

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Calhoun



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Last Modified on: 12-10-2012

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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.

Representatives from Blountstown Elementary School and Blountstown Middle School, (Title I schools) met with the Title I Director, ESE Director, Director of Curriculum/Instruction, and District Reading/RTI Coach to write this plan. School representatives included the school improvement chairperson, principal, and at least one parent from each school advisory council.

Title I District Improvement Plan - (Part1_2)

STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

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Title I District Improvement Plan - (Part 2)

2) Based on the 2011-2012 AMO data and the 2012-2013 achievement objectives, identify the specific academic problems of low-achieving students, the fundamental teaching and learning needs of each subgroup, and how these will be addressed. Also, include why the prior plan did not sufficiently meet these needs. Complete for each subgroup/subject area not making satisfactory progress. Add additional strategies as needed. For English Language

Learners (ELL), if the district receives Title III funds see section “Title III District Improvement Plan.”

Subgroup not making satisfactory progress.	Subject Area	Specific Teaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
Total	Reading	Specific academic needs include increased understanding of complex text; increased exposure and support for content-area reading; continued scaffolding of low-level readers with a focus on diagnosis and increased intensity of interventions.		a.Continue to provide a curriculum coach to assist teachers with data analysis, instructional strategies & interventions matched to student needs which includes the use of complex text. b. Develop instructional focus calendars based on progress monitoring data d. Differentiate instruction based on student needs e.If funds are available, offer before/after school and/or summer school for at-risk students who need additional reading support. f. Monitor & support flexible small group reading g. Monitor & support iii instruction h. Place struggling readers with highly effective teachers. i. Track closely, students in MTSS.	a. Employ a nationally recognized reading consultant to provide summer professional development and continued teacher support throughout the year on data analysis, implementation of high yield strategies,reading curriculum alignment, instructional focus calendars and the implementation of the CCSS/NGSSS. b.The district MTSS coach and school curriculum coaches will provide professional development and assistance to teachers on data analysis.They will also provide coaching and mentoring on effective reading strategies and interventions.	Vicki Davis-Title I Director; Kay Tipton-Director of Curriculum/Instruction; Robin-District Reading/MTSS Coach/Mentor
					a. Continue to employ an NCTM nationally	

Total	Mathematics	Specific academic needs include fluency in basic math calculation, improvements in problem solving skills; increase in the amount of high level questioning and student discourse	<p>a.Continue to provide a curriculum coach to assist teachers with data analysis and to provide instructional strategies and interventions matched to student needs. b. Develop instructional focus calendars based on progress monitoring data; d. differentiate instruction; e.If funds are available, offer before/after school and/or summer school for at-risk students who need additional math support. f. Monitor & support iii instruction g.Monitor closely, students in MTSS.</p>	<p>recognized math consultant to provide summer professional development and continued teacher support throughout the year on data analysis, implementation of high yield strategies, math curriculum alignment and the implementation of the CCSS/NGSSS. b. The district and school MTSS Coach/curriculum coaches will provide professional development and assistance to teachers on data analysis. They will also model and coach teachers in the use of effective research based strategies and interventions.</p>	Vicki Davis-title I Director; Kay Tipton-Director of Curriculum/Instruction; Robin Richard-District MTSS Coach
White	Reading	Specific academic needs include increased understanding of complex text; increased exposure and support for content-area reading; continued scaffolding for low-level readers with	<p>a.Continue to provide a curriculum coach to assist teachers with data analysis, instructional strategies & interventions matched to student needs which includes the use of complex text. b. Develop instructional focus calendars based on progress monitoring data d. Differentiate instruction based on student needs e.If funds are available, offer before/after school and/or summer school for at-risk</p>	<p>a. Employ a nationally recognized reading consultant to provide summer professional development and continued teacher support throughout the year on data analysis, implementation of high yield strategies,reading curriculum alignment, instructional focus calendars and the implementation of the CCSS/NGSSS. b.The district MTSS coach and school curriculum</p>	Vicki Davis-title I Director; Kay Tipton-Director of Curriculum/Instruction; Robin-District Reading/MTSS Coach/Mentor

		a focus on diagnosis and increased intensity of interventions	students who need additional reading support. f. Monitor & support flexible small group reading g. Monitor & support iii instruction h. Place struggling readers with highly effective teachers. i. Track closely, students in MTSS.	coaches will provide professional development and assistance to teachers on data analysis. They will also provide coaching and mentoring on effective reading strategies and interventions.	
White	Mathematics	Specific academic needs include fluency in basic math calculation, improvements in problem solving skills; increase in the amount of high level questioning and student discourse	a. Continue to provide a curriculum coach to assist teachers with data analysis and to provide instructional strategies and interventions matched to student needs. b. Develop instructional focus calendars based on progress monitoring data; d. differentiate instruction; e. If funds are available, offer before/after school and/or summer school for at-risk students who need additional math support. f. Monitor & support iii instruction g. Monitor closely, students in MTSS.	a. Continue to employ an NCTM nationally recognized math consultant to provide summer professional development and continued teacher support throughout the year on data analysis, implementation of high yield strategies, math curriculum alignment and the implementation of the CCSS/NGSSS. b. The district MTSS Coach and school curriculum coaches will provide professional development and assistance to teachers on data analysis. They will also model and coach teachers in the use of effective research based strategies and interventions.	Vicki Davis-Title I Director; Kay Tipton-Director of Curriculum/Instruction; Robin Richard-District MTSS Coach
			a. Continue to provide an MTSS coach to assist teachers with data analysis, instructional strategies & interventions	a. Employ a nationally recognized reading consultant to provide summer professional development and	

Black	Reading	BES-Specific academic needs include increased understanding of complex text; increased exposure and support for content-area reading; continued scaffolding for low-level readers with a focus on diagnosis and increased intensity of interventions	matched to student needs which includes the use of complex text. b. Develop instructional focus calendars based on progress monitoring data d. Differentiate instruction based on student needs e.If funds are available, offer before/after school and/or summer school for at-risk students who need additional reading support. f. Monitor & support flexible small group reading in K-5. g. Monitor & support iii instruction all grades h. Place struggling readers with highly effective teachers. i. Track closely, students in MTSS.	continued teacher support throughout the year on data analysis, implementation of high yield strategies,reading curriculum alignment, instructional focus calendars and the implementation of the CCSS/NGSSS. b.The district MTSS coach and school curriculum coach will provide professional development and assistance to teachers on data analysis.They will also provide coaching and mentoring on effective reading strategies and interventions.	Vicki Davis-title I Director; Kay Tipton-Director of Curriculum/Instruction; Robin-District Reading/MTSS Coach/Mentor
Black	Mathematics	BES-Specific academic needs include fluency in basic math calculation, improvements in problem solving skills; increase in the amount of high level questioning and student discourse	a.Continue to provide an MTSS coach to assist teachers with data analysis and to provide instructional strategies and interventions matched to student needs. b. Develop instructional focus calendars based on progress monitoring data; d. differentiate instruction; e.If funds are available, offer before/after school and/or summer school for at-risk students who need additional math	a. Continue to employ an NCTM nationally recognized math consultant to provide summer professional development and continued teacher support throughout the year on data analysis, implementation of high yield strategies, math curriculum alignment and the implementation of the CCSS/NGSSS. b. The district MTSS coach and school curriculum coach will provide professional development and assistance to	Vicki Davis-title I Director; Kay Tipton-Director of Curriculum/Instruction; Robin-District Reading/MTSS Coach/Mentor

			support. f. Monitor & support iii instruction g. Monitor closely, students in MTSS.	teachers on data analysis. They will also model and coach teachers in the use of effective research based strategies and interventions.	
Hispanic	Reading				
Hispanic	Mathematics				
Asian	Reading				
Asian	Mathematics				
American Indian	Reading				
American Indian	Mathematics				
Economically Disadvantaged	Reading	Specific academic needs include increased understanding of complex text; increased exposure and support for content-area reading; continued scaffolding for low-level readers with a focus on diagnosis and increased intensity of interventions	a. Continue to provide an MTSS coach to assist teachers with data analysis, instructional strategies & interventions matched to student needs which includes the use of complex text. b. Develop instructional focus calendars based on progress monitoring data d. Differentiate instruction based on student needs e. If funds are available, offer before/after school and/or summer school for at-risk students who need additional reading support. f. Monitor & support flexible small group reading in. g. Monitor & support iii instruction h. Place struggling readers with highly effective teachers. i. Track closely, students in MTSS.	a. Employ a nationally recognized reading consultant to provide summer professional development and continued teacher support throughout the year on data analysis, implementation of high yield strategies, reading curriculum alignment, instructional focus calendars and the implementation of the CCSS/NGSSS. b. The district MTSS coach and school curriculum coach will provide professional development and assistance to teachers on data analysis. They will also provide coaching and mentoring on effective reading strategies and interventions.	Vicki Davis-title I Director; Kay Tipton-Director of Curriculum/Instruction; Robin-District Reading/MTSS Coach/Mentor
				a. Continue to	

Economically Disadvantaged	Mathematics	<p>BMS-Specific academic needs include fluency in basic math calculation, improvements in problem solving skills; increase in the amount of high level questioning and student discourse</p>	<p>a.Continue to provide an MTSS coach to assist teachers with data analysis and to provide instructional strategies and interventions matched to student needs. b. Develop instructional focus calendars based on progress monitoring data; d. differentiate instruction; e.If funds are available, offer before/after school and/or summer school for at-risk students who need additional math support. f. Monitor & support iii instruction in grades 6-8 g.Monitor closely, students in MTSS.</p>	<p>employ an NCTM nationally recognized math consultant to provide summer professional development and continued teacher support throughout the year on data analysis, implementation of high yield strategies, math curriculum alignment and the implementation of the CCSS/NGSSS. b. The district MTSS coach and school curriculum coach will provide professional development and assistance to teachers on data analysis. They will also model and coach teachers in the use of effective research based strategies and interventions.</p>	<p>Vicki Davis-title I Director; Kay Tipton-Director of Curriculum/Instruction; Robin-District Reading/MTSSCoach/Mentor</p>
English Language Learners	Reading				
English Language Learners	Mathematics				

Students with Disabilities	Reading	BES-Specific academic needs include increased understanding of complex text; increased exposure and support for content-area reading; continued scaffolding for low-level readers with a focus on diagnosis and increased intensity of interventions	a.Continue to provide an MTSS coach to assist teachers with data analysis, instructional strategies & interventions matched to student needs which includes the use of complex text. b. Develop instructional focus calendars based on progress monitoring data d. Differentiate instruction based on student needs e.If funds are available, offer before/after school and/or summer school for at-risk students who need additional reading support. f. Monitor & support flexible small group reading in K-5. g. Monitor & support iii instruction h. Place struggling readers with highly effective teachers. i. Track closely, students in MTSS.	a. Employ a nationally recognized reading consultant to provide summer professional development and continued teacher support throughout the year on data analysis, implementation of high yield strategies,reading curriculum alignment, instructional focus calendars and the implementation of the CCSS/NGSSS. b.The district MTSS coach and school curriculum coach will provide professional development and assistance to teachers on data analysis.They will also provide coaching and mentoring on effective reading strategies and interventions.	Vicki Davis-title I Director; Kay Tipton-Director of Curriculum/Instruction;Staci Williams-ESE Director; Robin-District Reading/MTSS Coach/Mentor
		BES-Specific academic needs include fluency in	a.Continue to provide an MTSS coach to assist teachers with data analysis and to provide instructional strategies and interventions matched to student needs. b. Develop	a. Continue to employ an NCTM nationally recognized math consultant to provide summer professional development and continued teacher support throughout the year on data analysis, implementation of high yield	

Students with Disabilities	Mathematics	basic math calculation, improvements in problem solving skills; increase in the amount of high level questioning and student discourse	instructional focus calendars based on progress monitoring data; d. differentiate instruction; e.If funds are available, offer before/after school and/or summer school for at-risk students who need additional math support. f. Monitor & support iii instruction g.Monitor closely, students in MTSS.	strategies, math curriculum alignment and the implementation of the CCSS/NGSSS. b. The district MTSS coach and school curriculum coach will provide professional development and assistance to teachers on data analysis. They will also model and coach teachers in the use of effective research based strategies and interventions.	Vicki Davis-title I Director; Kay Tipton-Director of Curriculum/Instruction;Staci Williams-ESE Director; Robin-District Reading/MTSS Coach/Mentor
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>Scott Foresman Reading Street is the comprehensive core reading program used in all Calhoun County elementary schools in grades K-5. This program is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools. The program uses differentiated instruction with a strong emphasis on ongoing progress monitoring and an explicit plan to help with managing small groups of students.</p> <p>The district has contracted with a consultant to provide professional development in developing and mapping the K-5 comprehensive, systematic curriculum framework that will meet the demands of the CCSS.</p>
	<p>All middle school students take a reading class. Those students who are not in an intensive reading class take a developmental reading class. Teachers of the developmental reading classes use a variety of methods and materials to develop strategies and critical thinking skills in reading. Teachers use the following strategies: comprehension monitoring, cooperative learning, graphic and semantic organizers, question generation and answering, story structure and summarization to develop students' reading skills. Teachers use large and small group instruction with students. The materials that are used to develop these strategies include novel studies, thematic units, leveled classroom libraries, and independent reading.</p> <p>Teachers of the 6th grade developmental reading classes use Scott Foresman Reading Street. This program is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools.</p>

MIDDLE	<p>Impact is a supplemental program that is used in the developmental reading classes. Impact has articles based on high interest current events. It helps students to develop the tools needed to be effective readers.</p> <p>Rev It Up! is a supplemental vocabulary program that is used in the seventh and eighth grade developmental reading classes. This program embeds academic vocabulary in engaging texts and prompts the vocabulary's use in writing and discussion. Repeated, systematic exposure to each word in different contexts leads to deep lexical understanding.</p> <p>The schools will ensure that the amount and variety of complex text used to teach comprehension tasks are achieved through frequent and better developed lessons that include rich and deep questioning tasks. The schools will also increase the amount of non-fiction texts utilized as companion pieces with literature.</p> <p>Curriculum committees are working through the summer to identify and include complex text pieces into the curriculum. Professional development will be given to teachers in how to identify and develop lessons around complex text. Frequent walk-throughs and observations will ensure that the use of complex text is being done.</p> <p>As funds become available, the schools will continue to acquire a variety of complex text that will be used to enhance the core curriculum and to aid in activities designed to extract information from complex text leading to deeper learning. Embedded reading of complex text will be used in content area classes as well as the ELA and reading classes so that students have more opportunities to interact with complex text.</p> <p>The PACE/FastForward programs help students to process information more efficiently and as a result, students are better able to understand complex text.</p>
HIGH	<p>The schools will ensure that the amount and variety of complex text used to teach comprehension tasks are achieved through frequent and better developed lessons that include rich and deep questioning tasks. The schools will also increase the amount of non-fiction texts utilized as companion pieces with literature.</p> <p>Curriculum committees are working through the summer to identify and include complex text pieces into the curriculum. Professional development will be given to teachers in how to identify and develop lessons around complex text. Frequent walk-throughs and observations will ensure that the use of complex text is being done.</p> <p>As funds become available, the schools will continue to acquire a variety of complex text that will be used to enhance the core curriculum and to aid in activities designed to extract information from complex text leading to deeper learning. Embedded reading of complex text will be used in content area classes as well as the ELA and reading classes so that students have more opportunities to interact with complex text.</p> <p>The PACE/FastForward programs help students to process information more efficiently and as a result, students are better able to understand complex text.</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>Our district should not have one of the 100 lowest-performing elementary schools. (We hope)</p> <p>Accelerated Reader is an incentive program that encourages independent reading practice. The STAR reading assessment, assesses students and provides an individual reading level that is within the zone of proximal development for the student. Books in the media center are identified by the grade level ranges and students select books from within their individual range. The media center provides a variety of text materials at all levels and interest. Students are encouraged to read and time is set aside daily for independent reading by all students. Classroom libraries are being updated to include and utilize the appendix B suggested text list from the Common Core State Standards.</p> <p>Students in need of immediate intensive intervention will receive differentiated instruction based on appropriate assessments. Direct instruction will be delivered to small reading groups who have similar needs. Student placement in these groups is flexible and different curricula will be used to instruct these groups. These students will meet each day for at least 20 minutes in a small group setting. All activities will connect to the five areas of reading and will include clearly articulated academic goals. An additional 30 minutes above the 90 minute reading block will be given to those students who are in the greatest need of immediate intensive intervention. This instruction will be given by the classroom teacher, reading resource teacher, or paraprofessional, under the guidance of the classroom teacher.</p>

MIDDLE	<p>The schools will ensure that the amount and variety of complex text used to teach comprehension tasks are achieved through frequent and better developed lessons that include rich and deep questioning tasks. The schools will also increase the amount of non-fiction texts utilized as companion pieces with literature. Curriculum committees are working through the summer to identify and include complex text pieces into the curriculum. Professional development will be given to teachers in how to identify and develop lessons around complex text. Frequent walk-throughs and observations will ensure that the use of complex text is being done. As funds become available, the schools will continue to acquire a variety of complex text that will be used to enhance the core curriculum and to aid in activities designed to extract information from complex text leading to deeper learning. Embedded reading of complex text will be used in content area classes as well as the ELA and reading classes so that students have more opportunities to interact with complex text.</p> <p>The PACE/FastForward programs help students to process information more efficiently and as a result, students are better able to understand complex text.</p>
HIGH	<p>The schools will ensure that the amount and variety of complex text used to teach comprehension tasks are achieved through frequent and better developed lessons that include rich and deep questioning tasks. The schools will also increase the amount of non-fiction texts utilized as companion pieces with literature. Curriculum committees are working through the summer to identify and include complex text pieces into the curriculum. Professional development will be given to teachers in how to identify and develop lessons around complex text. Frequent walk-throughs and observations will ensure that the use of complex text is being done. As funds become available, the schools will continue to acquire a variety of complex text that will be used to enhance the core curriculum and to aid in activities designed to extract information from complex text leading to deeper learning. Embedded reading of complex text will be used in content area classes as well as the ELA and reading classes so that students have more opportunities to interact with complex text.</p> <p>The PACE/FastForward programs help students to process information more efficiently and as a result, students are better able to understand complex text.</p>
Additional Information	

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

Title I District Improvement Plan - (Part 3_2)

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

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
	<p>Before school computer-based activities are offered to students at all elementary schools who arrive at school early. Some schools offer computer-based activities after school. These activities are used to strengthen skills that have been previously taught in the classroom.</p> <p>Students at Blountstown Elementary School are offered an after school program as a preparatory for the FCAT. The goal of this after school program is to provide students with additional practice in advance of the FCAT testing. Teachers are used as the instructors for</p>		

ELEMENTARY	<p>this program.</p> <p>Blountstown Elementary School will offer a summer remediation program for first, second, fourth, and fifth grade students who are the most academically challenged. Teachers are used as the instructors for this program. This program is open to students at the other elementary schools and transportation from students' home schools is provided.</p> <p>Blountstown Elementary School will offer a before school remediation and/or tutoring program for the most academically challenged students in grades one through five. Teachers are used as the instructors for this program.</p> <p>Reading intervention teachers in elementary schools, summer reading camps, and other extended day programs must be certified in elementary education and it is preferred that they also have the reading endorsement.</p> <p>Additional time outside the school day is being provided for reading intervention. Computer labs at each school are open before school so that students can work on prescribed interventions through online learning. Small group after school tutoring is done in the spring of the year to provide additional intervention to those students who are in need.</p>	Frequency and duration will depend on the availability of funds.	Vicki Davis-Title I Director; Kay Tipton-Director of Curriculum/Instruction; Pam Bozeman-Principal BES
MIDDLE	<p>Students whose areas of need include decoding and text reading efficiency will be placed in a 90 minute reading block.</p> <p>Before school computer-based activities are offered to students at all middle schools who arrive at school early.</p> <p>Credit recovery is available throughout the year for students as needed.</p> <p>After school tutoring as preparation for FCAT is offered to students for six weeks prior to FCAT.</p> <p>Summer school is offered to students who exhibit a need in the areas of reading and math.</p>	Frequency and duration will depend on the availability of funds.	Vicki Davis-Title I Director; Kay Tipton-Director of Curriculum/Instruction; Neva Miller-Principal BMS
	FCAT Level 1 & 2 students who have decoding and text reading efficiency needs will be placed in a 90 minute reading block.		

HIGH	<p>After school tutoring is offered to students for four weeks prior to the Spring FCAT as a preparation for the test.</p> <p>Credit recovery is available to students as needed.</p> <p>These activities reinforce the reading instruction that is provided during the school day.</p>	Frequency and duration will depend on the availability of funds.	Vicki Davis-Title I Director; Kay Tipton-Director of Curriculum/Instruction; Ronnie Hand-Principal BHS
Additional Information			

Title I District Improvement Plan - (Part 3_3)

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

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	All Level 1 & 2 students in grades 3-5; black and white students, students with disabilities, and economically disadvantaged students.	Student needs will be address daily throughout the school year.	Vicki Davis-Assistant Superintendent;Kay Tipton-Director of Curriculum/Instruction;Pam Bozeman-Principal;Robin Richards-District Reading/MTSS Coach/Mentor;Staci Williams-ESE Director
MIDDLE	All Level 1 & 2 students in grades 6-8;white students and economically disadvantaged students.	Student needs will be address daily throughout the school year.	Vicki Davis-Assistant Superintendent;Kay Tipton-Director of Curriculum/Instruction;Neva Miller-Principal;Robin Richards-District Reading/MTSSCoach;
HIGH			

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	GO MATH	SuccessMaker	a.An NCTM recognized math consultant provided summer professional development and continues to work with teachers throughout the school year on data analysis, implementation of high yield strategies, math curriculum alignment and implementation of the CCSS/NGSSS and instructional focus calendars.
MIDDLE	Big Ideas		a.A NCTM and state recognized math consultant provides summer professional development and continues to work with teachers throughout the school year on data analysis, implementation of high yield strategies, math curriculum alignment, implementation of the CCSS/NGSSS and instructional focus calendars. c. Selected middle school math teachers are involved in

PROMISE. PROMISE provides targeted professional development that enhances the content-specific knowledge and skills to effectively deliver the NGSSSS. Teachers attending PROMISE go to two week workshops during the summer and followup days during the school year.

HIGH

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
<p>Before school computer-based activities are offered to students at BES who arrive at school early. These activities are used to strengthen skills that have been previously taught in the classroom.</p> <p>If funds are available, students at Blountstown Elementary School will be offered an after school program as a preparatory for the FCAT. The goal of this after school program is to provide students with additional practice in advance of the FCAT testing. Teachers will be used as the instructors for this program.</p> <p>If funds are available, Blountstown Elementary School will offer a summer remediation program for first, second, fourth, and fifth grade students who are the most academically challenged. Teachers are used as the instructors for this program.</p> <p>If funds are available, Blountstown Elementary School will offer a before school remediation and/or tutoring program for the most academically challenged students in grades one through five. Teachers are used as the instructors for this program.</p> <p>At BMS, before school computer-based activities are used to strengthen skills that have previously been taught in</p>	<p>All Level 1 & 2 students and economically disadvantaged students.</p>	<p>Student needs at BES will be addressed daily throughout the school year using computer-based programs.</p> <p>An after school math camp is offered at BES. It meets for 6 weeks February-March.</p> <p>BES students participate in summer school for 4 weeks, Monday-Thursday, for 6 hours each day.</p> <p>Before school remediation is offered to BES students. It meets from January-May, from 7-7:45 each day.</p> <p>Student needs at BMS will be addressed daily throughout the school year using computer-based programs.</p>	<p>Vicki Davis-Assistant Superintendent; Kay Tipton-Director of Curriculum/Instruction; Staci Williams-ESE Director; Pam Bozeman, Neva Miller-Principals; Robin Richards-Reding/MTSS Coach/Mentor</p>

the classroom.		BMS students participate in summer school for 4 weeks, Monday-Thursday, for 6 hours each day.	
Instruction during the summer remediation program will be closely connected to the areas of weakness that the children in this program exhibit. Differentiated instruction will be used to address the areas of weakness.			

Title I District Improvement Plan - (Part 5)

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

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Scott Foresman Science		a. A state recognized science consultant provides summer professional development and continues to provide support to teachers throughout the school year on data analysis, implementation of high yield strategies, science curriculum alignment and implementation of the NGSSS.
MIDDLE	Holt Science and Technology		a. A state recognized science consultant provides summer professional development and continues to provide support to teachers throughout the school year on data analysis, implementation of high yield strategies, science curriculum alignment and implementation of the NGSSS in science. b. Selected middle & high school science teachers are involved in BIOSCOPES. This three-year project will offer science-related professional learning opportunities to teachers. BIOSCOPES helps teachers gain a greater understanding of content knowledge in order to more effectively teach the most overarching and challenging concepts in biological science.
HIGH			

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
If funds are available, Blountstown Elementary will offer an after school science camp.	This camp is offered to targeted students in the 5th grade who would benefit most from hands on science exploration.	The science camp is 4 days a week for 6 weeks prior to the FCAT science test.	Pam Bozeman, Principal, Blountstown Elementary School Vicki Davis, Title I Director

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	None	Six Traits of Writing	Contract with a state recognized writing consultant to provide summer professional development and continued support throughout the year on data analysis, modeling, observations, and consultations on the writing process.
MIDDLE	None	Six Traits of Writing	Contract with a state recognized writing consultant to provide summer professional development and continued support throughout the year on data analysis, modeling, observations, and consultations on the writing process.
HIGH			

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
If funds are available, Blountstown Elementary School will provide an after school writing camp	This program is offered to targeted 4th grade students who are in need of the most improvement.	An after school writing camp operates for five weeks beginning in late January. In order to allow the maximum number of students possible, two sessions are held each week. Group 1 meets Monday-Tuesday of each week and Group 2 meets Wednesday-Thursday of each week.	Pam Bozeman, Principal, Blountstown Elementary School Vicki Davis, Title I Director

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 Title I director will monitor the expenditures to ensure that no less than 10% of Title I, Part A funds are spent to support professional development 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
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Increase parent participation in parent involvement activities.	The percentage of parents participating in the activities is low as compared to the student population.	Provide family academic activities in an effort to involve parents in their child's education. At least four activities will be planned during the school year to provide parents with information and activities to help their child to be more successful in school. Activities can include guest speakers, demonstrations, modeling, learning activities, and make and take sessions.	Compare the parent sign-in sheets from SY 2011-2012 to SY 2012-2013	Pam Bozeman, Principal, Blountstown Elementary School Neva Miller, Principal, Blountstown Middle School Vicki Davis, Title I Director
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Title III District Improvement Plan

Title III, Section 3122(b)(2)

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

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

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

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.	Personnel Responsible	Timeline	Funding Source
6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.	Personnel Responsible	Timeline	Funding Source
7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source

District Assistance and Intervention Plan: Differentiated Accountability

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.