mathematics Coach, Assistant Principals
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	N/A	N/A	N/A	N/A	N/A
American Indian	Mathematics	N/A	N/A	N/A	N/A	N/A

Economically Disadvantaged	Reading	Economically Disadvantaged students will be placed in grade level appropriate reading courses 3-10 and will be closely monitored on their progress according to their baseline data from the 2011-12 FCAT assessment. These students will be given additional help in the classroom as well in the after school program provided in the district.	Data-driven decision making was not implemented with fidelity across grades 3-10 and teachers were less likely to address the appropriate areas of need in reading due to that reason. Instruction was not aligned to needs identified by data.	Data-driven decision making, using Performance Matters, along with FCIM and Instructional Focus Calendars will prove to be critical in improving student achievement in reading for economically disadvantaged students in grades 3-10 for the 2012-13 school year. At the elementary level, Junior Great Books will be used to address reading deficiencies while building student interest in reading.	CAR_PD, Differentiated Instruction in Reading, FAIR Training, Data Analysis Training Content-specific training through Pearson PD in using Junior Great Books	Assist. Superintendent, Principal, Federal Program Sp., Reading Coaches
Economically Disadvantaged	Mathematics	Educationally Disadvantaged students will be placed in grade level appropriate mathematics courses 3-10 and will be closely monitored on their progress according to their baseline data from the 2011-12 FCAT assessment. These students will be given additional help in the classroom as well in the after school program provided to the district.	Data-driven decision making was not implemented with fidelity across grades 3-10 and teachers were less likely to address the appropriate areas of need in mathematics due to that reason. Instruction was not aligned to needs identified by data.	Data-driven decision making along with FCIM and Instructional Focus Calendars will prove to be critical in improving student achievement in mathematics for economically disadvantaged students in grades 3-10 for the 2012-13 school year. At the elementary level, the school day has been extended by one additional hour during which intensive instruction is provided. All students have access to Supplemental Educational Services through Title I. Tallahassee Community College also implements the 21st CCLC project which provides a	Differentiated Instruction in Mathematics, Acaletics Training, Data Analysis Training, content-specific training through Pearson GoMath consultants will provide PD in differentiated instruction	Assist. Superintendent, Principal, Mathematics Coaches,

				safe environment for students and offers academic tutoring.		
English Language Learners	Reading	<p>English Language Learners students will be placed in grade level appropriate reading courses 3-10 and closely monitored on their progress according to their baseline data from the 2011-2012 FCAT assessment. Individual ELL Plans will indicate appropriate accommodations for classroom instruction and assessments including FCAT. These students will be given additional help in the classroom as well in the afterschool program provided in the district.</p>	<p>Data-driven decision making was not implemented with fidelity across grades 3-10 and teachers were less likely to address the appropriate areas of need in reading due to that reason. Instruction was not aligned to needs identified by data.</p>	<p>Data-driven decision using Performance Matters, making along with CIM and Instructional Focus Calendars will prove to be critical in improving student achievement in reading for english language learners students in grades 3-10 for the 2012-13 school year.</p>	<p>CAR-PD, Differentiated Instruction in Reading, FAIR Training, Data Analysis Training, ESOL Accomodation Strategies</p>	<p>Assist. Superintendent, Principal, Federal Program Sp., Reading Coach, ESOL Endorsed Classroom Teachers</p>
		English Language Learners students will be placed in grade level				

English Language Learners	Mathematics	<p>appropriate mathematics courses 3-10 and closely monitored on their progresss according to their baseline data from the 2011-2012 FCAT assessment. Individual ELL Plans will indicate appropriate accomodations for classroom instruction and assessments including FCAT. These students will be given additional help in the classroom as well in the afterschool program provided in the district.</p>	<p>Data-driven decision making was not implented with fidelity across grades 3-10 and teachers were less likely to address the appropriate areas of need in mathematics due to that reason. Instruction was not aligned to needs identified by data.</p>	<p>Data-driven decision making using Performance Matters,along with CIM and Instructional Focus Calendars will prove to be critical in improving student achievement in mathematics for english language learners students in grades 3-10 for the 2012-12 school year</p>	<p>Differentiated Instruction in Mathematics, Acaletics Training, Data Analysis Training, ESOL Accomodation Strategies</p>	<p>Assist. Superintendent, Principal, Mathematics Coach, ESOL Endorsed Classroom Teachers</p>
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Students with Disabilities	Reading	<p>Students with Disabilities students will be placed in grade level appropriate reading courses 3-10 and closely monitored on their progress according to their baseline data from the 2010-11 FCAT assessment. Individual IEP Plans will indicate appropriate accommodations for classroom instruction and assessments including FCAT. These students will be given additional help in the classroom as well in the afterschool program provided in the district.</p>	<p>Data-driven decision making was not implemented with fidelity across grades 3-10 and teachers were less likely to address the appropriate areas of need in reading due to that reason. Instruction was not aligned to needs identified by data.</p>	<p>Data-driven decision making using Performance Matters, along with CIM and Instructional Focus Calendars will prove to be critical in improving student achievement in reading for students with disabilities in grades 3-10 for the 2012-13 school year. At the elementary level, the school day has been extended by one additional hour during which intensive instruction is provided. All students have access to Supplemental Educational Services through Title I. Tallahassee Community College also implements the 21st CCLC project which provides a safe environment for students and offers academic tutoring.</p>	<p>CAR-PD, Differentiated Instruction in Reading, FAIR Training, Data Analysis Training</p>	<p>Assist. Superintendent, Principal, Federal Program Sp., Reading Coach, FSU Multidisciplinary Center, ESE Staffing Sp., ESE Teachers</p>
		<p>Students with Disabilities students will be placed in grade level</p>				

Students with Disabilities	Mathematics	appropriate reading courses 3-10 and closely monitored on their progress according to their baseline data from the 2011-2012 FCAT assessment. Individual IEP Plans will indicate appropriate accommodations for classroom instruction and assessments including FCAT. These students will be given additional help in the classroom as well in the afterschool program provided in the district.	Data-driven decision making was not implemented with fidelity across grades 3-10 and teachers were less likely to address the appropriate areas of need in mathematics due to that reason. Instruction was not aligned to needs identified by data.	Data-driven decision using Performance Matters, making along with CIM and Instructional Focus Calendars will prove to be critical in improving student achievement in mathematics for students with disabilities in grades 3-10 for the 2012-13 school year.	Differentiated Instruction in Mathematics, Acaletics Training, Data Analysis Training	Assist. Superintendent, Principal, Mathematics Coach, FSU Multidisciplinary Center, ESE Staffing Sp., ESE Teachers
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)
	All teachers will use Harcourt Storytown as the core reading program adopted by the school district for Jefferson Elementary School. Harcourt Storytown provides systematic, explicit instruction and appropriate practice in the five critical elements of reading growth for grades K – 5. Harcourt Storytown meets the reading needs of our kindergarten – fifth grade students at Jefferson Elementary School. The program uses whole group and small group instruction during the 90 minutes of uninterrupted reading instruction each day. The program allows for flexible grouping to meet the needs of all students. Harcourt Storytown incorporates research-based direct instruction in the key areas of reading (phonemic awareness, phonics, fluency, vocabulary, and text comprehension.) The comprehensive teacher edition supports teachers in implementing the program. The guides include instruction in phonemic awareness, phonics, high-frequency words, robust

ELEMENTARY	<p>vocabulary, comprehension, word building, word blending, writing, and activities for listening, speaking, and language development. The lesson planner guides teachers in planning teacher-led lessons for small groups, whole-group and small group instruction with on-level, below-level, advanced-level, and English Language Learners texts along with full teaching guides, activities and audio CD's. Teachers can gain access to online material and workbook activities at Think Central.com.</p> <p>Florida Ready Reading books are used in grades 3-5 as a supplement to reinforce skills taught in Harcourt Storytown. FL. Ready books are designed as practice for the items listed in the NGSSS specifications. These books have a gradual release using the I-do (introduction), We-do (guided practice), You-do (individual practice).</p> <p>K-2 will align instruction to meet the CCS by increasing the complexity of books used for daily read-alouds. Read-alouds will increase vocabulary and knowledge. An equal amount of literature and informational text, including history/social studies, science, and technical texts will be used. Scaffolded will be given as needed. Teachers will focus on genre study and wide reading both in whole group and small group instruction. Exemplar lessons will be utilized. Students will be given opportunities to discuss and write during and after reading. Research and writing projects that require students to recall and gather information will be performed.</p>
MIDDLE	<p>N/A The district will send the academic coaches and the assistant principal to a Common Core training during the summer to prepare teachers for the introduction of complex text. The reading coach will train teachers in the understanding and identifying of complex text to align with curriculum. Teachers will be required to utilize the teaching of stretch text through close reading, analysis and annotation of text to allow students interaction between reader and text. Students will receive exposure of complex text through the social studies and science classes that will be involved in NGCARPD. Technical subjects will offer exposure based on the CATER training and implementation within those classrooms. Continuous progress monitoring and follow-up professional development will be conducted throughout the year based upon classroom observation and student needs.</p>
HIGH	<p>The district will send the academic coaches and the assistant principal to a Common Core training during the summer to prepare teachers for the introduction of complex text. The reading coach will train teachers in the understanding and identifying of complex text to align with curriculum. Teachers will be required to utilize the teaching of stretch text through close reading, analysis and annotation of text to allow students interaction between reader and text. Students will receive exposure of complex text through the social studies and science classes that will be involved in NGCARPD. Technical subjects will offer exposure based on the CATER training and implementation within those classrooms.</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>The Florida Coach series will be used to provide reading intervention during the one hour extended day program. The Coach book will align with reading instruction by extending on skills previous learned during the school day. In addition, SRA Early Interventions in reading will be used to meet student needs.</p> <p>The district will assure that complex text is introduced and utilized by conducting professional development on the characteristics and indicators of complex text. Teachers, with the assistance of the reading coach, will create text sets with varying degrees of complexity incorporating qualitative, quantitative, and reader and task considerations to meet the needs of all students. Complex text will support text in Harcourt Storytown offering a wide range of reading.</p> <p>Students at JES will be identified from various assessment data including, Harcourt Storytown benchmark tests, FAIR, and district benchmark tests. Students targeted for immediate intensive intervention will receive daily intervention from the classroom teacher during differentiated small group instruction during the 90</p>

	<p>minute reading block. Students in need of iii will receive additional instruction daily for 20-30 minutes outside of the reading block. Instruction will come from the Harcourt Storytown Intervention Program, with activities such as read alouds, think alouds through modeling, comprehension strategies, and oral language/vocabulary instruction, along with activities provided from the FCRR website. District created items using Webb's Depth of knowledge will be administered in a small group setting of 4-6 students as well. If the diagnostic assessment indicates that students are struggling in the areas of phonemic awareness and phonics, they may be given instruction using the Harcourt Intervention program or SRA Mastery program to provide intensive instruction for students in need of Teir II and Teir III interventions. Teachers will utilize Action 100, an extended 30 minute reading period, as time to work with targeted students as well. Students who need iii are also given the opportunity to attend the 21stCCLC after school and FCAT Friday Frenzy for tutoring, direct instruction, and computer assisted instruction on specific skill areas.</p>
MIDDLE	<p>The district will send the academic coaches and the assistant principal to a Common Core training during the summer to prepare teachers for the introduction of complex text. The reading coach will train teachers in the understanding and identifying of complex text to align with curriculum. Teachers will be required to utilize the teaching of stretch text through close reading, analysis and annotation of text to allow students interaction between reader and text. Students will recieve exposure of complex text through the social studies and science classes that will be involved in NGCARPD. Technical subjects will offer exposure based on the CATER training and implementation within those classrooms. Continuous progress monitoring and follow-up professional development will be conducted throughout the year based upon classroom observation and student needs.</p>
HIGH	<p>The district will send the academic coaches and the assistant principal to a Common Core training during the summer to prepare teachers for the introduction of complex text. The reading coach will train teachers in the understanding and identifying of complex text to align with curriculum. Teachers will be required to utilize the teaching of stretch text through close reading, analysis and annotation of text to allow students interaction between reader and text. Students will receive exposure of complex text through the social studies and science classes that will be involved in NGCARPD. Technical subjects will offer exposure based on the CATER training and implementation within those classrooms.</p>
Additional Information	

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	<p>Click here to Professional Development in Reading web page</p>
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
	<p>In addition to the Third Grade Summer Reading Camp, elementary students are offered the opportunity to enroll in the 21st CCLC program that is run in partnership between Tallahassee Community</p>		

ELEMENTARY	<p>College and Jefferson County Schools. The 21st CCLC runs an after-school program, FCAT Friday Frenzy, and summer program. The academic components of this program focus on reading, math, writing, and science, motivating students and preparing them for Stanford 10 and FCAT tests. The 21stCCLC programs are open to all students, regardless of reading level, for enrollment. Students already proficient in reading receive reading enrichment activities while level 1 & 2 students receive specific skill building intervention activities. Jefferson County Schools Title programs provide the academic teachers for the FCAT Friday Frenzy and summer programs, hiring from within the JES teachers for instruction in reading, math, writing, and science. Teachers align the curriculum with reading instruction provided during the school day, using the school focus calendar. A seven weeks summer school program is implemented to meet the specific academic needs of enrolled students, using SuccessMaker computer software to supplement instruction.</p> <p>Throughout the school year, parents are encouraged to enroll their students (if eligible for FRPL program) in Supplemental Educational Services (SES). Teachers are also encouraged to talk to parents about the availability of SES at any time the student shows a need for additional tutoring. SES enrollment is open throughout the school year or until funding is no longer available. Once available funding is encumbered, new students are placed on a waiting list until funding becomes available. Waiting list students are prioritized based on greatest needs in the area of reading: (Level 1, then Level 2) on FCAT and/or other progress monitoring assessment data.</p> <p>Teachers chosen to teach reading intervention, summer reading camp, and extended day programs are required to be highly qualified. They must have proven success in the classroom according to student achievement data.</p> <p>The district will offer extended learning opportunities through afterschool tutoring programs for students.</p> <p>The district will also extend the school day to ensure an additional hour of intensive reading instruction. The instruction will include direct instruction by highly-qualified teachers, computer-assisted instruction and critical thinking.</p>		<p>Assist. Superintendent, Fed. Program Sp., Principal, Mathematics, Reading and Science Coaches</p>
	<p>The district will ensure that intervention is provided for students that need decoding and text reading efficiency by implementing the decision tree for placement guides. If a student demonstrates a need in the area of text efficiency and decoding based on FAIR results and is reading three years or further below grade level, the students will receive extending reading intervention time. The Reading Leadership Team will also review students FCAT scores from the past three years, to ensure students are placed in the appropriate reading intervention classes. In addition, there will be a forty minute block at the beginning of school for students that need intervention in reading.</p> <p>Progress monitoring will be done on a continuous basis for all reading classes to ensure students needs are being met. Master schedules of disfluent students will be meticulously monitored to</p>		

MIDDLE	<p>ensure implementation and needs are being met. Middle School students that Level 1 and Level 2 will be provided with an intensive reading block and an additional forty-minute block which equates to ninety minutes. Additionally, reading instruction will be provided through content area classes where teachers will utilize content area reading strategies. This will be documented through the master schedule submission, professional development logs and regularly scheduled classroom visits by the administration.</p> <p>The 21st CCLC program, in a partnership between TCC and Jefferson County Schools, provides supplemental academic programs for students after school and during the summer with the focus on reading and reading the content areas. Accelerated Reader Program, STAR, FCAT Explorer, Achieve 3000, and SuccessMaker, along with selected novels and high-interest reading materials, are programs that will be utilized. Teachers that do not work in the program will communicate with staff to determine the needs of students attending the program. In addition, the reading coach will provide the after school program with the focus calendar which informs staff on the focus instruction for the month.</p>		<p>Assist. Superintendent, Fed. Program Sp., Principal, Mathematics, Reading and Science Coaches</p>
HIGH	<p>The district will ensure that intervention is provided for students that need decoding and text reading efficiency by implementing the decision tree for placement guides. If a student demonstrates a need in the area of text efficiency and decoding based on FAIR results and is reading three years or further below grade level, the students will receive extending reading intervention time. The Reading Leadership Team will also review students FCAT scores from the past three years, to ensure students are placed in the appropriate reading intervention classes. In addition, there will be a forty minute block at the beginning of school that students that need intervention in reading can be scheduled in for assistance. Progress monitoring will be done on a continuous basis for all reading classes to ensure students needs are being met.</p> <p>The 21st CCLC program, in a partnership between TCC and Jefferson County Schools, provides supplemental academic programs for students after school, and during the summer with the focus on reading and reading in the content areas. SES tutoring will be provided for students who meet the requirements during the after-school program. Accelerated Reader Program, STAR, Achieve 3000 Teen Biz, and FCAT Explorer, along with selected novels and high-interest reading materials, are programs that will be utilized. Teachers that do not work in the program will communicate with staff to determine the needs of students attending the program. In addition, the reading coach will provide the after school program with the focus calendar which informs staff on the focus instruction for the month. After biweekly-assessments, the reading coach will provide the after-school program with a list of skills that students are in need of extra assistance during the program.</p>		<p>Assist. Superintendent, Fed. Program Sp., Principal, Mathematics, Reading and Science Coaches</p>

	Principals and the Reading Coach will be responsible for monitoring to make sure students are able to take advantage of the opportunities for additional academic support before and after school. An FCAT blitz will be implemented two to three days during the week after-school to assist students who are performing below level 3 in reading and math. Certified teachers will conduct instruction during this time period and collaborate with the after-school instructors to provide additional curriculum throughout the week.		
Additional Information			

Title I District Improvement Plan - (Part 3_3)

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

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	All level 1, 2 and bubble students in grades 3-5 will be targeted for additional help in the classroom and afterschool in reading, math, writing and science.	Interventions will occur five days a week for 30 minutes to 1 hour per day.	Principal, Classroom Teachers, Reading, Mathematics, and Science Coaches, TCC 21st Century Program
MIDDLE	All level 1, 2 and bubble students in grades 6-8 will be targeted for additional help in the classroom and afterschool in reading, math, writing and science.	Interventions will occur five days a week for 30 minutes to 1 hour per day.	Principal, Classroom Teachers, Reading, Mathematics, and Science Coaches, TCC 21st Century Program
HIGH	All level 1, 2 and bubble students in grades 9-12 will be targeted for additional help in the classroom and afterschool in reading, math, writing and science.	Interventions will occur five days a week for 30 minutes to 1 hour per day.	Principal, Classroom Teachers, Reading, Mathematics, and Science Coaches, TCC 21st Century Program

Title I District Improvement Plan - (Part 4)

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

Grade Level	Core Mathematics and Scientifically Research-Based Program(s)	Supplemental Mathematics and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
		SuccessMaker Integrated Learning System Software will be used to meet specific needs of students in the area of	

ELEMENTARY	<p>The K-5 mathematics curricula, Harcourt Go Math Program is used by all students, including ESE students. Harcourt Go Math Math provides students with accurate, effective, and research-based content that integrates reading and writing skills.</p> <p>Differentiated instruction makes it easy for teachers to reach every student and ensure success on state and standardized tests. Math manipulatives and training from AIMS assists the teachers in mathematics instruction.</p>	<p>mathematics. The software provides lessons, activities, tools and assessments that are personalized, engaging and grounded in scientific research for each individual student. ACALETICS Supplemental Instructional Materials are also used to: provide information to facilitate teacher planning, confirm student mastery and prepare students for high-stakes testing, including endurance and pacing. The main purpose of the materials is to provide information that serves to link state standards with instruction.</p>	<p>Differentiated Instruction in Mathematics, Acaletics training, SuccessMaker Training, On-demand online PD through PD 360</p>
MIDDLE	<p>The 6-12 mathematics curricula, McDougal Littell is used by all students, including ESE students. McDougal Littell Math makes it easy to teach using dynamic learning activities, flexible lesson planning and constructive, ongoing assessment. Level 1 and 2 students will be placed in intensive math classes using McDougal Littell FCAT Test Prep Generator, the Florida FCAT Coach Gold Edition by Triumph, Preparing for FCAT by Amsco and Jamestown Mathematics. The books from Jamestown are Word Problems, Measurement, Analyzing Data, Problem Solving and Test Taking Strategies. Algebra I, Algebra II, Geometry classes also use McDougal Littell. Pre-Calculus and Trigonometry use Brooks-Cole/Thompson.</p>	<p>The SuccessMaker Computer Assisted Program, Accelerated Math, FCAT Explorer and TestTools software will serve as supplemental materials for math instruction. The Math Strategies Lab also supports the math curriculum.</p> <p>Additionally for the Opportunity School (Howard-Turning Point), Odyssey Ware Learning System will be used for intensive intervention with individual learning paths in mathematics. Pre-tests are given during the student intake process, frequent monitoring of progress will take place and a post-test will be administered during dismissal from program processing. Assessments will be used to measure gains made.</p>	<p>Differentiated Instruction in Mathematics, SuccessMaker and Odyssey Training On-demand online PD through PD 360</p>
HIGH	See Above	See Above	See Above

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
After-school activities will be provided at both the elementary school and middle/high school.	Instruction will be provided to all level 1, 2 and bubble students in grades K-12.	The program will be provided 4 days per week for 1 hour per day.	Principal, and TCC 21st Century Faculty and Staff

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	Activity and Workbooks with series, Benchmark Test Booklets, FCAT Science Explorer, Explore Learning (Gizmos)	Summer Institutes, Promise Academy, DA Team Workshops, Explore Learning training, On-demand online PD through PD 360
MIDDLE	Glencoe	Explore Learning (Gizmos), FCAT Science Explorer	Promise Academy, Technology Training for Virtual Labs, Explore Learning Training, DA Team Workshops, On-demand online PD through PD 360
HIGH	Glencoe	Discovery Education Science Streaming, FCAT Science Explorer	Promise Academy, Technology Training for Virtual Labs, DA Team Workshops, On-demand online PD through PD 360

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

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
After-School Programs and Summer Enrichment Programs	Level 1, 2 and bubble students in grades 4-5, 8-11. Third grade students with prior year retention (2nd year in grade 3)	Four(4) days a week for four (4) hours per day during school year and Four (4) days per week Four (4) hours per day during the summer.	Principals, TCC 21st Century faculty and staff
Extended Learning Time at the elementary level	All students, grades kindergarten through fifth	Five days per week (7:45 am - 3:45 pm) for the entire school year	Principals, faculty, staff
Supplemental Educational Services (SES) for eligible students	Students scoring Level 1 on the Spring 2011 FCAT	Frequency and duration is contingent upon the providers' hourly rate. The district was set aside \$43,689.00 for services. (Each student is allocated \$891 for SES.)	Federal Programs Specialist

Title I District Improvement Plan - (Part 6)

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

Grade Level	Core Writing and Scientifically Research-Based Program(s)	Supplemental Writing and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Writes Upon Request	Razzle Dazzle Writing, Writing Menus, Focus Calendars, FCAT Practice Writing Prompts Write Score	Melissa Forney Training, DA Workshops, On-demand online PD through PD 360 that is content specific
	MYAccess along with Reading Coach,	FCAT Writing Prompts,	DA Workshops, Reading Coach

MIDDLE	Teacher Generated and FCAT released writing prompts will be used in grades 8 and 10.	Pacing Guides and Focus Calendars Write Score	PD, On-demand online PD through PD 360 that is content specific
HIGH	See Above	See Above	See Above

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

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
After-School Programs and Summer Enrichment Programs	Level 1, 2 and bubble students in grades 4-5, 8-11. Grade 3 students who have prior year retention (Second time 3rd graders)	Four(4) days a week for four (4) hours per day during school year and Four (4) days per week Four (4) hours per day during the summer.	Principals, TCC 21st Century faculty and staff
Extended Learning Time	All students grades kindergarten through fifth	Five days per week for the full school year (7:45 am - 3:45 pm)	District Leadership Team, Principals
Supplemental Education Services	Students scoring Level 1 on the Spring 2012 FCAT	The district set aside \$43,689 to serve eligible students. The per pupil rate of \$891 was established by FDOE.	Federal Programs Specialist

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.

Priority and Focus schools will set aside 10% of Title I, Part A funds to support the professional development activities described in this plan and identified in each school's School Improvement. The Federal Programs Specialist will work closely with the principals at each site to help coordinate school allocations and facilitate professional development. Professional development requests will be reviewed by the Federal Program Specialist and Assistant Superintendent for Teaching and Learning to ensure proper fiscal coding and alignment with the School Improvement Plans. The district is committed to providing the most efficient professional development possible to the faculty and staff in order to raise the level of student achievement.

Title I District Improvement Plan - (Part 8)

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

Specific Parent Needs	Data to Support Parent Needs	Activities/Strategies to Address Parent Needs	Evaluation Mechanism	Person/Department Responsible for Monitoring
Jefferson County Schools will maintain a Title I District Parent Involvement Committee that meets monthly to monitor, evaluate, and revise the district				

parent involvement plan and all associated activities. All committee meetings are open to the public, and all parents are encouraged to participate. This PI Committee also reviews the district Title I plan, current Title I RFA and budget, and is involved in making revisions to the district plan. The District PI Committee distributes the District PI Plan to every family in the district, surveys parents annually concerning parent involvement, and uses the survey data and comments to review and revise the PI Plan.

The District Parent Involvement Committee has identified the need for effective management of information and marketing as the need with the highest priority for the 2012-2013 plan. Actions that the committee will undertake in order to support the school-based activities include:

Jefferson County Schools and the Title I District Parent Involvement Committee will assist each school maintain a

Jefferson County Schools will maintain a Title I - funded district wide Parent Involvement Coordinator who will work closely with district personnel, school personnel, and parents to coordinate all parent involvement activities. The

<ul style="list-style-type: none"> • District Personnel will coordinate with FLDOE and Panhandle Area Education Consortium (PAEC) program specialists to identify barriers to greater participation by parents of children with limited English proficiency, disabilities, migratory children, and working parents with time and schedule constraints. Strategies to reduce, overcome, and/or eliminate identified barriers will be developed by the District PI Committee to be recommended for implementation in the School-level plans. School and parent programs, meetings, reports, and other activities information will be shared in a format that is easily understandable for parents, using clear organization and language at an appropriate level. The District ESOL specialist will attend school meetings to assist parents of LEP students. Printed materials will be disseminated in native language to the extent practical, with translator services available when printed translations are not available. • Parent information, including translated materials, will be disseminated in a variety of venues including district Website, JC Coalition meetings, school front offices, Jefferson Department of Health, business marquees, ConnectED telephone alert system, and local churches. Additionally, parent involvement activities will be “advertised” in the local newspaper via letters to the editor and in local church bulletins. Members of the District PI Committee will volunteer to distribute PI information at school sports events. • The school district website will be promoted by including the website address on school mailouts (such as the required 	<p>School Advisory Council (SAC) whose membership includes a majority (>50%) of parents. Each SAC is responsible for developing and implementing the School Improvement Plan, as required by the Florida Differentiated Accountability Model, and the included School Parent Involvement Plan. The SAC, as part of the annual evaluation process, reviews Parent Surveys and student achievement data as reported through the DART model, using said data to drive revisions for the current plan. Through this process, and as part of the SIP, SAC members determine revisions to the School-Parent Compact and determine how the funds reserved for parental involvement will be spent. District Title I personnel, including the Federal Programs Specialist, Assistant Superintendent for Teaching and Learning, and District Parent Involvement Coordinator, will provide technical assistance and resources to the schools for completion of the School Improvement Plans and activities.</p>	<p>PI Coordinator will meet with each school principal to develop a calendar of workshops for parents, based on the School PI Plan, and will disseminate the calendar to all parents along with the School PI Plan. Ongoing announcements, updates, and reminders will be sent by the PI Coordinator to all parents via school newsletters, local newspaper, and ConnectED phone calls.</p> <p>District personnel and the PI Coordinator will disseminate, collect, and tabulate data from the Parent Surveys for the schools. This data, along with collected comments, will be used by the school SAC to revise the school-level PIP. Schools are required to use the FLDOE-issued template for their PI Plans. Prior to submission of the School PIPs to the FLDOE, the Federal Programs Specialist and the District PI Committee will review each School PIP to ensure compliance, using the checklist provided by the FLDOE.</p> <p>At the Middle High School, the guidance counselor will partner with the TCC 21st CCLC project to offer a weekly Parent University to compliment the RtI process implemented during the school day. The district will host the Summer Parent University. To ensure that parents are informed of their students' academic needs for success, the schools will host articulation meetings.</p>	<p>District personnel and the PI Coordinator will revise, disseminate, and collect Title I Parent Surveys on an annual basis. Survey data and comments are compiled and reviewed by the District PI Committee and is reported to parents, school personnel and SAC. This data is used to evaluate the content and effectiveness of the PI Plan and associated activities prior to making revisions to the Plan.</p>	<p>Federal Programs Specialist, Assistant Superintendent for Teaching and Learning, District Parent Involvement Coordinator, District Parent Involvement Committee Guidance Counselor</p>
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Choice and SES letters), in church bulletins, letters to the editor of local papers, and on school newsletters. • Title I parent activities, Annual Meetings, plan dissemination/explanation, and other Title program information will be disseminated to parents at a series of town hall meetings to be held in each of the School Board member's districts, at sites that are easy for parents to get to.				
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Title III District Improvement Plan

Title III, Section 3122(b)(2)

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

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

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

N/A

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.	Personnel Responsible	Timeline	Funding Source
6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.	Personnel Responsible	Timeline	Funding Source
7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source

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.](#)