

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Osceola



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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.

Each school has its own School Advisory Council (SAC) consisting of administrators, school staff, parents, and community representatives. Each Title I School is encouraged to have parent participation in the Title I Parent Advisory Committee (PAC). These groups are vital to the development of our District Improvement Plan. Using input from all parties a plan of action was developed. This coupled with the superintendent's goals for the year should provide results.

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 | Main Idea/Purpose | | Extended Thinking Higher Order Questions Small Group Instruction | CCSS Training AVID Training Differentiated Instruction | Pamela Tapley and Dr. Lissette Brizendine |
| Total | Mathematics | Geometry | | Higher Order Questions Real life examples Small Group Instruction | Voyager/Compass Math Academies | Pamela Tapley and Dr. Lissette Brizendine |
| White | Reading | Main Idea/Purpose | | Extended Thinking Higher Order Questions Small Group Instruction | CCSS Training AVID Training Differentiated Instruction | Pamela Tapley and Dr. Lissette Brizendine |
| White | Mathematics | Geometry | | Higher Order Questions Real life examples Small Group Instruction | Voyager/Compass Math Academies | Pamela Tapley and Dr. Lissette Brizendine |
| Black | Reading | Main Idea/Purpose | | Extended Thinking Higher Order Questions Small Group Instruction | CCSS Training AVID Training Differentiated Instruction | Pamela Tapley and Dr. Lissette Brizendine |
| Black | Mathematics | Geometry Number Sense | | Higher Order Questions Real life examples Small Group | Voyager/Compass Math Academies | Pamela Tapley and Dr. Lizzette Brizendine |
| Hispanic | Reading | Main Idea/Purpose | | Extended Thinking Higher Order Questions Small Group Instruction | CCSS Training AVID Training Differentiated Instruction | Pamela Tapley and Dr. Lissette Brizendine |
| | | | | Higher Order Questions | | Pamela Tapley and |

| | | | | | |
|---------------------------------|-------------|-----------------------------|---|---|---|
| Hispanic | Mathematics | Geometry | Real life examples Small Group Instruction | Voyager/Compass Math Academies | Dr. Lissette Brizendine |
| Asian | Reading | Main Idea/Purpose | Extended Thinking Higher Order Questions Small Group Instruction | CCSS Training AVID Training Differentiated Instruction | Pamela Tapley and Dr. Lissette Brizendine |
| Asian | Mathematics | Geometry Data Analysis | Higher Order Questions Real life examples Small Group Instruction | Voyager/Compass Math Academies | Pamela Tapley and Dr. Lissette Brizendine |
| American Indian | Reading | Main Idea/Purpose | Extended Thinking Higher Order Questions Small Group Instruction | CCSS Training AVID Training Differentiated Instruction | Pamela Tapley and Dr. Lissette Brizendine |
| American Indian | Mathematics | Geometry | Higher Order Questions Real life examples Small Group Instruction | Voyager/Compass Math Academies | Pamlea Tapley and Dr. Lissette Brizendine |
| Economically Disadvantaged | Reading | Main Idea/Purpose | Extended Thinking Higher Order Questions Small Group Instruction | CCSS Training AVID Training Differentiated Instruction | Pamela Tapley and Dr. Lissette Brizendine |
| Economically Disadvantaged | Mathematics | Geometry Number Sense | Higher Order Questions Real life examples Small Group Instruction | Voyager/Compass Math Academies | Pamela Tapley and Dr Lissette Brizendine |
| English Language Learners | Reading | Main Idea/Purpose | Extended Thinking Higher Order Questions Small Group Instruction | CCSS Training AVID Training Differentiated Instruction | Pamela Tapley and Dr. Lissette Brizendine |
| English Language Learners | Mathematics | Geometry Number Sense | Higher Order Questions Real life examples Small Group Instruction | Voyager/Compass Math Academies | Pamela Tapley and Dr. Lissette Brizendine |
| Students with Disabilities | Reading | Main Idea/Purpose | Extended Thinking Higher Order Questions Small Group Instruction | CCSS Training AVID Training Differentiated Instruction | Pamela Tapley and Dr. Lissette Brizendine |
| Students with Disabilities | Mathematics | Geometry Number Sense | Higher Order Questions Real life examples Small Group Instruction | Voyager/Compass Math Academies | Pamela Tapley and Dr. Lissette Brizendine |

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|----------------------------------|-------------|
| Other (e.g. Migrant) [as needed] | Reading |
| Other (e.g. Migrant) [as needed] | Mathematics |

Title I District Improvement Plan - (Part3_1)

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

| Grade Level | Core Reading and Scientifically Research-Based Program(s) |
|-------------|---|
| ELEMENTARY | <p>The MacMillan McGraw Hill for Florida series is the state adopted CCRP used as a primary resource by public schools in the district. Some Charter schools are using Houghton Mifflin and SRA Imagine It. Every classroom uses one of these research-based series during their initial instruction (ii) as a whole group activity during the first 30-40 minutes of the 90-minute uninterrupted reading block. The CCRP is used to teach Foundational Skills in K-2 and for explicit teaching and practice of reading skills. The CCRP may also be used during the differentiated reading instruction time as teachers meet with small groups of students to meet their individual needs. The CCRP contains leveled readers and suggested teacher strategies for all leveled learners.</p> |
| MIDDLE | <p>Reading classes are available for all middle school students. Best practices are featured such as: shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade. Osceola will place a high priority on the close, sustained reading of complex text,. Such close reading often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text. Scaffolds enable all students to experience the complexity of the text, rather than avoid it. Many students will need careful instruction—including effective scaffolding—to enable them to read at the appropriate level of text complexity. However, the scaffolding should not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading the text; that is, the scaffolding should not itself become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully. Effective scaffolding aligned with the Standards should result in the reader encountering the text on its own terms, providing helpful directions that focus students on the text. Follow-up support should guide the reader when encountering places in the text where he or she might struggle. When productive struggle with the text is exhausted, questions rather than explanations can help focus the student’s attention to key phrases and statements in the text, or the organization of ideas in the paragraph.</p> <p>Additionally Great Books collections and shared inquiry discussions are implemented in Reading classes serving students on or above grade level in reading.</p> <p>Project CRISS strategies are being used in all content area classrooms.</p> <p>The Bridges CIRP scaffolds student learning by giving less able readers high interest reading materials with lower readability levels, then through the use of active reading strategies assists students with reading comprehension and transitioning to on- level literature. The Achieve 3000 SIRP provides each student with a differentiated reading path with selections at the individual student level and a grade level selection on the same topic. The levels automatically increase with student proficiency.</p> <p>Additional exposure to complex text will be available through the AVID Critical Reading: Deep Reading Strategies for Expository Texts and the AVID Weekly journal articles available to our Middle School classes. These high powered strategies include: Working both inside and outside a text, rereading texts, marking texts, pausing to connect with text, writing in the margins, and charting the text, to name a few.</p> |
| | <p>The offerings in the adopted SIRP(s) do not provide enough exposure to complex text to present Cognitive Challenges. Therefore, there will be a reliance on SIRP(s) to increase the exposure of students to complex materials. Current CIRP(s) such as Achieve 3000 and FCAT Explorer expose students to complex material</p> |

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|------------------------|--|
| HIGH | of increasing difficulty. In addition the District will be incorporating AVID for College Readiness into the Intensive Reading Programs which includes "Deep Reading Strategies for Expository Texts." Furthermore, Reading Coaches and Language Arts teachers will receive Professional Development on how to determine the complexity of text as well as how to plan lessons based on complex text such as the Exemplar Lessons provided by the DOE. |
| Additional Information | Middle and High School Reading teachers are beginning to incorporate Comprehension Instructional Sequence (CIS) Lessons to prepare for implementation of the Common Core AStandards. |

| Grade Level | Supplemental Reading and Scientifically Research-Based Program(s) |
|------------------------|--|
| ELEMENTARY | <p>Voyager Passport is used as a primary resource by schools in our district. The instruction provided during this extended day is based on the analysis of student data. During this time students are provided explicit instruction and guided practice on standards they have not mastered. This includes word work, vocabulary, comprehension and fluency.</p> <p>Students will be exposed to complex text through our newly adopted Social Studies materials. Also, most schools have extensive leveled libraries that will provide students with access to more complex text. In addition, Reading Coaches and classroom teachers will receive Professional Development on how to determine the complexity of text as well as how to plan lessons based on complex text such as the Exemplar Lessons provided by the DOE and the exemplar texts listed in the standards.</p> <p>Students targeted for immediate intensive intervention will receive services beyond the 90-minute reading block. They will receive this intensive intervention for 15-45 minutes, four or five days per week. These services might be held with the classroom teacher, ESE teacher, reading paraprofessional, or Title I teacher. Research-based intervention materials will be chosen to meet the needs of these students. Students will be able to exit these programs as they achieve proficiency based on FAIR, classroom observations, classroom assignments, and CCRP assessments.</p> |
| MIDDLE | <p>The Bridges CIRP scaffolds student learning by giving less able readers high interest reading materials with lower readability levels, then through the use of active reading strategies assists students with reading comprehension and transitioning to on- level literature. The Achieve 3000 SIRP provides each student with a differentiated reading path with selections at the individual student level and a grade level selection on the same topic. The levels automatically increase with student proficiency.</p> <p>Additional exposure to complex text will be available through the AVID Critical Reading: Deep Reading Strategies for Expository Texts and the AVID Weekly journal articles available to our Middle School classes. These high powered strategies include: Working both inside and outside a text, rereading texts, marking texts, pausing to connect with text, writing in the margins, and charting the text, to name a few.</p> |
| HIGH | <p>The offerings in the adopted SIRP(s) do not provide enough exposure to complex text to present Cognitive Challenges. Therefore, there will be a reliance on SIRP(s) to increase the exposure of students to complex materials. Current CIRP(s) such as Achieve 3000 and FCAT Explorer expose students to complex material of increasing difficulty. In addition the District will be incorporating AVID for College Readiness into the Intensive Reading Programs which includes "Deep Reading Strategies for Expository Texts." Furthermore, Reading Coaches and Language Arts teachers will receive Professional Development on how to determine the complexity of text as well as how to plan lessons based on complex text such as the Exemplar Lessons provided by the DOE.</p> |
| Additional Information | <p>The Read 180 program has been added to our Middle School Reading Intervention classes. This program employs the power of technology to motivate students and provide for structured reading engagement.</p> <p>The Reading Plus Structured Silent Reading Program has been added to our High School Reading Intervention classes. The structured activities are individualized for each student's needs to ensure development of the fluency skills that are taught the least. The program includes scaffolded silent reading practice in addition to vocabulary and contextual analysis activities.</p> |

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| Grade Level | Professional Development Activities to Support Programs and Strategies |
| ELEMENTARY | Click here to Professional Development in Reading web page |
| MIDDLE | |
| HIGH | |
| Additional Information | |

Title I District Improvement Plan - (Part 3_2)

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

| Grade Level | Type (before- or after-school, extended day, extended year, etc) | Frequency and Duration | Person/Department Responsible for Monitoring |
|--------------------|---|-------------------------------|---|
| ELEMENTARY | <p>The Bookmark Buddies mentoring program is available for Grade 3 students. This program uses volunteers or school staff to work with a struggling reader using the Reading A to Z program. Schools offer before-school, after-school and/or Saturday School opportunities to struggling readers based on the number of students to serve and the availability of funds. Schools use Voyager and various supplemental reading materials as Quick Reads, Elements of Reading, Tune into Reading and leveled readers to meet the needs. 21st century schools offer afterschool tutoring or enrichment activities in reading throughout the school year and summer.</p> <p>Reading intervention teachers demonstrate evidence of prior success teaching reading to struggling readers as indicated by various assessment data and student work samples over time and expertise in tailoring instruction to meet student needs as well as accelerate their learning Preference will be given to highly qualified K-5 teachers who are Reading Certified or Endorsed.</p> <p>Schools utilize SAI funding to provide before, after and Saturday school reading intervention.</p> | | Dr Lissette Brizendine, Assistant Superintendent of Elementary Education |
| MIDDLE | <p>The District will ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the middle school level by scheduling these students into double block classes.</p> <p>Student assessment data and course performance data is used to design tutoring, summer school schedules and mentoring opportunities for individual student needs. Materials used in after-school programs, tutoring programs and summer programs will compliment but not duplicate intervention programs in use during the day. Middle schools will use the Project CRISS "It's a Brain Thing" in 6th grade, "My Summer in the Everglades" in 7th grade, and the new "Native American" unit in 8th grade which are different resources than students use during the year.</p> <p>Most middle schools have an Extended Learning program which</p> | | Pamela Tapley, Assistant Superintendent of Secondary Education |

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| | <p>operates before/after school hours and some Saturdays. Students in this program receive academic help in their diagnosed areas of weakness in a different format than during the day.</p> <p>All middle schools will participate in the Battle of the Books using the Sunshine State Young Readers Award books. Summer reading incentives and after school competitions will help motivate students to read.</p> | | |
| HIGH | <p>The district will ensure that the students in need of decoding and text efficiency will have extended time by scheduling those students into a lock period of at least 90 minutes in length.</p> <p>Student assessment data and course performance data is used to design tutoring, summer school schedules and mentoring opportunities for individual student needs. Materials used in after-school programs, tutoring programs and summer programs complement instead of duplicating intervention programs in use during the day. The District offers a High School summer reading program to all Level 1 and 2 students. While many of the reading activities may be the same or similar to what students have done during the day, the use of different programs and texts keeps interest and motivation up. Literature Circles, book club formats, and independent research projects are examples of some of the activities utilized.</p> | | <p>Pamela Tapley, Assistant Superintendent of Secondary Education</p> |
| Additional Information | | | |

Title I District Improvement Plan - (Part 3_3)

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

| Grade Level | Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+) | Frequency and Duration | Duration Person/Department Responsible for Monitoring |
|-------------|---|---|---|
| ELEMENTARY | <p>Grades 3-5</p> <p>Grades 3-5</p> <p>Grade 1-4</p> | <p>3-4 times per week, September – March</p> <p>Saturdays, September – March</p> <p>4 days per week/6 weeks</p> | <p>Dr. Lissette Brizendine Assistant Superintendent of Elementary Education</p> |
| MIDDLE | Grades 6-12 | 5 days per week, August-May | Pamela Tapley Assistant Superintendent of Secondary Education |
| HIGH | Grades 9-12 Level 1 and 2 students | 4 days per week-June | Pamela Tapley Assistant Superintendent Of Secondary Education |

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 (K-5) – Text based core math program focused on skill building and problem-solving | *Voyager Math (3-5) – intervention program focusing on using manipulatives to develop math concepts in small groups *Neufeld “Understanding the Math” (K-5) – software program which develops conceptual understanding using virtual manipulatives for all math strands *Singapore Math Model Drawing (1-5) – program focuses on developing problem-solving and application skills using models Soar to Success (K-5)-Intervention Program to develop math concepts in small groups | Go Math-Implementation Training Go Math- Technology Training Teaching Florida Standards Voyager Implementation Singapore Model Drawing Implementation and Support *PROMISE modules |
| MIDDLE | McDougal Littell- Courses 1,2,3, Algebra I & Algebra I Honors Glencoe Pre-Algebra | Algebra Readiness Building Math Series, Walch Education FCAT Explorer COMPASS Advancement Via Individual Determination (AVID) Intensive Math Class | Differentiated Instruction- on going Voyager: Inside Algebra Next Generation Math Standards- on-going Algebra I Initiative- on going Honors and Gifted Training (6th and 7th grade) on going Technology (Calculators and Probes) on going Hands-on Manipulative Training- on going |
| HIGH | McDougal Littell- Algebra I & Algebra I Honors Geometry & Geometry Honors Algebra II & Algebra II Honors Calculus Glencoe – Precalculus | FCAT Explorer Advancement Via Individual Determination (AVID) Intensive Math Class Texas Instruments Technology | Voyager Inside Algebra Algebra I Initiative- on going CPT-based courses/Financial Literacy – ongoing Technology (Calculators and Probes) on going Hands-on Manipulative Training- on going |

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 |
|---|--|-------------------------------------|--|
| Before- and/or after-school programs | Grades 3-5 | 3 times per week, September – March | |
| Saturday School | Grades 3-5 | Saturdays, September – March | Dr Lissette Brizendine, Assistant Superintendent- Elementary |

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|---|-------------------------------|-------------------------|---|
| Summer Camp | Grade 4 | 4 days per week/6 weeks | |
| Before / After School- FCAT Remediation | Level 1 & 2 | Varies | School Assistant Principal of Instruction |
| After School- S.M.A.C.K down (Math and Science Olympiad) | All Levels | Varies | Secondary Specialist |
| After School- tutoring and remediation | All Levels | 4 days per week | 21st Century |
| After School- OMCC Club/ MATH COUNTS (Middle School Math Competition) | Level 3+ | Varies | Secondary Education |
| After School – I CAN LEARN Lab | Algebra I struggling students | Varies | School Assistant Principal of Instruction |
| After School HS Math Clubs (High School Math Competition) | Level 3 + | Varies | Secondary Education |

Title I District Improvement Plan - (Part 5)

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

| Grade Level | Core Science and Scientifically Research-Based Program(s) | Supplemental Science and Scientifically Research-Based Program(s) | Professional Development Activities to Support Programs and Strategies |
|--------------------|--|--|--|
| ELEMENTARY | Houghton Mifflin-Harcourt Science Fusion(K-5) – Text-based core science program incorporating explorations and inquiry | *Discovery Science(K-5) – Web-based program that incorporates videos and other visual media on science topics *AIMS (Activities Integrating Math and Science, K-5) – Hands on, inquiry based program for active exploration of science topics *Snapshots (K-5) – DVD-based program that incorporates videos and other visual media *Safari Montage (K-5) – DVD-based program that incorporates videos and other visual media *Science Probes/Page Keeley (K-5) – Performance assessments that allow teachers to uncover student misconceptions about science | Missions Implementation Teaching Next Generation Standards for K-2, 3-5 Teaching Science with Smart Boards Using Discovery Science On going training with math/science coaches on using science probes Implementation of AIMS curriculum |
| MIDDLE | Core textbooks and text supplements – McDougall Little texts for Life Science, Earth Science, and Physical Science. | Use of Inquiry method of teaching and experimental design in all Science subject areas, FCAT Explorer, COMPASS, AVID | Every science PD of the summer contained inquiry activities and guidance on how to implement inquiry in the science classroom. Further opportunities will be provided during the school year. |

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| HIGH | Core textbooks and text supplements – see additional document, IMPACT lab (PLATO software), IB, AP | Use of Inquiry method of teaching and experimental design in all Science subject areas, FCAT Explorer, AVID | Every science PD of the summer contained inquiry activities and guidance on how to implement inquiry in the science classroom. Further opportunities will be provided during the school year. |
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Describe the extended learning opportunities for science that will be provided before school, after school, during the summer, or during an extension of the school year.

| Type (before- or after-school, extended day, extended year, etc) | Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+) | Frequency and Duration | Person/Department Responsible for Monitoring |
|--|---|---|---|
| Extended year (summer 2011) | Grades 1 and 2 | 4 days per week/ 6 weeks | Dr Lissste Brizendine- Assistant Superintendent of Elementary Education |
| 21st Century program – various science clubs/tutorials | 6-12 | 5 days per week-June-August | Program Specialist |
| S.M.A.C.K.down Competition | 6-12 | Regional competition early in 2013 (1 day) and county competition in Spring (1 day). Preparation begins in Fall 2012. | Regional competition early in 2013 (1 day) and county competition in Spring (1 day). Preparation begins in Fall 2012. |
| Osceola District Science Fair | 6-12 | School fairs around January-February 2013 (1 day). | County Science Fair coordinators |
| Science Olympiad | 4-5 | Regional competition Spring 2013 | Secondary Science |

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 | Professional Development for Achievement , Inc. - Writers in Control | Six Traits Writing Four Square Writing Macmillan McGraw Hill Treasures | Ongoing professional development throughout the school year to analyze students samples and develop instructional plans |
| MIDDLE | Professional Development for Achievement , Inc. - Writers in Control | Six Traits Writing AVID Write Path | Ongoing professional development throughout the school year to analyze students samples and develop instructional plans |
| | | | PDA Writes in control provides both centralized and site |

| | | | |
|------|---|------------------------------------|---|
| HIGH | Professional Development for Achievement, Inc. - Writers in Control | Six Traits Writing AVID Write Path | based professional development. Curriculum Specialist at the District level provide professional development based on student and teacher needs according to data collect on formative assessments and essay writings. Specific FCAT writing rubric training will be offered to all middle school teachers. |
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Describe the extended learning opportunities for writing that will be provided before school, after school, during the summer, or during an extension of the school year.

| 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 tutoring and writing workshops are offered. | All Levels | 2-3 days per week | Site based administrators |

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.

To ensure that no less than 10% of Title I Part A funds are committed to support the professional development activities described in this plan (1)the office of Osceola County Schools Special Programs will notify, in writing, the SINI schools that they must set aside no less than 10% of their allocated Title I Part A funds for professional development activities. (2) SINI schools will submit a professional development plan to the office of Osceola County School Special Programs that links the activities with the areas in need of improvement. (3) The bookkeeper for Osceola County Special Programs will monitor and approve the expenditures of the SINI schools to ensure that no less than 10% of Title I Part A funds are spent on the activities.

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 |
|---|------------------------------|---|---|--|
| Reaching the Hardest-to Involve Parents | Parent Involvement Survey | The LEA will present this training to schools to assist them in increrasing parent involvement. | Participation at school events | Lizette Robles-Special Programs |
| Parent Involvement Action Packets for K-12 Schools | Parent Involvement Survey | Training will be given to site based school personnel. These personnel will in turn provide activities to encourage family friendly schools, communication and community resources for building parent involvement. | Participation at school events | Lizette Robles-Special Programs |
| The Title I department will promote the Parent Advisory Committee by having locational meetings | Parent Involvement Survey | The initial Parent Advisory Committee meetings will increase awareness about Parent Involvement and the Importance of being a Parent Advisory Committee (PAC) member. | Parent Involvement, attendance membership | Lizette Robles-Special Programs |

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| within the District | | | | |
| The Title I department will meet monthly with the Parent Advisory Committee to discuss various Title I requirements and to explore ways to increase parent involvement district wide | Parent Involvement Survey | The PAC will review the Parent Involvement Plan and revise it as needed. | Parent Involvement Survey | Lizette Robles-Special Programs |
| Materials and manipulatives for academic assistance at home | FCAT Results and Parent-Teacher Conferences | The Title I department will promote parent centers located at the following Title I schools, Chestnut Elementary School for Science and Engineering Thacker Avenue School for International Studies, Ventura Elementary School. These centers provide materials for checkout to parents of children at all Title I Schools. The staff operating these centers will visit Title I schools in their vicinity and promote these centers to the parents through PTO and SAC. | Checkout records, FCAT Results | Lizette Robles-Special Programs |

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)

Acquisition of peer-appropriate conversational language or Basic Intercommunication Skills (BICS) usually requires only 1-2 years of exposure. So, it is common to see ELLs, exposed to a second language, acquire conversational fluency on a functional level within a short time span, with or without a formal instruction. However, academic language performance usually requires 5+ years of L2 academic learning. In other words, at least five years is usually required to catch up to native speakers in academic aspects of the second language or to acquire Cognitive Academic Language Proficiency (CALP). Mastery of the academic functions of language is a more formidable task because such uses require high levels of cognitive involvement (Collier, 1987; Klesmer, 1994; Cummins, 1981a)

ELLs in the School District of Osceola County are making significant progress toward English Language Acquisition as evidenced by AMAO 1 and AMAO 2 on the Comprehensive English Language Learning Assessment (CELLA). As a district, and based on FCAT Reading and Math scores, data shows that ELLs also made progress in academic areas, increasing their scores from 35% to 37% in Reading, and from 39% to 40% in Math. However, AMAO 3 was not met. Research shows that there is a strong link between language proficiency and performance in content areas (Abedi & Leon, 1999; Bailey, 2005; Butler & Castellon-Wellington, 2005). Cognitive Academic Language Proficiency (or CALP is not an isolated causal factor, but rather one of a number of individual learner attributes which are determined by societal influences

and which interact with educational treatment factors in affecting academic progress” In other words, language proficiency is an intervening variable rather than an autonomous causal variable, it develops through social interaction in home and school (Cummins, 1986, 1989, 1996).

Considering all of the above, the School District of Osceola County will continue to set high, yet realistic goals, objectives and expectations for all ELLs. We will, through careful implementation of this district plan, focus on delivering research-based effective ELL instruction in reading and math. The planned assessment/monitoring strategies, professional development, parent involvement strategies, and implementation of effective school programs will help all ELL students meet AMAO 3, but will especially target ELLs at the lowest quartile.

| 2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA) | Personnel Responsible | Timeline | Funding Source |
|---|---|-----------------|-------------------------------|
| <p>In our district, AMAOs 1 and 2 have been met. In order to meet these annual measurable achievement objectives, the district provides comprehensible instruction to English language learners (ELLs) through the use of standards-based program that synthesizes and applies the latest research-based concepts that empower students to become proficient in the English language as it prepares them to compete with their native-English speaking peers. This has been accomplished by implementing systematic, up-to-date, research-based strategies that utilize explicit and implicit instruction to capture the imagination of English Language Learners (ELLs) and meet their level of proficiency while motivating them to be successful and competitive, socially and academically with their peer.</p> | <p>District and school-level administrators, District Instructional Resource Specialists, Paraprofessionals, EES.</p> | <p>Ongoing</p> | <p>District and Title III</p> |

| 3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT) | Personnel Responsible | Timeline | Funding Source | | | | | | | | | | |
|---|--|--|-----------------------|---------------------------------|-----|---------------------------------|-----|---------------------------------|------|----------------------------------|---|----------------|---------------------------------|
| <table border="0"> <tr> <td>Grade Level</td> <td>Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)</td> </tr> <tr> <td>K-2</td> <td>Grade K-2 Chart</td> </tr> <tr> <td>3-5</td> <td>Grade 3-5 Chart</td> </tr> <tr> <td>6-8</td> <td>Grade 6-8 Chart</td> </tr> <tr> <td>9-12</td> <td>Grade 9-12 Chart</td> </tr> </table> | Grade Level | Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+) | K-2 | Grade K-2 Chart | 3-5 | Grade 3-5 Chart | 6-8 | Grade 6-8 Chart | 9-12 | Grade 9-12 Chart | <p>District and school-level administrators, District Instructional Resource Specialists, Paraprofessionals Technology Department</p> | <p>Ongoing</p> | <p>District & Title III</p> |
| Grade Level | Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+) | | | | | | | | | | | | |
| K-2 | Grade K-2 Chart | | | | | | | | | | | | |
| 3-5 | Grade 3-5 Chart | | | | | | | | | | | | |
| 6-8 | Grade 6-8 Chart | | | | | | | | | | | | |
| 9-12 | Grade 9-12 Chart | | | | | | | | | | | | |
| <p>In order to reduce the achievement gap between ELLs and native-English speaking students, teachers need special instructional strategies that will enable them to make the academic content in Reading accessible to ELLs, while continuing to teach rigorous standard-based reading/language arts instruction. We can achieve this by using a deliberate two-fold approach: teach the content and develop ELL students’ content language (Echevarria, Short , 2007) • Elementary and Secondary expert Instructional Resource Specialists, at the MLTC, and /or EES will offer teachers, administrators, and paraprofessionals, ELL Reading Strategy trainings throughout the school year and/or during the summer. • The MLTC Resource Training Teachers will collaborate with Elementary and Secondary Resource teachers to ensure that ELL Reading and vocabulary building strategies and meaningful interactive activities are infused in ongoing teacher in-services. • The District and professional consultants will offer trainings and discussions with appropriate ELL accommodations . Ongoing inservices will include, but will not be limited to: A.Content-based ESOL strategies trainings B.Prof. Dev. Workshops to focus on Best Practices C.Activities to Integrate Reading and Language Acquisition. E.Assist with Curriculum Calendar Development F. Hands-on</p> | | | | | | | | | | | | | |

Standards and computer-based instruction G.School-based teacher training and student activities to improve student achievement on FCAT Reading. I. Teacher training on the Sheltered instruction model. •Support/monitor implementation of sheltered instruction model through classroom visits and reflective visits throughout the school year. • MLTC Instructional Resource Specialists will collaborate with district trainers to offer input about specific effective ELL Reading strategies. •Rourke Reading Web program (Elementary, Middle and High Schools) this research-based reading intervention program uses computer software and leveled books to support ELL students develop their reading skills. The program is used in a number of instructional situations. These situations include classroom computer centers, resource rooms, computer labs, as well as media center rooms. •Expand project F.A.S.T. (Families and Schools Together!) , a program that extends the learning opportunities of ELL students beyond the school day by providing Net books for home use. ELLs (elementary, middle and High School) will have access to Rosetta Stone software which will help students acquire the language and develop vocabulary skills. • District and MLTC Instructional Resource Specialists will provide instructional support to Reading teachers to include: ESOL Strategies, appropriate ELL test accommodations, and materials. •Establish common course code and criteria for scheduling ELL students in appropriate reading classes in middle and high schools based on standardized test scores and other ELL information. At select schools, schedule ELL students in appropriate reading classes. Sec. 11: Title III. Part A. NCLB – Accountability, (41) • Monitor Reading instruction by visiting schools two to eight times a year to ensure that ELL strategies are being implemented with all ELLs, and especially focusing on those scoring Level 1 or 2 on FCAT Reading. (Reflective Visits, Classroom Walk-Throughs, etc.). • Utilize disaggregated FCAT and other Reading assessment data to identify specific reading skills that are not mastered in order to provide ELLs targeted, differentiated instruction. See ELL Plan, Sec. 3: Programmatic Assessment, (10a - 10d); Sec. 4: Comprehensive Program Requirements, (14d - 14f); Sec. 5: Statewide Assessment, (16 - 16b) Sec. 11: Title III. Part A. NCLB – Accountability, (42) Bilingual and ESOL paraprofessionals provide valuable support to ELLs and their teachers and are important members of the instructional teams serving ELLs (Jameson, 2002) • The MLTC, through Title III, provides schools, throughout the district , a total of 46 paraprofessionals to effectively support ELL students’ language development and reading skills. A. Elementary level – A total of 25.5 paraprofessionals assist ELLs at 24 different schools. B. Middle school level – A total of 7.5 paraprofessionals assist ELLs at 8 different schools. C. High school level – A total of 10 paraprofessionals assist ELLs at 7 different schools. D. Multi-Level – A total of 3 paraprofessionals assist ELLs at 3 multi-level schools E. Charter school – A total of 1 paraprofessional is available to assist ELLs at one of the charter schools. 2. ESOL and Title III Paraprofessionals will be offered monthly inservice on how to use A+ Rise strategies to assist ELLs at their schools. • Offer FCAT presentations at district and school-level PLC, ELL meetings, and parent workshops. FCAT information booklets and brochures will be available in different languages.

District and school-level administrators, Multicultural Education Department (MLTC) Director, Instructional Resource Specialist, Reading Coaches, EES, Paraprofessionals MLTC) Director, Instructional Resource Specialist, Reading Coaches, EES, Paraprofessionals

Ongoing

District and Title III

| 4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT) | Personnel Responsible | Timeline | Funding Source |
|--|------------------------------|-----------------|-----------------------|
| Research shows that it usually requires five-seven years to catch up to native English speakers in academic aspects of the second language (Collier, 1987; Klesmer, 1994; Cummins, 1981a). Currently, all ELLs are tested in mathematics under NCLB. Contrary to popular belief, math is heavily language-laden. In order to reduce the achievement gap between ELLs and native-English speaking students, teachers need special instructional strategies that will enable them to make the academic content in math accessible to | | | |

ELLs, while continuing to teach rigorous standard-based content. We can achieve this by using a deliberate two-fold approach: teach the content and develop ELL students' content language (Echevarria, Short , 2007) • Elementary and Secondary expert Instructional Resource Specialists, at the MLTC, and /or EES will offer teachers, administrators, and paraprofessionals, ELL Math Strategy trainings throughout the school year and/or during the summer. • The MLTC Resource Training Teachers will collaborate with Elementary and Secondary Resource teachers to ensure that ELL math vocabulary building strategies and meaningful interactive activities are infused in ongoing teacher math in-services. • The District and professional consultants will offer standards-based, content-driven trainings in Math with discussions/training on appropriate ELL accommodations . Ongoing inservices will include, but will not be limited to: A.Content-based ESOL strategies trainings B.Prof. Dev. Workshops to focus on Best Practices C.Activities to Integrate Math/Science E.Assist with Curriculum Calendar Development F. Hands-on Standards and computer-based instruction G.School-based teacher training and student activities to improve student achievement on FCAT Math. I. Teacher training on the Sheltered instruction model. •Support/monitor implementation of sheltered instruction model through classroom visits and reflective visits throughout the school year. • MLTC Instructional Resource Specialists will collaborate with district trainers to offer input about specific effective ELL strategies. •Expand project F.A.S.T. (Families and Schools Together!) , a program that extends the learning opportunities of ELL students beyond the school day by providing Net books for home use. ELLs will have access to math software such as Mighty Math (elementary level) and Understanding Math (secondary level) , to develop math vocabulary and skills. • District and MLTC Instructional Resource Specialists will provide instructional support to Math, pre-Algebra, and Algebra teachers to include: ESOL Strategies, appropriate ELL test accommodations, and materials. •Implement Math pacing schedules, grade-level expectations, and benchmarks for use by K-8 teachers to be monitored by school administration, and/or department heads or coaches. •Establish common course code and criteria for scheduling ELL students in appropriate mathematics classes in middle and high schools based on standardized test scores and other ELL information. At select schools, schedule ELL students in rigorous sheltered math classes beginning sixth grade. •Include more pre-algebra concepts ,using appropriate ESOL strategies, in M/J 1, 2 and 3 while continuing to focus on benchmarks for Sunshine State Standards for Grade 8 mathematics. Sec. 11: Title III. Part A. NCLB – Accountability, (41) • Monitor math instruction by visiting schools two to eight times a year to ensure that effective strategies are being implemented with all ELLs, and especially focusing on those scoring Level 1 or 2 on FCAT math. (Reflective Visits, Classroom Walk-Throughs, etc.). • Utilize disaggregated FCAT and other math assessment data to identify specific math skills not mastered in order to provide ELLs targeted, differentiated instruction. See ELL Plan, Sec. 3: Programmatic Assessment, (10a - 10d); Sec. 4: Comprehensive Program Requirements, (14d - 14f); Sec. 5: Statewide Assessment, (16 - 16b) Sec. 11: Title III. Part A. NCLB – Accountability, (42) Bilingual and ESOL paraprofessionals provide valuable support to ELLs and their teachers and are important members of the instructional teams serving ELLs (Jameson, 2002) • The MLTC, through Title III, provides schools, throughout the district , a total of 46 paraprofessionals to effectively support ELL students' language development through Math content learning. A. Elementary level – A total of 25.5 paraprofessionals assist ELLs at 24 different schools. B. Middle school level – A total of 7.5 paraprofessionals assist ELLs at 8 different schools. C. High school level – A total of 10

District and school-level administrators, Multicultural Education Department (MLTC) Director, Instructional Resource Specialist, Math Coaches, EES District Administrators District and school-level personnel Paraprofessionals MLTC Director, District Resource Teachers, EES District 21st Century Program Specialists, School Level Administrators, Site Coordinator and Tutors

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District/Title III/School District District Title III U.S. Department of Education Federal Grant Title III

paraprofessionals assist ELLs at 7 different schools. D. Multi-Level – A total of 3 paraprofessionals assist ELLs at 3 multi-level schools E. Charter school – A total of 1 paraprofessional is available to assist ELLs at one of the charter schools. 2. ESOL and Title III Paraprofessionals will be offered monthly inservice on how to use A+ Rise strategies to assist ELLs at their schools. . • Offer FCAT presentations at district and school-level PLC, ELL meetings, and parent workshops. FCAT information booklets and brochures will be available in different languages. ELL Plan, Sec. 8: Parent/Guardian/Student Notification (22-27); Sec. 9, (28-30), (32-32a) • Schools will offer a variety of after school programs through 21st Century Community Learning Centers (21st CCLC) to increase ELL student achievement in Math by extending learning opportunities, improving parent involvement, and collaborating to make more resources available. A. District-wide, Three (3) elementary schools (CAE, MAE and Narcoossee) will offer after school programs through 21st CCLC . B. Four (4) middle schools (SCMS, Narcoossee MS, Denn John MS and Discovery Intermediate) will offer after school programs C. Two (2) high schools (GHS, and OHS) will offer after school programs D. These school sites will serve approximately 225 ELLs of all proficiency levels • Schools will use programs/materials such as: Singapore Math, Everyday Math Counts Calendar, and Fast Math, and will make full use of differentiated materials and lessons for ELLs.

| 5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs. | Personnel Responsible | Timeline | Funding Source |
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| <p>Research shows that the proportion of well-qualified teachers is by far the most important determinant of student achievement at all grade levels, even after taking into consideration the special needs of ELLs and students of low SES (Darling-Hammond, 2000). • All Instructional personnel and administrators will attend a minimum of two content specific trainings. • All Administrators and Instructional personnel will be trained on the Continuous improvement Model (CIM) and will be able to use the model to analyze group and individual student data for decision-making, monitoring of progress and assessment/maintenance of skills. •Teacher training will be offered throughout the district. • The district will implement leadership training for district administrators using nationally recognized experts. • Intensive mentoring will be offered to new teachers, or to those in need of assistance based on outcome measure and administrator recommendation. • New teachers will be trained to implement A+ Rise instructional strategies for ELLs in the following areas: Math, Science, Vocabulary Development, Science, English I and English II. •Sheltered instruction will be monitored and follow-up will be provided by the Title III Resource Specialist • The Multicultural Education Department, will continue to train teachers on the use of Thinking Maps, as an effective way of providing ELL students comprehensible instruction in all subject matters. These maps provide ELL students much needed cognitive visuals that allow them to readily think about concepts, and understand how they relate to one another, as content vocabulary is reinforced and expanded. Thinking Maps are a valuable instructional tool for teachers of ESOL students in all grade levels and all levels of language proficiency. • The district will develop/offer more best practices content area training through a collaborative effort between Curriculum & Instruction, the Multicultural Education Department (MLTC), and Professional Development. • Curriculum & Instruction, MLTC and Professional Development to work cooperatively in offering second language acquisition and content area training to all teachers. Special attention will be given to middle and high school. • A team of MLTC Elementary/Secondary Instructional Resource Teachers and ESOL Educational Specialists (EES) will offer teachers, administrators, and</p> | <p>Professional Development School-based Resource Teachers District Instructional Resource Specialists, Reading & Math Teachers School Reading & Math Coaches Instructional personnel ESOL Educational Specialists District Instructional</p> | <p>Ongoing 2007- Ongoing 2009- Ongoing Ongoing 2009 - Ongoing Ongoing 2008 – Ongoing 2008- Ongoing 2008-</p> | <p>District Title III District Title III</p> |

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| <p>paraprofessionals training, throughout the school year and during the summer, to meet the specific needs of ELLs in Reading, Math, and Content Areas. Topics/titles of in-services will include, but not be limited to: Vocabulary Development for ELLs, ESOL Strategies and Accommodations for ELLs, Thinking Maps, Early Literacy Strategies for Elementary ELLs, Differentiated reading Strategies for Secondary ELLs, Reaching Second Language Learners Across the Curriculum, Writing Strategies for Second Language Learners, Accommodations vs. Modifications for English Language Learners, Successful ELL Parent/Teacher Conferences, Scaffolding Strategies for Second Language Learners, Alternative Assessment for Second Language Learners, Helping Second Language Learners Succeed, Accommodations for English Language Learners , Differentiated Centers/Stations for English Language Learners, Dual Language Program: One Way and Two Way •Elementary and Secondary teachers will continue training in best practices for increasing ELL student achievement, and research-based strategies proven to make language and content area instruction comprehensible. See ELL Plan, Sec. 11: Title III. Part A. NCLB – Accountability, (41-43</p> | <p>Resource Specialists, Reading & Math Teachers</p> | <p>Ongoing Ongoing</p> | |
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| <p>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.</p> | <p>Personnel Responsible</p> | <p>Timeline</p> | <p>Funding Source</p> |
|---|---|---|------------------------------------|
| <p>• Parents can influence students’ positive attitude about school, persistence in learning tasks, improved knowledge and use of effective learning strategies, and strong belief that effort is important to learning success (Grolnick & Slowiaczek, 1994; Hoover-Dempsey 2001) Therefore, the Osceola School District will make an intensified effort to involve all ELL parents through a variety of means available. Increased district/school/home communication and parent involvement will foster better ELL student attendance, higher grades and scores on standardized tests such as FCAT. ELL enrollment in more challenging courses/programs, and improved behavior at home and school will be some of the other salient benefits . • AMAO letter to ELL students’ parents will be individualized to inform parents of specific AMAO their child did not obtain proficiency in. Parents will be made aware of all before and/or after school programs available, at the school, to reinforce and compliment the regular school program. The school ESOL Educational Specialist (EES) will assist parents in enrolling ELLs in the programs available at the school. • The Bilingual Community Liaisons (English/Spanishand Haitian Creole) will be available, at the district level, to address ELL parent questions or concerns regarding information about school-related issues, activities, special programs, and events. Special attention will be give to issues affecting student achievement. • The Bilingual Community Liaisons will attend PLC meetings, school parent workshops, and district community events and provide parents of ELLs useful information, materials, and strategies to help ELLs improve academic performance. Workshop topics/titles will include, but not be limited to: Reading Strategies to Use at Home, Math Strategies to Use at Home • The Multicultural Education Department (MLTC) and EES will offer FCAT presentations at district and school-level PLC meetings and parent workshops. FCAT information booklets and brochures will be available in different languages. • The District in collaboration with the MLTC will: A. Update the www.osceola.k12.fl.us interactive website to include new features including taped online videos of School Board meetings, latest school news, updates on student achievement, and numerous quick links to provide parents and community resident’s information. Information will also be available in Spanish, the language of 50 % of the student population. An effort will be made to offer information in other languages, as feasible. B. Provide Spanish translations of monthly updates from the Superintendent’s office to the media. C. Provide important school news in Spanish and Hiatian Creole to all schools for inclusion in their newsletter to parents D. Create and distribute graduation requirement</p> | <p>MLTC Staff, Bilingual Community Liaisons, District Webmaster Bilingual Community Liaisons Superintendent District Administrators MLTC Director Bilingual Community Liaisons Superintendent District Administrators MLTC Director Bilingual Community</p> | <p>2012 - Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing</p> | <p>School Budget MLTC District</p> |

brochures in multiple languages for use by schools. E. Provide Spanish translation and multi-lingual literature at community-oriented events, and career fairs as a context for parent involvement, empowerment, and information access. F. The Immediate Response Information System (IRIS) will be implemented for district wide use. District emergency messages, as well as school-based announcements of meetings and events will be made in English and Spanish, as needed. Community information will go out via phone lines and email messages will also be available for internal use. G. The MLTC will publish bi-monthly parent newsletter, Spanish, Haitian Creole and English, containing parent tips for ELLs and announcements of meetings, and events of interest. • Continue to support and involve parents through a variety of other means such as: A. Collaboration with state, county and local agencies B. ELL/IEP meetings, PLC meetings, Parent Advisory Council, etc. C. Site-based parent trainings, parent/teacher conferences, D. Surveys, informal written and verbal communication via internet E. Parent Hotline ELL Plan, Sec. 8: Parent/Guardian/Student Notification (22-27; Sec. 9, (28-30), (32-32a)

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| Liaisons | | |
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| 7. If applicable, identify any changes to the Title III Immigrant Education Program. | Personnel Responsible | Timeline | Funding Source |
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| Not Applicable | | | |

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.