

# FLORIDA DEPARTMENT OF EDUCATION

## Differentiated Accountability

### 2012-2013 District Improvement and Assistance Plan

#### District: Citrus

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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.

Citrus County School District has an established routine and process in which we work collaboratively with schools, parents, and communities to develop plans that improve teaching and learning. Integral to this process are members of each School Advisory Council. This overall process includes involvement at the school level and district level:

- Schools survey parents electronically or through printed documents to acquire feedback.
- Schools meet with teams, including parent representatives to review performance data and survey data. Discussions lead to areas of focus.
- District provides schools data which guides the reflective process of analyzing student achievement and teaching, leading to strategic aims.
- District maintains a data warehouse, Performance Matters, that aggregates/disaggregates data including state assessment data, benchmark assessment data, and longitudinal data. District personnel train teachers and school leaders to access and manipulate data, with a focus on at risk groups and other subgroups related to AYP.
- District provides support and resources to school teams as they link causal analysis to strategies, professional development, instructional support materials, extended learning opportunities, and mechanisms to evaluate success.
- Needs, analysis, strategies and required support are collated and reviewed by stakeholders.

### 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      | <p>67% of students scored at/above grade level</p> <p>Teaching needs:</p> <ol style="list-style-type: none"> <li>1. Main idea</li> <li>2. Comprehension</li> <li>3. High-order thinking</li> <li>4. Meta-cognitive comprehension strategies</li> <li>5. Explicit and strategic instruction</li> <li>6. Differentiated instruction</li> <li>7. Small group instruction</li> <li>8. Targeted instruction to data and skill gaps</li> <li>9. Progress monitoring</li> </ol> | <p>*Inconsistent implementation of highly effective strategies</p> <p>*Inconsistent implementation of reading program</p> <p>*Inconsistent implementation of instructional interventions</p> <p>*inconsistent use of data, including benchmark assessments, and informal assessments to guide/differentiate teaching and learning</p> | <p>a. Explicit and strategic comprehension strategies including highly effective questioning in complex texts.</p> <p>b. Focus on content specific vocabulary</p> <p>c. Consistent implementation of interventions based on assessment data</p> <p>d. Professional development plan and systems to match needs, particularly progress monitoring and RtI collaborative process</p> | See Professional Development Chart in Part 4           | <p>Person/Department Responsible</p> <p>a. Curriculum and Instruction</p> <p>b. District Literacy Team</p> <p>c. Research &amp; Accountability</p> <p>d. Professional Development</p> |
|  |              | 73% of students scored at/above grade level  |   | <p>a. Implementation and training of Next Generation Sunshine State Standards (NGSSS)</p> <p>b. Research and analysis of selected</p>  | Elementary Math<br>Go Math! Florida                    |   |

|       |             |   |  |  |   |  |
|-------|-------------|---|--|--|---|--|
| Total | Mathematics | <p>Teaching needs:<br/>Hands-on learning with use of manipulatives<br/>Lab activities<br/>Technology integration<br/>Collaborative, cooperative learning<br/>Technology supportive websites: FCAT Focus, Brain Pop, ThinkCentral, MegaMath, Soar to Success, Destination Math, ThinkCentral, Study Island<br/>Computer software FASTT Math, Accelerated Math, Math Facts in Flash, SuccessMaker, Classworks High order, depth of knowledge<br/>Literacy as it relates to mathematics<br/>Assessment of skill areas leading to reteaching<br/>Informal continuous assessments<br/>Tiered interventions</p> | <p>*Inconsistent implementation of math programs, supportive math sources, and supportive technology and software<br/>*Inconsistent use of hands-on learning including manipulatives<br/>*Inconsistent practice of collaborative and group learning<br/>*Limited applications of literacy, vocabulary, and comprehension strategies in math<br/>*Limited movement to high order thinking and depth of knowledge in specific benchmarks<br/>*Limited fluency in mathematics<br/>*Inconsistent use of formal and informal assessments<br/>*Limited tier of interventions for support</p> | <p>instructional materials that best match NGSSS with specific focus and differentiation for struggling learners<br/>c. Professional development that promotes use of manipulatives, hands-on learning, and integration of technology<br/>d. Expansion of benchmark assessment, progress monitoring, and use of Performance Matters for RtI, progress monitoring, and to guide differentiated instruction<br/>e. Align instruction to NGSSS, to assessments, and depth of knowledge through professional development<br/>f. Implementation of newly adopted instructional materials for math that supports NGSSS at all grade levels with Professional Development support<br/>g. Infusion of literacy, vocabulary, and comprehension strategies in all math classes</p> | <p>training<br/>FASTT Math<br/>Training for new teachers<br/>Promise Module training<br/>Texas Instruments Graphing Calculator Training<br/><br/>Middle School Math<br/>Holt Textbook training<br/>FASTT Math training for new teachers<br/>Promise Module training<br/>Texas Instruments Graphing Calculator Training<br/><br/>High School Math<br/>Holt Textbook Training<br/>Pearson Textbook Training<br/>Glencoe/McGraw Hill Training<br/>Cengage Training<br/>FASTT Math training for new teachers<br/>Promise Modules<br/>Texas Instruments Graphing Calculator Training</p> | <p>a. Curriculum and Instruction<br/><br/>b. Research and Accountability<br/><br/>c. Professional Development<br/><br/>d-g. Curriculum and Instruction</p> |
|       |             |   | <p>Inconsistent implementation of reading program<br/><br/>Inconsistent implementation of highly effective strategies<br/><br/>Inconsistent</p>  | <p>a. Explicit and strategic comprehension strategies including highly effective questioning in complex texts.<br/><br/>b. Focus on content specific</p>   |   | <p>a. Curriculum and Instruction</p>   |

|       |         |   |   |  |  |  |
|-------|---------|---|---|--|--|--|
| White | Reading | 68% of students scored at/above grade level | <p>implementation of researched-based strategies</p> <p>Inconsistent implementation of instructional interventions</p> <p>Inconsistent implementation of engaging instructional materials</p> <p>Inconsistent use of data, including benchmark assessments, and informal assessments to guide/differentiate teaching and learning</p> | <p>vocabulary</p> <p>Consistent and pervasive use of engaging instructional materials and methods</p> <p>d. Consistent implementation of interventions based on assessment data</p> <p>e. Professional development plan and systems to match needs, particularly progress monitoring and RTI collaborative process</p> | See Professional Development Chart in Part 4 | <p>b. District Literacy Team</p> <p>d.. Research &amp; Accountability</p> <p>e. Professional Development</p> |
|       |         |   | <p>*Inconsistent implementation of math programs, supportive math sources, and supportive technology and software</p> <p>*Inconsistent use</p>  |  |  |  |

|       |             |  |   |  |  |  |
|-------|-------------|--|---|--|--|--|
| White | Mathematics | <p>74% of students scored at/above grade level</p> <p>Teaching needs: Hands-on learning, manipulatives Lab activities</p> <p>Technology integration</p> <p>Collaborative, cooperative learning</p> <p>Technology supportive websites: FCAT Focus, Brain Pop, ThinkCentral, MegaMath, Soar to Success, Study Island Computer software FASTT Math, Accelerated Math, Math Facts in Flash, SuccessMaker, Classworks High order, depth of knowledge</p> <p>Literacy as it relates to mathematics</p> <p>Assessment of skill areas leading to reteaching</p> <p>Informal continuous assessments</p> <p>Tiered interventions</p> | <p>of hands-on learning including manipulatives</p> <p>*Inconsistent practice of collaborative and group learning</p> <p>*Limited applications of literacy, vocabulary, and comprehension strategies in math</p> <p>*Limited movement to high order thinking and depth of knowledge in specific benchmarks</p> <p>*Limited fluency in mathematics</p> <p>*Inconsistent use of formal and informal assessments</p> <p>*Limited tier of implementation of math programs, supportive math sources, and supportive technology and software</p> <p>*Inconsistent use of hands-on learning including manipulatives</p> <p>*Inconsistent practice of collaborative and group learning</p> <p>*Limited applications of literacy, vocabulary, and comprehension strategies in math</p> <p>*Limited movement to high order thinking and depth of knowledge in specific benchmarks</p> <p>*Limited fluency</p> | <p>a. Implementation and training of Next Generation Sunshine State Standards (NGSSS)</p> <p>b. Research and analysis of selected instructional materials that best match NGSSS with specific focus and differentiation for struggling learners</p> <p>c. Professional development that promotes use of manipulatives, hands-on learning, and integration of technology</p> <p>d. Expansion of benchmark assessment, progress monitoring, and use of Performance Matters for RTI, progress monitoring, and to guide differentiated instruction</p> <p>e. Align instruction to NGSSS, to assessments, and depth of knowledge through professional development</p> <p>f. Implementation of newly adopted instructional materials for math that supports NGSSS at all grade levels with Professional Development support</p> <p>g. Infusion of literacy, vocabulary, and comprehension strategies in all math classes</p> | <p>Elementary Math</p> <p>Go Math! Florida training FASTT Math Training for new teachers</p> <p>ThinkCentral Training Texas Instruments Graphing Calculator Training Middle School Math Holt Textbook training FASTT Math training for new teachers Promise Module training Texas Instruments Graphing Calculator Training High School Math Holt Textbook Training Pearson Textbook Training Glencoe/McGraw Hill Training Cengage Training FASTT Math training for new teachers Promise Modules Texas Instruments Graphing Calculator Training</p> | <p>a. Curriculum and Instruction</p> <p>b. Research and Accountability</p> <p>c. Professional Development</p> <p>d-g. Curriculum and Instruction</p> |
|-------|-------------|--|---|--|--|--|

|       |         |  |   |  |  |  |
|-------|---------|--|---|--|--|--|
|       |         |  | <p>in mathematics</p> <p>*Inconsistent use of formal and informal assessments</p> <p>*Limited tier of interventions for support</p>   |  |  |  |
| Black | Reading | <p>44% of students scored at/above grade level</p> <p>Teaching needs:</p> <ol style="list-style-type: none"> <li>1. Main idea</li> <li>2. Comprehension</li> <li>3. High-order thinking</li> <li>4. Meta-cognitive comprehension strategies</li> <li>5. Explicit instruction</li> <li>6. Differentiated instruction</li> <li>7. Small group instruction</li> <li>8. Targeted instruction to data and skill gaps</li> <li>9. Progress monitoring</li> </ol> | <p>Inconsistent implementation of highly effective strategies</p> <p>Inconsistent implementation of reading programs</p> <p>Inconsistent implementation of researched-based strategies</p> <p>Inconsistent implementation of engaging instructional materials</p> <p>Inconsistent implementation of instructional interventions</p> <p>Inconsistent use of data, including benchmark assessments, and informal assessments to guide/differentiate teaching and learning</p> | <p>a. Explicit and strategic comprehension strategies including highly effective questioning in complex texts</p> <p>b. Focus on content specific vocabulary</p> <p>c. Consistent implementation of interventions based on assessment</p> <p>d. Professional development plan and systems to match needs, particularly progress monitoring and RTI collaborative process</p> | See Professional Development Chart in Part 4 | <p>a. Curriculum and Instruction</p> <p>b. District Literacy Team</p> <p>c. Research and Accountability</p> <p>d. Professional Development</p> |
|       |         |  |   | <p>a. Implementation and training of Next Generation Sunshine State Standards (NGSSS)</p> <p>b. Research and</p>   |  |  |

|       |             |   |   |   |   |   |
|-------|-------------|---|---|---|---|---|
| Black | Mathematics | <p>49% of students scored at/above grade level</p> <p>Teaching needs:</p> <p>Hands-on learning, manipulatives Lab activities</p> <p>Technology integration</p> <p>Collaborative, cooperative learning</p> <p>Technology supportive websites: FCAT Focus, Brain Pop, ThinkCentral, MegaMath, Soar to Success, Study Island Computer software FASTT Math, Accelerated Math, Math Facts in Flash, SuccessMaker, Classworks High order, depth of knowledge</p> <p>Literacy as it relates to mathematics</p> <p>Assessment of skill areas leading to reteaching</p> <p>Informal continuous assessments</p> <p>Tiered interventions</p> | <p>Inconsistent implementation of math programs, supportive math sources, and supportive technology and software</p> <p>Inconsistent use of hands-on learning including manipulatives</p> <p>Inconsistent practice of collaborative and depth of knowledge in specific benchmarks</p> <p>Limited fluency in mathematics</p> <p>Inconsistent use of formal and informal assessments</p> <p>Limited tier of interventions for support group learning</p> <p>Limited applications of literacy, vocabulary, and comprehension strategies in math</p> <p>Limited movement to high order thinking and</p> | <p>analysis of selected instructional materials that best match NGSSS with specific focus and differentiation for black learners</p> <p>c. Professional development that promotes use of manipulatives, hands-on learning, and integration of technology</p> <p>d. Expansion of benchmark assessment, progress monitoring, and use of Performance Matters for RtI, progress monitoring, and to guide differentiated instruction</p> <p>e. Align instruction to NGSSS, to assessments, and depth of knowledge through professional development</p> <p>f. Implementation of newly adopted instructional materials for math that supports NGSSS at all grade levels with Professional Development support</p> <p>g. Infusion of literacy, vocabulary, and comprehension strategies in all math classes</p> | <p>Elementary Math</p> <p>Go Math! Florida training FASTT</p> <p>Math Training for new teachers</p> <p>Promise Module training Texas Instruments</p> <p>Graphing Calculator Training</p> <p>Middle School Math Holt</p> <p>Textbook training FASTT Math training for new teachers</p> <p>Promise Module training Texas Instruments</p> <p>Graphing Calculator Training</p> <p>High School Math Holt Textbook Training</p> <p>Pearson Textbook Training</p> <p>Glencoe/McGraw Hill Training</p> <p>Cengage Training</p> <p>FASTT Math training for new teachers</p> <p>Promise Modules Texas Instruments</p> <p>Graphing Calculator Training</p> | <p>a. Curriculum and Instruction</p> <p>b. Research and Accountability</p> <p>c. Professional Development</p> <p>d. Exceptional Student Education</p> <p>e. Student Services</p> <p>f. Professional Development</p> |
|       |             |   | <p>Inconsistent implementation of highly effective strategies</p>   |   |   |   |

|                 |             |  |  |   |  |   |
|-----------------|-------------|--|--|---|--|---|
| Hispanic        | Reading     | 67% of students scored at/above grade level<br><br>Teaching needs:<br>1. Main idea<br>2. Comprehension<br>3. High-order thinking<br>4. Meta-cognitive comprehension strategies<br>5. Explicit and strategic instruction<br>6. Differentiated instruction<br>7. Small group instruction<br>8. Targeted instruction to data and skill gaps<br>9. Progress monitoring materials | Inconsistent implementation of reading programs<br><br>Inconsistent implementation of researched-based strategies<br><br>Inconsistent implementation of engaging instructional materials<br><br>Inconsistent implementation of instructional interventions<br><br>Inconsistent use of data, including benchmark assessments, and informal assessments to guide/differentiate teaching and learning | a. Explicit and strategic comprehension strategies including highly effective questioning in complex texts<br><br>b. Focus on content specific vocabulary<br><br>c. Consistent implementation of interventions based on assessment<br><br>d. Professional development plan and systems to match needs, particularly progress monitoring and RTI collaborative process | See Professional Development Chart in Part 4 | a. Curriculum and Instruction<br><br>b. District Literacy Team<br><br>c. Research and Accountability<br><br>d. Professional Development |
| Hispanic        | Mathematics | Subgroup made AYP  |  |   |  |   |
| Asian           | Reading     | Subgroup made AYP  |  |   |  |   |
| Asian           | Mathematics | Subgroup made AYP  |  |   |  |   |
| American Indian | Reading     | Subgroup made AYP  |  |   |  |   |
| American Indian | Mathematics | Subgroup made AYP  |  |   |  |   |
|                 |             |  | a. Explicit instruction including teach, model, practice approach<br><br>b. Explicit and strategic comprehension strategies including highly effective questioning in complex texts  | a. Explicit and strategic comprehension strategies including highly effective questioning in complex texts  |  | a. Curriculum and Instruction   |



|                            |         |   |   |  |  |   |
|----------------------------|---------|---|---|--|--|---|
| Economically Disadvantaged | Reading | <p>2. Comprehension</p> <p>3. High-order thinking</p> <p>4. Meta-cognitive comprehension strategies</p> <p>5. Explicit instruction</p> <p>6. Differentiated instruction</p> <p>7. Small group instruction</p> <p>8. Targeted instruction to data and skill gaps</p> <p>9. Progress monitoring</p> | <p>c. Focus on content specific vocabulary</p> <p>d. Consistent and pervasive use of engaging instructional materials and methods</p> <p>e. Consistent implementation of interventions based on assessment</p> <p>f. Professional development plan and systems to match needs, particularly progress monitoring and RtI collaborative process</p> | <p>b. Focus on content specific vocabulary</p> <p>c. Consistent implementation of interventions based on assessment</p> <p>d. Professional development plan and systems to match needs, particularly progress monitoring and RtI collaborative process</p> | See Professional Development Chart in Part 4 | <p>b. District Literacy Team</p> <p>c. Research and Accountability</p> <p>d. Professional Development</p> |
|                            |         | 68% of students scored at/above grade level   |   | <p>a. Implementation and training of Next Generation Sunshine State Standards (NGSSS)</p> <p>b. Research and analysis of selected instructional</p>  |  |   |

|                            |             |  |   |   |  |  |
|----------------------------|-------------|--|---|---|--|--|
| Economically Disadvantaged | Mathematics | <p>Teaching needs:<br/> Hands-on learning, manipulatives<br/> Lab activities<br/> Technology integration<br/> Collaborative, cooperative learning<br/> Technology supportive websites: FCAT Focus, Brain Pop, ThinkCentral, MegaMath, Soar to Success, Destination Math, ThinkCentral, Study Island<br/> Computer software FASTT Math, Accelerated Math, Math Facts in Flash, SuccessMaker, Classworks High order, depth of knowledge<br/> Literacy as it relates to mathematics<br/> Assessment of skill areas leading to reteaching<br/> Informal continuous assessments<br/> Tiered interventions</p> | <p>*Inconsistent implementation of math programs, supportive math sources, and supportive technology and software<br/> *Inconsistent use of hands-on learning including manipulatives<br/> *Inconsistent practice of collaborative and group learning<br/> *Limited applications of literacy, vocabulary, and comprehension strategies in math<br/> *Limited movement to high order thinking and depth of knowledge in specific benchmarks<br/> *Limited fluency in mathematics<br/> *Inconsistent use of formal and informal assessments<br/> *Limited tier of interventions for support</p> | <p>materials that best match NGSSS with specific focus and differentiation for Economically Disadvantaged learners<br/> c. Professional development that promotes use of manipulatives, hands-on learning, and integration of technology<br/> d. Expansion of benchmark assessment, progress monitoring, and use of Performance Matters for RTI, progress monitoring, and to guide differentiated instruction<br/> e. Align instruction to NGSSS, to assessments, and depth of knowledge through professional development<br/> f. Implementation of newly adopted instructional materials for math that supports NGSSS at all grade levels with Professional Development support<br/> g. Infusion of literacy, vocabulary, and comprehension strategies in all math classes</p> | <p>Elementary Math<br/> Go Math! Florida training FASTT Math Training for new teachers<br/> ThinkCentral Training Texas Instruments Graphing Calculator Training Middle School Math Holt Textbook training FASTT Math training for new teachers Promise Module training Texas Instruments Graphing Calculator Training High School Math Holt Textbook Training Pearson Textbook Training Glencoe/McGraw Hill Training Cengage Training FASTT Math training for new teachers Promise Modules Texas Instruments Graphing Calculator Training</p> | <p>a.. Curriculum and Instruction<br/> b. Research and Accountability<br/> c. Professional Development<br/> d. Exceptional Student Services<br/> e. Student Professional Development</p> |
| English Language Learners  | Reading     | Subgroup made AYP  |   |   | See Professional Development Chart in Part 4   |  |
| English Language Learners  | Mathematics | Subgroup made AYP  |   |   |  |  |
|                            |             |  |   | a. Explicit comprehension   |  |  |

|                            |         |   |  |   |  |   |
|----------------------------|---------|---|--|---|--|---|
| Students with Disabilities | Reading | <p>33% of students scored at/above grade level</p> <p>Teaching needs:</p> <p>Main idea</p> <p>Comprehension</p> <p>Vocabulary</p> <p>Fluency</p> <p>High-order thinking</p> <p>Meta-cognitive comprehension strategies</p> <p>Explicit instruction</p> <p>Differentiated instruction</p> <p>Intensive small group instruction</p> <p>Direct Instruction</p> <p>Increase in Inclusive support/co-teaching</p> <p>Acceleration/front loading</p> <p>Targeted instruction to data and skill gaps</p> <p>Progress monitoring</p> <p>Increase access to technology</p> | <p>Inconsistent implementation of highly effective strategies</p> <p>Inconsistent implementation of reading programs</p> <p>Inconsistent implementation of instructional interventions</p> <p>Inconsistent use of data, including benchmark assessments, and informal assessments to guide/differentiate teaching and learning</p> | <p>strategies including highly effective questioning</p> <p>b. Frequent Progress Monitoring</p> <p>c. Focus on content specific vocabulary</p> <p>d. Consistent implementation of interventions based on assessment</p> <p>e. Professional development plan and systems to match needs, particularly progress monitoring and Problem-Solving collaborative process</p> <p>e) Analyze Alternative Assessment data f) increase number of students in inclusion settings g) Interventions ( RtI-tiers 2 and 3)</p> | See Professional Development Chart in Part 4 | <p>a. Curriculum and Instruction</p> <p>b. District Literacy Team</p> <p>d. Research and Accountability</p> <p>e. Professional Development</p> <p>e) ESE Department</p> |
|                            |         |   |  | <p>a. Explicit comprehension strategies including highly effective questioning</p> <p>b. Frequent Progress Monitoring</p> <p>c. Focus on content specific vocabulary</p> <p>d. Consistent implementation of interventions based on assessment</p> <p>e. Professional development plan and systems to</p>  |  |   |

|                            |             |   |  |   |  |                                  |
|----------------------------|-------------|---|--|---|--|----------------------------------|
| Students with Disabilities | Mathematics | 39% of students scored at/above grade level   | Inconsistent implementation of math programs   | match needs, particularly progress monitoring and Problem-Solving collaborative process   | Elementary Math<br>Go Math! Florida training<br>FASTT Math Training for new teachers<br>Promise Module training<br>Texas Instruments Graphing Calculator Training  | a. Curriculum and Instruction    |
|                            |             | Teaching needs:<br>Math facts<br>Vocabulary<br>High-order thinking<br>Meta-cognitive comprehension strategies<br>Explicit instruction<br>Differentiated instruction<br>Intensive small group instruction<br>Direct Instruction<br>Increase in inclusive support/co-teaching<br>Acceleration/front loading<br>Targeted instruction to data and skill gaps<br>Progress monitoring<br>Increase access to technological tools to support instruction and learning | Inconsistent implementation of instructional interventions   | e) Analyze Alternative Assessment data<br>a. Implementation and training of Next Generation Sunshine State Standards (NGSSS)                                    | Middle School Math<br>Holt Textbook training<br>FASTT Math training for new teachers<br>Promise Module training<br>Texas Instruments Graphing Calculator Training  | b. Research and Accountability   |
|                            |             |   | Inconsistent use of data, including benchmark assessments, and informal assessments to guide/differentiate teaching and learning | b. Research and analysis of selected instructional materials that best match NGSSS with specific focus and differentiation for black learners                   | High School Math<br>Holt Textbook Training<br>Pearson Textbook Training<br>Glencoe/McGraw Hill Training<br>Cengage Training<br>FASTT Math training for new teachers<br>Promise Modules<br>Texas Instruments Graphing Calculator Training | c. Literacy Teams                |
|                            |             |   |  | c. Professional development that promotes use of manipulatives, hands-on learning, and integration of technology  |  | d. Exceptional Student Education |
|                            |             |   |  | d. Expansion of benchmark assessment, progress monitoring, and use of Performance Matters for RtI, progress monitoring, and to guide differentiated instruction |  | e. Professional Development      |
|                            |             |   |  | e. Align instruction to NGSSS, to assessments, and depth of knowledge through professional development  |  | e) ESE Department                |
|                            |             |   |  | f. Implementation of newly adopted  |  |                                  |

|                                  |             |  |  |   |  |
|----------------------------------|-------------|--|--|---|--|
|                                  |             |  |  | <p>instructional materials for math that supports NGSSS at all grade levels with Professional Development support</p> <p>g. Infusion of literacy, vocabulary, and comprehension strategies in all math classes f) increase number of students in inclusion settings g) Interventions ( RtI-tiers 2 and 3)</p> |  |
| 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>Resources will be allocated through the RtI problem solving approach in direct proportion to student needs based on a three-tier model that uses increasingly more intense instruction and interventions.</p> <p>Tier 1, the uninterrupted 90 minute reading block, is the foundation and consists of scientific, research-based core instructional methodologies, practices, and supports designed for all students in the general curriculum. The core reading program, Harcourt Storytown, addresses the six areas of reading and supports whole group instruction, small group instruction and targeted intervention through differentiated instructional strategies.</p> <p>Tier 2 consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction to groups of targeted students who need additional instructional support.</p> <p>Tier 3 consists of intensive instructional interventions provided in addition to and in alignment with effective core instruction with the goal of increasing an individual student’s rate of progress.</p> |
| MIDDLE      | <p>N/A Through training with Literacy Coaches/TOSAs and the use of the Qualitative Rubric for Text Complexity the district is assured that complex text will be introduced to teachers by way of data chats, department meetings, grade level meetings. The exemplar texts of Common Core will be shared with media specialists as an additional resource to increase the access to complex text. Small group instruction time will focus on scaffolding students up to negotiate increasingly complex texts.</p>  |
|             | <p>Through training with Literacy Coaches and the use of the Qualitative Rubric for Text Complexity the district is assured that complex text will be introduced to teachers by way of data chats, department meetings, and grade</p>  |

|                        |   |
|------------------------|---|
| HIGH                   | level meetings. The exemplar texts of Common Core will be shared with media specialists as an additional resource to increase the access to complex text. Small group instruction time will focus on scaffolding students up to negotiate increasingly complex texts. |
| Additional Information |   |

| Grade Level            | Supplemental Reading and Scientifically Research-Based Program(s)  |
|------------------------|--|
|                        | Does not apply to Citrus County Schools<br><br>Through training with Literacy Coaches/TOSAs and the use of the Qualitative Rubric for Text Complexity the district is assured that complex text will be introduced. The exemplar texts of Common Core will be shared with media specialists as an additional resource to increase the access to complex text.<br><br>Students will receive intensive intervention services in direct proportion to their needs based on a three-tier model that uses increasingly more intense instruction and interventions including progressively more complex text.  |
| ELEMENTARY             | Tier 2 will consist of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction to groups of targeted students who need additional instructional support. In effective Tier 2 interventions approximately 70% of the students receiving Tier 2 instruction should have a positive response to the intervention.<br><br>Tier 3 consists of intensive instructional interventions provided in addition to and in alignment with effective core instruction with the goal of increasing an individual student's rate of progress. Tier 3 interventions usually occur at a specific place and time as indicated in the student's plan for monitoring progress. They are systematic instructional sequences that are more precisely targeted at the level matched to the student's individual need. These interventions are clearer and more detailed explanations with more extensive opportunities for guided practice and error correction and feedback. |
| MIDDLE                 | Through training with Literacy Coaches/TOSAs and the use of the Qualitative Rubric for Text Complexity the district is assured that complex text will be introduced to teachers by way of data chats, department meetings, grade level meetings. The exemplar texts of Common Core will be shared with media specialists as an additional resource to increase the access to complex text. Small group instruction time will focus on scaffolding students up to negotiate increasingly complex texts.   |
| HIGH                   | Through training with Literacy Coaches and the use of the Qualitative Rubric for Text Complexity the district is assured that complex text will be introduced to teachers by way of data chats, department meetings, and grade level meetings. The exemplar texts of Common Core will be shared with media specialists as an additional resource to increase the access to complex text. Small group instruction time will focus on scaffolding students up to negotiate increasingly complex texts.   |
| 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 |  |

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

| Grade Level | Type (before- or after-school, extended day, extended year, etc)   | Frequency and Duration | Person/Department Responsible for Monitoring   |
|-------------|--|------------------------|--|
| ELEMENTARY  | <p>Tutoring/mentoring programs will be offered through summer reading camp, including English language learners and immigrant students. Targeted students at designated schools will receive tutoring through Title I Supplemental Educational Services as an after school program. Title III supports tutoring English language learners and immigrant students before and/or after school. Individual schools provide before school instructional tutoring programs.</p> <p>Highly Qualified, appropriate certification, and have demonstrated success in the area of reading intervention.</p> <p>SuccessMaker labs provide additional time outside of the school day. Open Media Nights are held outside of the school day; students are given additional time to read and take follow-up comprehension assessments. Tutoring sessions are provided outside of the school day.</p>   |                        | <p>On-site SES director</p> <p>School Personnel</p> <p>On-site Coordinator &amp; Principal</p> |
| MIDDLE      | <p>In addition to utilizing FAIR data, secondary schools utilize DAR results to assist in instructional intervention. Where the data points to a need for decoding and text reading support, teachers provide that support through small group instruction or with the assistance of literacy aides.</p> <p>Tutoring programs: Cross-age tutoring between middle and high schools is ongoing throughout the district. In addition, several of our middle schools serve as reading buddies with our elementary schools.</p> <p>Mentoring programs: Citrus County has an active volunteer program that trains mentors. These mentors go into schools to offer assistance and guidance to students.</p> <p>All middle schools currently operate an AVID model which utilizes both mentoring as well as tutoring from post-secondary students.</p>   |                        | <p>On-site Coordinator &amp; Principal</p>   |
| HIGH        | <p>All students who are in need of text reading efficiency support are required to have a double block of reading instruction. Those students are identified through FAIR/Maze scores as well as oral reading fluency checks delivered by the instructor.</p> <p>Tutoring programs: Community college student tutors, and peer tutoring are a few of the examples of weekly tutoring programs that take place before and after school. Tutoring programs also include after school FCAT prep.</p> <p>Cross-age tutoring: The high schools have established relationships with our middle schools allowing them to create a partnership for cross age tutoring throughout the school year.</p> <p>Mentoring programs: All high schools provide an AVID framework which allows for post-secondary students to tutor and mentor high school students. In addition, each school has the LINK CREW a program in which model students mentor younger students in order</p> |                        | <p>On-site Coordinator &amp; Principal</p>   |

|                        |   |           |                           |
|------------------------|---|-----------|---------------------------|
|                        | to assist in the transition to high school.   |           |                           |
| Additional Information | Title I and Title III collaborate to provide extended school year for English Language Learners<br><br>Delete from High School- Cross Age tutoring and one week summer camp for incoming 9th grade. | As needed | District and school staff |

**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  | a. K-5 / Supplemental Education Services Tutoring                     | 2 days/week                      | On-site SES director                                  |
|             | b. K-5  | Determined by individual schools | School Personnel                                      |
|             | c. 3rd Grade Students Level 1 and English Language Learners PK-5      | 4 days/week for 4 weeks          | On-site Coordinator & Principal                       |
| MIDDLE      | Grades 6th, Level 1, 2<br>Grades 6-8, Level 1, 2, and ELL             | As needed                        | School based  |
| HIGH        | Grade 9, Level 1, 2<br>Grades 9-12 Level 1, 2, as needed              | As needed                        | School based  |

**Title I District Improvement Plan - (Part 4)**

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

| Grade Level | Core Mathematics and Scientifically Research-Based Program(s)   | Supplemental Mathematics and Scientifically Research-Based Program(s)   | Professional Development Activities to Support Programs and Strategies  |
|-------------|---|---|---|
| ELEMENTARY  | • Harcourt Go Math! Florida   | FASTT Math<br>MegaMath<br>Destination Math<br>Soar to Success<br>Accelerated Math<br>Math Facts in a Flash<br>Brain Pop<br>STAR Math<br>Promise Math - CPALMS<br>SuccessMaker | Data Days<br>Go Math! Florida training<br>ThinkCentral Training<br>FASTT Math Training for new teachers<br>Promise Module training<br>Texas Instruments Graphing<br>Calculator Training |
| MIDDLE      | Holt McDougal Course 1-3, Regular<br>McDougal Littell Course 1-3, Advanced<br>Holt McDougal, Larson Algebra I | FASTT Math<br>SuccessMaker<br>FCAT Explorer<br>FCAT Focus<br>Brain Pop<br>STAR Math<br>Promise Math - CPALMS  | Data Days<br>Holt Textbook training<br>FASTT Math training for new teachers<br>Promise Module training<br>Texas Instruments Graphing<br>Calculator Training                             |
|             | Holt McDougal Course 1-3, Regular   |   |   |



|      |   |   |   |
|------|---|---|---|
| HIGH | McDougal Littell Course 1-3, Advanced<br>Holt McDougal, Larson Algebra I<br>Glencoe/McGraw-Hill, Mathematics for Business & Personal Finance<br>Glencoe/McGraw-Hill, Pre-Algebra<br>Pearson, Algebra 1, Florida – Regular<br>Holt McDougal, Larson Algebra 1 - Honors<br>Pearson, Algebra 2, Florida - Regular<br>Holt McDougal, Larson Algebra 2 - Honors<br>Pearson, Geometry, Florida - Regular<br>Holt McDougal, Larson Geometry - Honors<br>Holt McDougal, Larson Geometry Concepts and Skills – Informal<br>Pearson, Liberal Arts Mathematics, A Florida Course<br>Holt McDougal, Larson Trigonometry<br>Pearson, Precalculus Enhanced with Graphing Utilities<br>Pearson, Calculus: A Complete Course<br>Bedford, The Practice of Statistics<br>Cengage, Financial Algebra | FASTT Math<br>PowerAlgebra<br>PowerGeometry<br>McGraw Hill Advance Tracker<br>McGraw Hill ConnectED<br>Pearson SuccessNet<br>Connected Math<br>Brain Pop<br>Promise Math - CPALMS | Data Days<br>Holt Textbook Training<br>Pearson Textbook Training<br>Glencoe/McGraw Hill Training<br>Cengage Training<br>FASTT Math training for new teachers<br>Promise Modules<br>Texas Instruments Graphing Calculator Training |
|------|---|---|---|

**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.**

| <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> |
|---|--|----------------------------------|---|
| After School Tutoring   | Supplemental Education Services Tutoring, K-5                                | Two times a week                 | On-site SES Director                                |
| Elementary Academic Assistance  | Grades K-5   | Determined by individual schools | School Personnel                                    |
| Acceleration Summer Camp  | Grades 6 - 9   | 6 hour days/5 days/week          | On-site Coordinator                                 |

**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).**

|  |  |                             |                     |
|--|--|-----------------------------|---------------------|
|  |  | <b>Supplemental Science</b> | <b>Professional</b> |
|--|--|-----------------------------|---------------------|

| Grade Level | Core Science and Scientifically Research-Based Program(s)  | and Scientifically Research-Based Program(s)   | Development Activities to Support Programs and Strategies  |
|-------------|--|--|--|
| ELEMENTARY  | National Geographic School Publishing/Hampton-Brown, National Geographic Science, Florida Edition, Randy Bell, Malcolm Butler, Judith Lederman, Kathy Cabe Trundle, Nell Duke, David W. Moore, 2011/1st K-5 (Print based)  | Brain Pop<br>Science Fair<br>CPALMS  | National Geographic<br>Implementation Training<br>Data Days  |
| MIDDLE      | Holt McDougal, Florida Science Fusion, DiSpezio, et al, 2012/First 6-8(Print & Internet Based)   | Brain Pop<br>Science Fair<br>Sciencesaurus<br>It's About Time Mini<br>Labs<br>CPALMS<br>AVID<br>Gizmos<br>Lesson Study | Integrating STEM<br>Training<br>Holt Fusion<br>Implementation Training<br>SUMMIT Training<br>Data Days |
| HIGH        | <p>Biology I<br/>School Education Group (SEG), a division of The McGraw-Hill Companies, Inc., Florida Biology, Glencoe, 2012/1st 9-12(Print Based)</p> <p>Pre-IB Biology<br/>Pearson Education, Inc., publishing as Prentice Hall, Biology: Concepts &amp; Connections, Campbell et al., 2009/6 9-12(Print based)</p> <p>AP Biology<br/>Pearson Education, Inc., publishing as Prentice Hall, Biology, AP, Florida Edition, Campbell et al., 2012/9 9-12(Print based)</p> <p>Anatomy &amp; Physiology<br/>School Education Group (SEG), a division of The McGraw-Hill Companies, Inc., Florida Hole`s Essentials of Human Anatomy &amp; Physiology NASTA Edition, Shier, Butler, Lewis, 2011/10th 9-12(Print Based)</p> <p>Chemistry I<br/>School Education Group (SEG), a division of The McGraw-Hill Companies, Inc., Florida Chemistry Matter and Change, Glencoe, 2012/1st 9-12(Print Based)</p> <p>IB Chemistry<br/>Holt McDougal, Chemistry, 8e, Zumdahl, 2010/8th9-12 (Print based), Thompson Brooks Publisher</p> <p>AP Chemistry<br/>Pearson Education, Inc., publishing as Prentice Hall, Chemistry: The Central Science, AP Edition, Brown et al., 2009/11 9-12(Print based)</p> <p>Earth &amp; Space Science<br/>Pearson Education, Inc., publishing as Prentice Hall, Pearson Earth Science, Florida Edition, Tarbuck, Lutgens, 2012/1 9-12(Print based)</p> <p>Physical Science<br/>Holt McDougal, Florida Holt Science Spectrum: Physical Science, Dobson, et al, 2012/2012 9-12(Print and Internet based)</p> <p>Physics</p> | CPALMS<br>AVID<br>Science Fair<br>IB   | Physics Professional<br>Development<br>Textbook Implementation<br>Training<br>Data Days                |

|   |  |  |
|---|--|--|
| <p>Pearson Education, Inc., publishing as Prentice Hall, Prentice Hall Conceptual Physics, Florida Edition, Hewitt, 2012/4 9-12(Print based)<br/> AP Physics B</p> <p>Pearson Education, Inc., publishing as Prentice Hall, Physics: Principles with Applications, Updated AP Edition, Giancoli, 2009/6 9-12(Print based)<br/> AP Physics C</p> <p>John Wiley and Sons, Inc. c/o Peoples Education, Inc., Fundamentals of Physics: Regular Edition, David Halliday, Robert Resnick, Jearl Walker, 2011/9th 11 or 12(Print Based, Internet Based)<br/> Marine Science</p> <p>Current Publishing Corp., Life on an Ocean Planet, Alexander, et al, 2011/1st 9-12(Computer Based - CD)</p> |  |  |
|---|--|--|

**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> |
|---|--|-------------------------------|---|
| After School Tutoring   | 9-12   | Daily/1 hour/ All year        | Daily/1 hour/ All year                              |
| After School Support for Science Fair                                   | 5-12   | Based on student need         | Based on student need                               |
| After School SES Tutoring   | K-5  | 2 times/ weekly               | 2 times/ weekly                                     |

**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> |
|--------------------|--|--|---|
| ELEMENTARY         | Lucy Calkins<br>Write Traits                                     | Write Score<br>Melissa Forney<br>Kathy Robinson                          | Writer's Notebook<br>Writing in the Content Areas<br>Writing Process          |
| MIDDLE             | Write Traits<br>Great Source Write Source                        | AVID: WICR<br>Write Score  | AVID Training<br>Secondary Writing<br>Write Traits                            |
| HIGH               | Write Traits<br>Great Source Write Source                        | AVID: WICR<br>Write Score<br>Holt On-line Writing                        | AVID Training<br>Secondary Writing<br>Write Traits                            |

**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 |
|--|---|--|--|
| 1)Elementary<br>After School SES Tutoring                        | 1)K-5   | 1)2 days/week                                | 1)2 days/week                                |
| 2) Elementary Academic Assistance Program                        | 2)K-5<br>3) students writing below grade level                        | 2)Determined by school based on student need | 2)Determined by school based on student need |
| 3) Middle and high school writing program                        |   | 3) As needed                                 | 3) As needed                                 |
| 4)After school tutoring  | 4)9-12 grade students   | 4) As needed                                 | 4) As needed                                 |

**Title I District Improvement Plan - (Part 7)**

**7) Describe how the district will ensure that no less than 10% of Title I, Part A funds are committed to support the professional development activities described in this plan.**

The district is not required to ensure that 10% of the Title I funds are spent on professional development. However, Title I, Part A funds are used to provide high-quality professional development to teachers and the principals. Monitoring occurs in the following ways:

- 1) reviews school budgets to ensure that appropriate funds have been budgeted, the types of planned professional development activities meet the requirements of highly qualified and the planned activities target the low academic achievement areas that caused the school to be identified as in need of improvement.
- 2) reviews the alignment of each school’s professional development plan with the school’s AYP report as part of the review process at the beginning of the school year
- 3) provides suggestions for appropriate high-quality professional development activities
- 4) monthly monitoring of the expenditure of Title I funds for professional development activities and approving those that appropriately address the areas of need

The Professional Development offered to teachers and staff is managed through a professional development system, Electronic Register On-line (ERO). Through ERO, staff can view offerings, register for courses, and complete the evaluation at the conclusion of a course. The management system provides administrators the ability to review PD data and analyze it. In the evaluation, participants are asked “What else do you need?” This feedback becomes the basis for additional, on-going professional development. Through ERO, monitoring is easily accessible. Administrators have been trained in Classroom Walkthrough. This gives a list of “look-fors” to guide observations. The Florida Professional Development Evaluation System provides the framework of planning, delivery, follow-up and evaluation of professional development activities. Citrus County adheres to this model.

**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 |
|---|--|--|---|--|
| Knowledge of Child's progress/needs                       | Survey results   | District provides Parent Conference Day  | Survey  | Knowledge of Child's progress/needs          |
| Knowledge of NGSSS  | Survey results   | Distribution of NGSSS parent brochure  | Increased FCAT scores   | Title I                                      |
| Stronger communication                                    | Survey results   | District Parent Advisory Board   | Survey  | Title I                                      |
| Consistent Communication                                  | a) Parent Survey results<br>b) Input from School Advisory Councils | Provide a variety of methods for communication and information sharing to increase parent and community participation in school and district related activities. The methods include the following: annual meeting, School Messenger phone system, PTA meetings, School Advisory Enhancement Council meetings, report cards, school accountability reports, school newsletters, classroom newsletters, published parent newsletters, district and schools websites, newspaper articles. Combining student performances/activities with parent meetings will be initiated to assist the breaking the barrier for those parents who are not as comfortable attending meetings. | Parent surveys<br>Input from Advisory Councils                    | School and district Administrators           |
| ESE   | Parent feedback and input  | ESE Advisory/Town Meetings and ESE Open House  | Survey  | ESE staff                                    |
| Discipline  | Parent and teacher input   | Offer workshop/training in Conscious Discipline  | End of each session and end of course evaluations by participants | ESE staff                                    |
| Assisting their children to increase academic achievement | Survey results and parent feedback                                 | Provide school and classroom level training for parents to help them help their children to increase student achievement a minimum of once during the first two months of school. In FCAT tested grade levels, provide a subsequent training specific to FCAT.   | Survey  | School and district staff                    |

### Title III District Improvement Plan

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

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

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

#### 1. Identify and describe the factors that prevented the District from achieving the Annual Measurable Achievement

## Objectives (AMAOs)

- a. The acquisition of language and academic proficiency of ELLs takes time; research indicates 5-7 years (Collier & Thomas, 1989).
- b. The parents of ELLs are often unable to support their child's education due to the language barrier, cultural or educational background, and/or demands of work.
- c. Language and academic progress is interrupted for a number of ELLs as they return to their home country for a period of time during the academic school year.
- d. The ELL population of Citrus County is less than one percent of the student population. This small student population impacts the overall district Annual Yearly Progress although it does not affect any individual school's AYP

| <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. ELLs are placed with ESOL endorsed/certified teachers and provided with a high-quality educational program with appropriate accommodations that meet the requirements of the Florida Department of Education and the Florida Consent Decree.              | a. School-site registrar     | 2011-12         | a. Title I            |
| b. ELLs have equal access to interventions, intervention programs and before/after school tutoring opportunities to improve English-language proficiency.  | b. Content area teachers     | 2011-12         | b. Title II           |
| c. The Rosetta Stone program is maintained on the district server to ensure that all ELLs have access to the program to expedite their English-language acquisition.   | c. District staff            | 2011-12         | c. Title III          |
| d. Scientifically research based strategies are embedded into the core curriculum and interventions to improve English-language proficiency including but not limited to building schema, visualizing, nonlinguistic representation, and advance organizers. | d. Program specialist        | 2011-12         | d. Title III          |

| <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> |                                 |     |                                 |     |                                 |      |                                  |                |         |          |
|--|--|--|-----------------------|---------------------------------|-----|---------------------------------|-----|---------------------------------|------|----------------------------------|----------------|---------|----------|
| <table border="0"> <tr> <td><b>Grade Level</b></td> <td><b>Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)</b></td> </tr> <tr> <td>K-2</td> <td><a href="#">Grade K-2 Chart</a></td> </tr> <tr> <td>3-5</td> <td><a href="#">Grade 3-5 Chart</a></td> </tr> <tr> <td>6-8</td> <td><a href="#">Grade 6-8 Chart</a></td> </tr> <tr> <td>9-12</td> <td><a href="#">Grade 9-12 Chart</a></td> </tr> </table> | <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> | 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> | District Staff | 2011-12 | Title II |
| <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>                              |  |                       |                                 |     |                                 |     |                                 |      |                                  |                |         |          |
| 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. Core instruction in math is provided through the state approved programs which are correlated to the Sunshine State Standards. Go Math! Florida for elementary, Holt McDougal Math and McDougal Littell Math for middle school, and a combination of Holt McDougal, Prentice Hall, Glencoe and Bedford, Freeman and Worth Publishing Group at the high school level are core math programs. Instruction incorporates hands on manipulatives, activities, and strategies to improve the academic achievement of ELLs. Pacing guides and Math modules have been developed and implemented that meld with the Next Generation Sunshine State Standards. | a. District Math TOSA        | 2011-12         | a. Title II           |
| b. Core instruction is supplemented with FASTT Math, Math Facts in a Flash and Brain Pop.   | b. Classroom Teachers        | 2011-12         | b. Title I            |

| 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 |
|--|-----------------------|----------|----------------|
| a. Teachers acquire ESOL hours, ESOL Endorsement, and Reading Endorsement through Citrus County provided professional development opportunities. Teachers who provide core reading, language arts, and/or intensive reading instruction and are ESOL certified/endorsed receive a stipend. | a. District Staff     | 2011-12  | Title I        |
| b. District personnel responsible for Title III coordinates funding, staff development, intervention activities/trainings with other district personnel, responsible for Title II and Title I, for services such as ESOL summer school programs and before/after school ESOL support.      | b. Program Specialist | 2011-12  | Title II       |
| c. Citrus County incorporates the scientifically research-based strategies for teaching ELLs based on the text, Classroom Instruction that Works with English Language Learners, by Jane D. Hill and Kathleen M. Flynn (2006).   | c. Staff Development  | 2011-12  | c. Title III   |

| 6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.   | Personnel Responsible | Timeline | Funding Source  |
|--|-----------------------|----------|-----------------|
| a. All parent informational sessions, such as FCAT night, literacy activities, building better readers, offered by the district and school sites are available to parents of ELLs on an equal basis. The district and school sites make every effort to ensure the informational sessions are comprehensible to the parents which includes written information provided in the home language, if feasible. | a. District Staff     | 2011-12  | Title III       |
| b. Parents are invited to participate in the district Parent Leadership Council. This invite is provided on the district website and mail, provided in the home language if feasible.  | b. School Staff       | 2011-12  | Title I         |
| c. The Multi-county Migrant Education advocate, supported through Title I Part C, provides services to migrant families  | c. Program Specialist | 2011-12  | Title I, Part C |

| 7. If applicable, identify any changes to the Title III Immigrant Education Program. | Personnel Responsible | Timeline | Funding Source |
|--|-----------------------|----------|----------------|
| NA   | NA                    | NA       | NA             |

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

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

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

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

No Attached district's Differentiated Accountability Checklist of Compliance.