

# FLORIDA DEPARTMENT OF EDUCATION

## Differentiated Accountability

### 2012-2013 District Improvement and Assistance Plan

#### District: Santa Rosa

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Pam Stewart, Commissioner

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#### Title I District Improvement Plan

##### Title I, Section 1116(c)(7)

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

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

#### Title I District Improvement Plan - (Part1\_1)

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

The district began the process of developing this plan by reviewing 11-12 AMO data. Special attention is devoted to an analysis of subgroups whose data is demonstrating a trend of plateauing or significantly trailing the total district proficiency percentages. Objectives and strategies were developed for the district with input from a variety of stakeholders. The DIAP was developed to ensure resources and supports are available and utilized to successfully meet the identified needs of all students. The district plan is available for schools to review by their School Advisory Councils (including parents, staff, and community representatives). The final document is submitted to the School Board for adoption and public review and comment.

#### 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	30% did not meet proficiency	<p>Proficiency in reading decreased from 71% in 2010-11 to 70% in 2011-12. Current year's scores reflect increased rigor of FCAT 2.0 and cut scores.</p> <p>To increase the rate of improvement, additional programs, support and professional development will be provided.</p> <p>Earlier identification of students and intervention beginning in kindergarten should also ensure progress.</p>	<p>The Early Intervention Reading program, as research-based small group differentiated instructional model is an RtI program with established fidelity and integrity. Program deployment has increased from K-2 to K-3.</p> <p>Fast ForWord Tier III intervention is provided at select schools.</p>	<p>Ongoing professional development will be provided to all general education and special education teachers and paraprofessionals in grades K-3</p> <p>Provide staff development to K-5 teachers, intensive reading teachers and ELA teachers on Common Core State Standards with special emphasis on increasing text complexity, implementation of effective close reading, with emphasis on academic vocabulary, text/evidence-based responses.</p> <p>Continue Next Generation Content Area Reading Professional Development (NG CAR-PD) in middle and high school to increase reading skills of struggling middle and high school students.</p>	Federal Programs, IDEA, Literacy Department

Total	Mathematics	31% did not meet proficiency	<p>The percent of students scoring satisfactory in mathematics did not meet the AMO mathematics target of 70%. (67% in 10-11 and 69% in 11-12), indicating that the plan did not meet the needs of many struggling learners.</p> <p>The district did make gains in proficiency of struggling learners. The intensity of interventions and earlier identification of struggling students need to be examined and</p>	<p>a. Core instruction is supplemented with programs such as SuccessMaker Enterprise, STAR Math, Accelerated Mathematics, FCAT Explorer, Florida Achieves and FASTT Math.</p> <p>b. Students in elementary and middle school participate in math classes, with intensive intervention provided in an extended day, pullout programs, or in-school remediation programs.</p> <p>c. At the high school level, all students are required to earn 4 credits to graduate.</p> <p>d. The district, schools, and math departments will identify student weaknesses in mathematics and staff development in effective instructional strategies and in mathematics content will address the needs of all students.</p> <p>e. The district has reviewed and adjusted mathematics pacing guides to assist teachers in implementing the Next Generation Sunshine State Standards for mathematics in grades 2-12.</p>	<p>a. District analysis of math achievement revealed the need for math staff development, especially on the state adopted mathematics standards and more effective methods for teaching math concepts and skills.</p> <p>b. Awareness of and implementation of the Common Core State Standards (K-1) and Standards of Mathematical Practice (K-12) is a part of the district rollout for 2012-2013.</p> <p>c. An Academic Intervention Specialist in mathematics has been assigned to the one Title I middle school (King Middle). This position includes job imbedded staff development that includes one-on-one coaching, modeling, teacher implementation with observation and feedback, and conferencing results in the greatest change in teacher behaviors with resulting improvement in student achievement.</p> <p>d. Lesson study and Professional Learning Communities will be offered at the schools for mathematics as a part of their school</p>	<p>a. District and school level teachers and administrators</p> <p>b. Title I Academic Intervention Math Specialist</p>
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			<p>possibly increased.</p> <p>Staff development needs to be targeted more to the specific needs of the schools subgroups.</p>	<p>f. The district has written K-1 mathematics pacing guides to assist teachers in implementing the Common Core State Standards in mathematics.</p> <p>g. Discovery Education embedded assets (video clips, game, instructional activities, etc.) in mathematics pacing guides to give teachers other options for differentiated instruction and targeted intervention.</p> <p>h. The Academic Intervention Specialist at King Middle School will provide small group, differentiated instruction in mathematics.</p>	<p>based inservice programs.</p> <p>e. The Coordinator of Mathematics, with strong math content knowledge and skills, will assist all schools in implementing the state adopted mathematics standards and helping teachers to adapt their instructional practices to include the Common Core Standards of Mathematical Practices.</p> <p>f. Professional development for RtI and effective intervention strategies will be provided.</p> <p>g. Discovery Education Assessment training</p> <p>h. Data Team training</p>	
			<p>Proficiency in reading decreased from 73% in 2010-11 to 72% in 2011-12. Current year's scores reflect increased rigor of FCAT 2.0</p>		<p>Ongoing professional development will be provided to all general education and special education teachers and paraprofessionals in grades K-3.</p> <p>Provide staff development to K-5 teachers, intensive reading teachers and</p>	

White	Reading	27% did not meet proficiency	<p>and cut scores.</p> <p>To increase the rate of improvement, additional programs, support and professional development will be provided.</p> <p>Earlier identification of students and intervention beginning in kindergarten should also ensure progress</p>	<p>The Early Intervention Reading program, as research-based small group differentiated instructional model is an RtI program with established fidelity and integrity.</p> <p>Fast ForWord</p>	<p>ELA teachers on Common Core State Standards with special emphasis on increasing text complexity, implementation of effective close reading, with emphasis on academic vocabulary, text/evidence-based responses.</p> <p>Continue Next Generation Content Area Reading Professional Development (NG CAR-PD) in middle and high school to increase reading skills of struggling middle and high school students.</p>	Federal Programs, IDEA, District Literacy Department
			<p>The percent of white students scoring satisfactory in</p>	<p>a. Core instruction is supplemented with programs such as SuccessMaker Enterprise, STAR Math, Accelerated Mathematics, FCAT Explorer, Florida Achieves and FASTT Math.</p> <p>b. Students in elementary and middle school participate in math classes, with intensive intervention provided in an extended day, pullout programs, or in-school remediation programs.</p> <p>c. At the high school level, all students are required to earn 4 credits to graduate.</p>	<p>a. District analysis of math achievement revealed the need for math staff development, especially on the state adopted mathematics standards and more effective methods for teaching math concepts and skills.</p> <p>b. Awareness of and implementation of the Common Core State Standards (K-1) and Standards of Mathematical Practice (K-12) is a part of the district rollout for 2012-2013.</p> <p>c. An Academic Intervention</p>	

White	Mathematics	70% of students met proficiency	<p>mathematics did not meet the AMO mathematics target of 72%. (69% in 10-11 and 70% in 11-12), indicating that the plan did not meet the needs of many struggling learners.</p> <p>The district did make gains in proficiency of struggling learners. The intensity of interventions and earlier identification of struggling students need to be examined and possibly increased.</p> <p>Staff development needs to be targeted more to the specific needs of the schools subgroups.</p>	<p>d. The district, schools, and math departments will identify student weaknesses in mathematics and staff development in effective instructional strategies and in mathematics content will address the needs of all students.</p> <p>e. The district has reviewed and adjusted mathematics pacing guides to assist teachers in implementing the Next Generation Sunshine State Standards for mathematics in grades 2-12.</p> <p>f. The district has written K-1 mathematics pacing guides to assist teachers in implementing the Common Core State Standards in mathematics.</p> <p>g. Discovery Education embedded assets (video clips, game, instructional activities, etc.) in mathematics pacing guides to give teachers other options for differentiated instruction and targeted intervention.</p> <p>h. The Academic</p>	<p>Specialist in mathematics has been assigned to the one Title I middle school (King Middle). This position includes job imbedded staff development that includes one-on-one coaching, modeling, teacher implementation with observation and feedback, and conferencing results in the greatest change in teacher behaviors with resulting improvement in student achievement.</p> <p>d. Lesson study and Professional Learning Communities will be offered at the schools for mathematics as a part of their school based inservice programs.</p> <p>e. The Coordinator of Mathematics, with strong math content knowledge and skills, will assist all schools in implementing the state adopted mathematics standards and helping teachers to adapt their instructional practices to include the Common Core Standards of Mathematical Practices.</p> <p>f. Professional development for RtI and effective intervention strategies will be provided.</p>	<p>a. District and school level teachers and administrators</p> <p>b. Academic Intervention Specialist</p>
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				<p>Intervention Specialist at King Middle School will provide small group, differentiated instruction in mathematics.</p> <p>i. Paraprofessionals will also provide intervention.</p>	<p>g. Discovery Education Assessment training</p> <p>h. Data Team training</p>	
					<p>a. District analysis of math achievement revealed the need for math staff development, especially on the state adopted mathematics standards and more effective methods for teaching math concepts and skills.</p> <p>b. Awareness of and implementation of the Common Core State Standards (K-1) and Standards of Mathematical Practice (K-12) is a part of the district rollout for 2012-2013.</p> <p>c. An Academic Intervention Specialist in mathematics has been assigned to the one Title I middle school (King Middle). This position includes job imbedded staff development that includes one-on-one coaching, modeling, teacher implementation with observation and feedback, and conferencing results in the greatest change in teacher behaviors with resulting</p>	



Black	Reading	53% did not meet proficiency	<p>Proficiency in reading decreased from 51% in 2010-11 to 47% in 2011-12. Current year's scores reflect increased rigor of FCAT 2.0 and cut scores, indicating that the plan did indeed meet the needs of most learners.</p> <p>To increase the rate of improvement, additional programs, support and professional development will be provided.</p> <p>Earlier identification of students and intervention beginning in kindergarten should also ensure progress.</p>	<p>a. Frequent screening and progress monitoring (DEA)</p> <p>b. Implementation of Read 180, My Reading Coach, Earobics, Earobics Reach and Early Intervention Program.</p> <p>d. Implementation of 90 min. reading block with CCRP at elementary school and reading interventions at the middle and high school level.</p> <p>e. Intensive Individual Instruction daily for struggling K-5 students</p> <p>f. Exploration of other intervention programs that will target struggling readers, such as Fast ForWord.</p>	<p>improvement in student achievement.</p> <p>d. Lesson study and Professional Learning Communities will be offered at the schools for mathematics as a part of their school based inservice programs.</p> <p>e. The Coordinator of Mathematics, with strong math content knowledge and skills, will assist all schools in implementing the state adopted mathematics standards and helping teachers to adapt their instructional practices to include the Common Core Standards of Mathematical Practices.</p> <p>f. Professional development for RtI and effective intervention strategies will be provided.</p> <p>g. Discovery Education Assessment training</p> <p>h. Data Team training</p> <p>K-1 Common Core State Standards ELA Summer Institute Third Grade Reading Institute Professional Learning communities regarding RtI for reading Reading staff development as listed in the district's K-12 Comprehensive</p>	<p>a. Academic Intervention Specialists</p> <p>b. Reading Coaches</p> <p>c. District and school level teachers and administration</p> <p>d. Teachers on Special Assignment for Elementary and Secondary Literacy</p>
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					<p>Research-based Reading Plan.</p> <p>Reading professional development for elementary principals, and academic intervention specialists.</p> <p>Discovery Education Assessment training</p> <p>Response to Intervention Training</p> <p>Data Team training</p> <p>Provide staff development to K-5 teachers, intensive reading teachers and ELA teachers on Common Core State Standards with special emphasis on increasing text complexity, implementation of effective close reading, with emphasis on academic vocabulary, text/evidence-based responses.</p> <p>Continue Next Generation Content Area Reading Professional Development (NG CAR-PD) in middle and high school to increase reading skills of struggling middle and high school students.</p>	
				<p>a. Core instruction is supplemented with programs such as SuccessMaker Enterprise, STAR Math, Accelerated Mathematics, FCAT Explorer, Florida Achieves and FASTT Math.</p>	<p>a. District analysis of math achievement revealed the need for math staff development, especially on the state adopted mathematics</p>	

Black	Mathematics	54% did not meet proficiency	<p>Proficiency in mathematics remained the same (46% in 10-11 and 46% in 11-12), and did not meet the target AMO in math of 51%.</p>	<p>b. Students in elementary and middle school participate in math classes, with intensive intervention provided in an extended day, pullout programs, or in-school remediation programs.</p> <p>c. At the high school level, all students are required to earn 4 credits to graduate.</p> <p>d. The district, schools, and math departments will identify student weaknesses in mathematics and staff development in effective instructional strategies and in mathematics content will address the needs of all students.</p> <p>e. The district has reviewed and adjusted mathematics pacing guides to assist teachers in implementing the Next Generation Sunshine State Standards for mathematics in grades 2-12.</p> <p>f. The district has written K-1 mathematics pacing guides to assist teachers in implementing the Common Core State Standards in mathematics.</p>	<p>standards and more effective methods for teaching math concepts and skills.</p> <p>b. Awareness of and implementation of the Common Core State Standards (K-1) and Standards of Mathematical Practice (K-12) is a part of the district rollout for 2012-2013.</p> <p>c. An Academic Intervention Specialist in mathematics has been assigned to the one Title I middle school (King Middle). This position includes job imbedded staff development that includes one-on-one coaching, modeling, teacher implementation with observation and feedback, and conferencing results in the greatest change in teacher behaviors with resulting improvement in student achievement.</p> <p>d. Lesson study and Professional Learning Communities will be offered at the schools for mathematics as a part of their school based inservice programs.</p> <p>e. The Coordinator of Mathematics, with strong math content knowledge and skills, will assist all schools in implementing the</p>	<p>a. District and school level teachers and administrators</p> <p>b. Title I Academic Intervention Math Specialist</p>
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				<p>g. Discovery Education embedded assets (video clips, game, instructional activities, etc.) in mathematics pacing guides to give teachers other options for differentiated instruction and targeted intervention.</p> <p>h. The Academic Intervention Specialist at King Middle School will provide small group, differentiated instruction in mathematics.</p> <p>i. Paraprofessionals will also provide intervention.</p>	<p>state adopted mathematics standards and helping teachers to adapt their instructional practices to include the Common Core Standards of Mathematical Practices.</p> <p>f. Professional development for RtI and effective intervention strategies will be provided.</p> <p>g. Discovery Education Assessment training</p> <p>h. Data Team training</p>	
					<p>a. District analysis of math achievement revealed the need for math staff development, especially on the state adopted mathematics standards and more effective methods for teaching math concepts and skills.</p> <p>b. Awareness of and implementation of the Common Core State Standards (K-1) and Standards of Mathematical Practice (K-12) is a part of the district rollout for 2012-2013.</p> <p>c. An Academic Intervention Specialist in mathematics has been assigned to the</p>	

Hispanic	Reading	35% did not meet proficiency	Proficiency in reading decreased from 68% in 2010-11 to 65% in 2011-12. Current year's scores reflect increased rigor of FCAT 2.0 and cut scores.	<p>one Title I middle school (King Middle). This position includes job imbedded staff development that includes one-on-one coaching, modeling, teacher implementation with observation and feedback, and conferencing results in the greatest change in teacher behaviors with resulting improvement in student achievement.</p> <p>d. Lesson study and Professional Learning Communities will be offered at the schools for mathematics as a part of their school based inservice programs.</p>	
			<p>To increase the rate of improvement, additional programs, support and professional development will be provided.</p> <p>Earlier identification of students and</p>	<p>a. Frequent screening and progress monitoring (DEA)</p> <p>b. Implementation of Read 180, My Reading Coach, Earobics, Earobics Reach and Early Intervention Program.</p> <p>d. Implementation of 90 min. reading block with CCRP at elementary school and reading interventions at the middle and high school level.</p> <p>e. Intensive Individual Instruction daily for struggling K-5 students .</p> <p>f. Exploration of</p>	<p>e. The Coordinator of Mathematics, with strong math content knowledge and skills, will assist all schools in implementing the state adopted mathematics standards and helping teachers to adapt their instructional practices to include the Common Core Standards of Mathematical Practices.</p> <p>f. Professional development for RtI and effective intervention strategies will be provided.</p> <p>g. Discovery Education Assessment training</p> <p>a. Academic Intervention Specialists</p> <p>b. Reading Coaches</p> <p>c. District and school level teachers and administration</p> <p>d. Teachers on Special Assignment for Elementary and Secondary Literacy</p>

intervention beginning in kindergarten should also ensure progress	other intervention programs that will target struggling readers, such as Fast ForWord	<p>h. Data Team training</p> <p>K-1 Common Core State Standards ELA Summer Institute Third Grade Reading Institute Professional Learning communities regarding RtI for reading Reading staff development as listed in the district's K-12 Comprehensive Research-based Reading Plan. Reading professional development for elementary principals, and academic intervention specialists. Discovery Education Assessment training Response to Intervention Training Data Team training Provide staff development to K-5 teachers, intensive reading teachers and ELA teachers on Common Core State Standards with special emphasis on increasing text complexity, implementation of effective close reading, with emphasis on academic vocabulary, text/evidence-based responses.</p> <p>Continue Next Generation Content Area Reading Professional Development (NG CAR-PD) in middle and high school to</p>
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					increase reading skills of struggling middle and high school students.	
				<p>a. Core instruction is supplemented with programs such as SuccessMaker Enterprise, STAR Math, Accelerated Mathematics, FCAT Explorer, Florida Achieves and FASTT Math.</p> <p>b. Students in elementary and middle school participate in math classes, with intensive intervention provided in an extended day, pullout programs, or in-school remediation programs.</p> <p>c. At the high school level, all students are</p>	<p>K-1 Common Core State Standards ELA Summer Institute Third Grade Reading Institute Professional Learning communities regarding RtI for reading Reading staff development as listed in the district's K-12 Comprehensive Research-based Reading Plan. Reading professional development for elementary principals, and academic intervention specialists. Discovery Education Assessment training Response to Intervention Training Data Team training Provide staff development to K-5 teachers, intensive reading teachers and ELA teachers on Common Core State Standards with special emphasis on increasing text complexity, implementation of effective close reading, with emphasis on academic vocabulary, text/evidence-based responses.</p> <p>Continue Next Generation Content Area Reading Professional Development (NG CAR-PD) in middle</p>	

Hispanic	Mathematics	35% did not meet proficiency	Proficiency in mathematics remained the same (65% in 10-11 and 65% in 11-12), and did not meet the target AMO in math of 68%.	<p>required to earn 4 credits to graduate.</p> <p>d. The district, schools, and math departments will identify student weaknesses in mathematics and staff development in effective instructional strategies and in mathematics content will address the needs of all students.</p> <p>e. The district has reviewed and adjusted mathematics pacing guides to assist teachers in implementing the Next Generation Sunshine State Standards for mathematics in grades 2-12.</p> <p>f. The district has written K-1 mathematics pacing guides to assist teachers in implementing the Common Core State Standards in mathematics.</p> <p>g. Discovery Education embedded assets (video clips, game, instructional activities, etc.) in mathematics pacing guides to give teachers other options for differentiated instruction and targeted intervention.</p> <p>h. The Academic</p>	<p>and high school to increase reading skills of struggling middle and high school students.</p> <p>a. District analysis of math achievement revealed the need for math staff development, especially on the state adopted mathematics standards and more effective methods for teaching math concepts and skills.</p> <p>b. Awareness of and implementation of the Common Core State Standards (K-1) and Standards of Mathematical Practice (K-12) is a part of the district rollout for 2012-2013.</p> <p>c. An Academic Intervention Specialist in mathematics has been assigned to the one Title I middle school (King Middle). This position includes job imbedded staff development that includes one-on-one coaching, modeling, teacher implementation with observation and feedback, and conferencing results in the greatest change in teacher behaviors with resulting improvement in student achievement.</p> <p>d. Lesson study and Professional Learning</p>	<p>a. District and school level teachers and administrators</p> <p>b. Title I Academic Intervention Math Specialist</p>
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				<p>Intervention Specialist at King Middle School will provide small group, differentiated instruction in mathematics.</p> <p>i. Paraprofessionals will also provide intervention.</p>	<p>Communities will be offered at the schools for mathematics as a part of their school based inservice programs.</p> <p>e. The Coordinator of Mathematics, with strong math content knowledge and skills, will assist all schools in implementing the state adopted mathematics standards and helping teachers to adapt their instructional practices to include the Common Core Standards of Mathematical Practices.</p> <p>f. Professional development for RtI and effective intervention strategies will be provided.</p> <p>g. Discovery Education Assessment training</p> <p>h. Data Team training</p>	
				<p>a. Frequent screening and progress monitoring (DEA)</p>	<p>K-1 Common Core State Standards ELA Summer Institute Second Grade Reading Institute DEA training Professional Learning communities regarding RtI for reading Reading staff development as listed in the district's K-12 Comprehensive Research-based</p>	

Asian	Reading	24% did not meet proficiency	<p>Proficiency in reading decreased from 76% in 2010-11 to 74% in 2011-12. Current year's scores reflect increased rigor of FCAT 2.0 and cut scores.</p>	<p>b. Implementation of Read 180, My Reading Coach, Earobics, Earobics Reach and Early Intervention Program. Fast ForWord.</p> <p>c. Implementation of elementary 90 min. reading block with CCRP.</p> <p>d. Intensive Individual Instruction daily for struggling readers in K-5.</p> <p>e. Intensive reading intervention classes for middle and high school struggling readers</p> <p>f. Exploration of other intervention programs that will target struggling readers, such as Fast Forward.</p>	<p>Reading Plan. Reading professional development for elementary principals, and academic intervention specialists. Discovery Education Assessment training Response to Intervention Training Data Team training Provide staff development to K-5 teachers, intensive reading teachers and ELA teachers on Common Core State Standards with special emphasis on increasing text complexity, implementation of effective close reading, with emphasis on academic vocabulary, text/evidence-based responses.</p> <p>Continue Next Generation Content Area Reading Professional Development (NG CAR-PD) in middle and high school to increase reading skills of struggling middle and high school students.</p>	<p>a. Academic Intervention Specialists</p> <p>b. Reading Coaches</p> <p>c. District and school level teachers and administration</p> <p>d. Teachers on Special Assignment for Elementary and Secondary Literacy</p>
				<p>a. Core instruction is supplemented with programs such as SuccessMaker Enterprise, STAR Math, Accelerated Mathematics, FCAT Explorer, Florida Achieves and FASTT Math.</p>	<p>a. District analysis of math achievement revealed the need for math staff development, especially on the state adopted</p>	

Asian	Mathematics	19% did not meet proficiency	<p>Proficiency in mathematics declined 1% (82% in 10-11 and 81% in 11-12), and did not meet the target AMO in math of 84%.</p>	<p>b. Students in elementary and middle school participate in math classes, with intensive intervention provided in an extended day, pullout programs, or in-school remediation programs.</p> <p>c. At the high school level, all students are required to earn 4 credits to graduate.</p> <p>d. The district, schools, and math departments will identify student weaknesses in mathematics and staff development in effective instructional strategies and in mathematics content will address the needs of all students.</p> <p>e. The district has reviewed and adjusted mathematics pacing guides to assist teachers in implementing the Next Generation Sunshine State Standards for mathematics in grades 2-12.</p> <p>f. The district has written K-1 mathematics pacing guides to assist teachers in implementing the Common Core State Standards in mathematics.</p>	<p>mathematics standards and more effective methods for teaching math concepts and skills.</p> <p>b. Awareness of and implementation of the Common Core State Standards (K-1) and Standards of Mathematical Practice (K-12) is a part of the district rollout for 2012-2013.</p> <p>c. An Academic Intervention Specialist in mathematics has been assigned to the one Title I middle school (King Middle). This position includes job imbedded staff development that includes one-on-one coaching, modeling, teacher implementation with observation and feedback, and conferencing results in the greatest change in teacher behaviors with resulting improvement in student achievement.</p> <p>d. Lesson study and Professional Learning Communities will be offered at the schools for mathematics as a part of their school based inservice programs.</p> <p>e. The Coordinator of Mathematics, with strong math content knowledge and skills, will assist all schools</p>	<p>a. District and school level teachers and administrators</p> <p>b. Title I Academic Intervention Math Specialist</p>
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				<p>g. Discovery Education embedded assets (video clips, game, instructional activities, etc.) in mathematics pacing guides to give teachers other options for differentiated instruction and targeted intervention.</p> <p>h. The Academic Intervention Specialist at King Middle School will provide small group, differentiated instruction in mathematics.</p> <p>i. Paraprofessionals will also provide intervention.</p>	<p>in implementing the state adopted mathematics standards and helping teachers to adapt their instructional practices to include the Common Core Standards of Mathematical Practices.</p> <p>f. Professional development for RtI and effective intervention strategies will be provided.</p> <p>g. Discovery Education Assessment training</p> <p>h. Data Team training</p>	
			<p>Proficiency in reading decreased from 55% in 2010-11 to 54% in 2011-12. Current year's scores reflect increased rigor of FCAT 2.0 and cut scores</p> <p>To increase</p>	<p>a. Frequent screening and progress monitoring (Discovery Education Assessments)</p> <p>b. Discovery instructional strategies and staff development videos</p> <p>c. Implementation of Read 180, My Reading Coach, Earobics, Earobics Reach and Early Intervention Program.</p>	<p>K-1 Common Core State Standards ELA Summer Institute</p> <p>Third Grade Reading Institute</p> <p>Discovery training Professional Learning communities regarding RtI for reading</p> <p>Reading staff development as listed in the district's K-12</p>	

American Indian	Reading	46% did not meet proficiency	<p>the rate of improvement, additional programs, support and professional development will be provided.</p> <p>Earlier identification of students and intervention beginning in kindergarten should also ensure progress. To increase the rate of improvement, additional programs, support and professional development will be provided.</p> <p>Earlier identification of students and intervention beginning in kindergarten should also ensure progress.</p>	<p>d. Implementation of 90 min. reading block with CCRP at elementary school and reading interventions at the middle and high school level.</p> <p>e. Intensive Individual Instruction daily.</p> <p>f. Exploration of other intervention programs that will target struggling readers, such as Fast Forward.</p> <p>b. Discovery instructional strategies and staff development videos</p> <p>c. Implementation of Read 180, My Reading Coach, Earobics, Earobics Reach and Early Intervention Program.</p> <p>d. Implementation of 90 min. reading block with CCRP.</p> <p>e. Intensive Individual Instruction daily.</p> <p>f. Exploration of other intervention programs that will target struggling readers</p>	<p>Comprehensive Research-based Reading Plan. Elementary principals' reading institute</p> <p>Discovery Education Assessment training Response to Intervention Training Data Team training Provide staff development to K-5 teachers, intensive reading teachers and ELA teachers on Common Core State Standards with special emphasis on increasing text complexity, implementation of effective close reading, with emphasis on academic vocabulary, text/evidence-based responses. Continue Next Generation Content Area Reading Professional Development (NG CAR-PD) in middle and high school to increase reading skills of struggling middle and high school students.</p>	<p>a. Academic Intervention Specialists</p> <p>b. Reading Coaches</p> <p>c. District and school level teachers and administration</p> <p>d. Teachers on Special Assignment for Elementary and Secondary Literacy</p>
					a. District analysis of math achievement revealed the need for math staff development, especially on the state adopted mathematics standards and more	

effective methods for teaching math concepts and skills.

b. Awareness of and implementation of the Common Core State Standards (K-1) and Standards of Mathematical Practice (K-12) is a part of the district rollout for 2012-2013.

c. An Academic Intervention Specialist in mathematics has been assigned to the one Title I middle school (King Middle). This

a. Core instruction is supplemented with programs such as SuccessMaker Enterprise, STAR Math, Accelerated Mathematics, FCAT Explorer, Florida Achieves and FASTT Math.

position includes job imbedded staff development that includes one-on-one coaching, modeling, teacher implementation with observation and feedback, and conferencing results in the greatest change in teacher behaviors with resulting improvement in student achievement.

b. Students in elementary and middle school participate in math classes, with intensive intervention provided in an extended day, pullout programs, or in-school remediation programs.

d. Lesson study and Professional Learning Communities will be offered at the schools for mathematics as a part of their school based inservice programs.

c. At the high school level, all students are required to earn 4 credits to graduate.

e. The Coordinator of Mathematics, with strong math content knowledge and skills, will assist all schools in implementing the state adopted mathematics

d. The district, schools, and math departments will identify student

American Indian	Mathematics	48% did not meet proficiency	<p>Proficiency in mathematics declined 1% (53% in 10-11 and 52% in 11-12), and did not meet the target AMO in math of 57%.</p>	<p>weaknesses in mathematics and staff development in effective instructional strategies and in mathematics content will address the needs of all students.</p> <p>e. The district has reviewed and adjusted mathematics pacing guides to assist teachers in implementing the Next Generation Sunshine State Standards for mathematics in grades 2-12.</p> <p>f. The district has written K-1 mathematics pacing guides to assist teachers in implementing the Common Core State Standards in mathematics.</p> <p>g. Discovery Education embedded assets (video clips, game, instructional activities, etc.) in mathematics pacing guides to give teachers other options for differentiated instruction and targeted intervention.</p> <p>h. The Academic Intervention Specialist at King Middle School will provide small group, differentiated instruction in</p>	<p>standards and helping teachers to adapt their instructional practices to include the Common Core Standards of Mathematical Practices.</p> <p>f. Professional development for RtI and effective intervention strategies will be provided.</p> <p>g. Discovery Education Assessment training</p> <p>h. Data Team training</p> <p>b. An Academic Intervention Specialist in mathematics has been assigned to the one Title I middle school (King Middle) this year .This position will include job imbedded staff development that includes one-on-one coaching, modeling, teacher implementation with observation and feedback, and conferencing results in the greatest change in teacher behaviors with resulting improvement in student achievement.</p> <p>c. Lesson study and Professional Learning Communities will be offered at the schools for mathematics as a part of their school based inservice programs.</p> <p>c. The Coordinator of Mathematics, with strong math content</p>	<p>a. District and school level teachers and administrators</p> <p>b. Title I Academic Intervention Math Specialist</p>
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				<p>mathematics.</p> <p>i. Paraprofessionals will also provide intervention.</p>	<p>knowledge and skills, will assist all schools in implementing the new mathematics standards and changing their instructional practices to provide differentiated instruction.</p> <p>d. Professional development for RtI related to mathematics and effective intervention strategies will be provided.</p> <p>e. Discovery Education Assessment training</p> <p>f. Response to Intervention Training</p> <p>g. Data Team training</p> <p>h. Professional development for RtI related to mathematics and effective intervention strategies will be provided.</p>	
			<p>Proficiency in reading decreased from 60% in 2010-11 to 58% in 2011-12. Current year's scores reflect increased rigor</p>	<p>a. Frequent screening and progress monitoring (DEA)</p> <p>b. Implementation of Read 180, My</p>	<p>K-1 Common Core State Standards ELA Summer Institute Third Grade Reading Institute, Discovery Education training, Professional Learning communities regarding RtI for reading Reading staff development as listed in the district's K-12 Comprehensive Research-based Reading Plan. Elementary principals' reading institute</p>	

Economically Disadvantaged	Reading	40% did not meet proficiency	<p>of FCAT 2.0 and cut scores. To increase the rate of improvement, additional programs, support and professional development will be provided.</p> <p>Earlier identification of students and intervention beginning in kindergarten should also ensure progress.</p>	<p>Reading Coach, Earobics, Earobics Reach and Early Intervention Program.</p> <p>c. Implementation of elementary 90 min. reading block with CCRP.</p> <p>d. Intensive Individual Instruction daily for struggling readers in K-5.</p> <p>e. Intensive reading intervention classes for middle and high school struggling readers</p>	<p>Discovery Education Assessment training Response to Intervention Training Data Team training Provide staff development to K-5 teachers, intensive reading teachers and ELA teachers on Common Core State Standards with special emphasis on increasing text complexity, implementation of effective close reading, with emphasis on academic vocabulary, text/evidence-based responses. Continue Next Generation Content Area Reading Professional Development (NG CAR-PD) in middle and high school to increase reading skills of struggling middle and high school students.</p>	<p>a. Academic Intervention Specialists</p> <p>b. Reading Coaches</p> <p>c. District and school level teachers and administration</p> <p>d. Teachers on Special Assignment for Elementary and Secondary Literacy</p>
					<p>K-1 Common Core State Standards ELA Summer Institute Third Grade Reading Institute, Discovery Education training, Professional Learning communities regarding RtI for reading Reading staff development as listed in the district's K-12 Comprehensive Research-based Reading Plan. Elementary principals' reading institute Discovery Education Assessment training</p>	

Economically Disadvantaged	Mathematics	44% did not meet proficiency	<p>Proficiency in mathematics increased 1% (55% in 10-11 and 56% in 11-12), but did not meet the target AMO in math of 59%.</p>	<p>a. Core instruction is supplemented with programs such as SuccessMaker Enterprise, STAR Math, Accelerated Mathematics, FCAT Explorer, Florida Achieves and FASTT Math.</p> <p>b. Students in elementary and middle school participate in math classes, with intensive intervention provided in an extended day, pullout programs, or in-school remediation programs.</p> <p>c. At the high school level, all students are required to earn 4 credits to graduate.</p> <p>d. The district, schools, and math departments will identify student weaknesses in mathematics and staff development in effective instructional strategies and in mathematics content will address the needs of all students.</p> <p>e. The district has reviewed and adjusted mathematics pacing guides to assist teachers in implementing the Next Generation Sunshine State Standards for mathematics in</p>	<p>Response to Intervention Training Data Team training Provide staff development to K-5 teachers, intensive reading teachers and ELA teachers on Common Core State Standards with special emphasis on increasing text complexity, implementation of effective close reading, with emphasis on academic vocabulary, text/evidence-based responses. Continue Next Generation Content Area Reading Professional Development (NG CAR-PD) in middle and high school to increase reading skills of struggling middle and high school students.</p> <p>a. District analysis of math achievement revealed the need for math staff development, especially on the state adopted mathematics standards and more effective methods for teaching math concepts and skills.</p> <p>b. Awareness of and implementation of the Common Core State Standards (K-1) and Standards of Mathematical Practice (K-12) is a part of the district rollout for 2012-2013.</p>	<p>a. District and school level teachers and administrators</p> <p>b. Title I Academic Intervention Math Specialist</p>
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grades 2-12.

f. The district has written K-1 mathematics pacing guides to assist teachers in implementing the Common Core State Standards in mathematics.

g. Discovery Education embedded assets (video clips, game, instructional activities, etc.) in mathematics pacing guides to give teachers other options for differentiated instruction and targeted intervention.

h. The Academic Intervention Specialist at King Middle School will provide small group, differentiated instruction in mathematics.

i. Paraprofessionals will also provide intervention.

c. An Academic Intervention Specialist in mathematics has been assigned to the one Title I middle school (King Middle). This position includes job imbedded staff development that includes one-on-one coaching, modeling, teacher implementation with observation and feedback, and conferencing results in the greatest change in teacher behaviors with resulting improvement in student achievement.

d. Lesson study and Professional Learning Communities will be offered at the schools for mathematics as a part of their school based inservice programs.

e. The Coordinator of Mathematics, with strong math content knowledge and skills, will assist all schools in implementing the state adopted mathematics standards and helping teachers to adapt their instructional practices to include the Common Core Standards of Mathematical Practices.

f. Professional development for RtI and effective intervention strategies will be provided.

					g. Discovery Education Assessment training	
					h. Data Team training	
				a. Frequent screening and progress monitoring (DEA)	K-1 Common Core State Standards ELA Summer Institute Third Grade Reading Institute Discovery Education training Professional Learning communities regarding RtI for reading Reading staff development as listed in the district's K-12 Comprehensive Research-based Reading Plan. Elementary principals' reading institute Discovery Education Assessment training Response to Intervention Training Data Team training Staff development for administration, guidance, deans and	

English Language Learners	Reading	68% did not meet proficiency	<p>Proficiency in reading decreased from 32% in 2010-11 to 21% in 2011-12. Current year's scores reflect increased rigor of FCAT 2.0 and cut scores. To increase the rate of improvement, additional programs, support and professional development will be provided.</p> <p>Earlier identification of students and intervention beginning in kindergarten should also ensure progress</p>	<p>b. FAIR instructional strategies and staff development videos</p> <p>c. Implementation of Read 180, My Reading Coach, Earobics, Earobics Reach , Rosetta Stone, Imagine Learning English and Early Intervention Program. Fast ForWord.</p> <p>d. Implementation of 90 min. reading block with CCRP at elementary school and reading interventions at the middle and high school level.</p> <p>e. Intensive Individual Instruction daily for struggling K-5 students</p> <p>f. Exploration of other intervention programs that will target struggling readers</p> <p>g. Continuation of ESOL program facilitator position to ensure quality or services.</p> <p>.</p>	<p>teachers on cultural implications for ELL students</p> <p>Supplemental staff development for ELA, reading and content area teachers in strategies to help them get started with ELLs and make appropriate curriculum and assessment accommodations</p> <p>Additional emphasis is to provide staff development to teachers on Common Core State Standards with special emphasis on increasing text complexity, implementation of effective close reading, with emphasis on academic vocabulary, text/evidence-based responses.</p> <p>Training to use Imagine Learning web-based application</p> <p>Provide staff development to K-5 teachers, intensive reading teachers and ELA teachers on Common Core State Standards with special emphasis on increasing text complexity, implementation of effective close reading, with emphasis on academic vocabulary, text/evidence-based responses.</p> <p>Continue Next Generation Content</p>	<p>a. Academic Intervention Specialists</p> <p>b. Reading Coaches</p> <p>c. District and school level teachers and administration</p> <p>d. ESOL Program Facilitator</p>
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					Area Reading Professional Development (NG CAR-PD) in middle and high school to increase reading skills of struggling middle and high school students.	
				<p>a. Core instruction is supplemented with programs such as SuccessMaker Enterprise, STAR Math, Accelerated Mathematics, FCAT Explorer, Florida Achieves and FASTT Math.</p> <p>b. Students in elementary and middle school participate in math classes, with intensive intervention provided in an extended day, pullout programs, or in-school remediation programs.</p> <p>c. At the high school level, all students are required to earn 4 credits to graduate.</p>	<p>a. District analysis of math achievement revealed the need for math staff development, especially on the state adopted mathematics standards and more effective methods for teaching math concepts and skills.</p> <p>b. Awareness of and implementation of the Common Core State Standards (K-1) and Standards of Mathematical Practice (K-12) is a part of the district rollout for 2012-2013.</p> <p>c. An Academic</p>	



English Language Learners	Mathematics	66% did not meet proficiency	<p>Proficiency in mathematics declined 11% (45% in 10-11 and 34% in 11-12), and did not meet the target AMO in math of 50%.</p>	<p>d. The district, schools, and math departments will identify student weaknesses in mathematics and staff development in effective instructional strategies and in mathematics content will address the needs of all students.</p> <p>e. The district has reviewed and adjusted mathematics pacing guides to assist teachers in implementing the Next Generation Sunshine State Standards for mathematics in grades 2-12.</p> <p>f. The district has written K-1 mathematics pacing guides to assist teachers in implementing the Common Core State Standards in mathematics.</p> <p>g. Discovery Education embedded assets (video clips, game, instructional activities, etc.) in mathematics pacing guides to give teachers other options for differentiated instruction and targeted intervention.</p> <p>h. The Academic Intervention</p>	<p>Intervention Specialist in mathematics has been assigned to the one Title I middle school (King Middle). This position includes job imbedded staff development that includes one-on-one coaching, modeling, teacher implementation with observation and feedback, and conferencing results in the greatest change in teacher behaviors with resulting improvement in student achievement.</p> <p>d. Lesson study and Professional Learning Communities will be offered at the schools for mathematics as a part of their school based inservice programs.</p> <p>e. The Coordinator of Mathematics, with strong math content knowledge and skills, will assist all schools in implementing the state adopted mathematics standards and helping teachers to adapt their instructional practices to include the Common Core Standards of Mathematical Practices.</p> <p>f. Professional development for RtI and effective intervention strategies will be provided.</p>	<p>a. District and school level teachers and administrators</p> <p>b. Title I Academic Intervention Math Specialist</p> <p>c. ESOL Program Facilitator</p>
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				Specialist at King Middle School will provide small group, differentiated instruction in mathematics. i. Paraprofessionals will also provide intervention.	g. Discovery Education Assessment training  h. Data Team training	
Students with Disabilities	Reading	58% did not meet proficiency	<p>Proficiency in reading decreased from 42% in 2010-11 to 40% in 2011-12. Current year's scores reflect increased rigor of FCAT 2.0 and cut scores.</p> <p>To increase the rate of improvement, additional programs, support and professional development will be provided. Earlier identification of students and intervention beginning in kindergarten should also ensure progress</p>	To increase the rate of improvement, additional programs, support and professional development will be provided. Earlier identification of students and intervention beginning in kindergarten should also ensure progress	<p>K-1 Common Core State Standards ELA Summer Institute Third Grade Reading Institute Professional Learning communities regarding RtI for reading Reading staff development as listed in the district's K-12 Comprehensive Research-based Reading Plan. Elementary principals' reading institute Discovery Education Assessment training Response to Intervention Training Data Team training Provide staff development to K-5 teachers, intensive reading teachers and ELA teachers on Common Core State Standards with special emphasis on increasing text complexity, implementation of effective close reading, with emphasis on academic vocabulary, text/evidence-based responses.</p> <p>Continue Next Generation Content Area Reading Professional Development (NG</p>	<p>a. Academic Intervention Specialists b. Reading Coaches c. District and school level teachers and administration d. ESE Program facilitators e. Teachers on Special Assignment for Elementary and Secondary Literacy</p>

					CAR-PD) in middle and high school to increase reading skills of struggling middle and high school students.	
				<p>a. Core instruction is supplemented with programs such as SuccessMaker Enterprise, STAR Math, Accelerated Mathematics, FCAT Explorer, Florida Achieves and FASTT Math.</p> <p>b. Students in elementary and middle school participate in math classes, with intensive intervention provided in an extended day, pullout programs, or in-school remediation programs.</p> <p>c. At the high school level, all students are required to earn 4 credits to graduate.</p>	<p>a. District analysis of math achievement revealed the need for math staff development, especially on the state adopted mathematics standards and more effective methods for teaching math concepts and skills.</p> <p>b. Awareness of and implementation of the Common Core State Standards (K-1) and Standards of Mathematical Practice (K-12) is a part of the district rollout for 2012-2013.</p> <p>c. An Academic</p>	

Students with Disabilities	Mathematics	60% did not meet proficiency	<p>Proficiency in mathematics declined 1% (41% in 10-11 and 40% in 11-12), and did not meet the target AMO in math of 46%.</p> <p>d. The district, schools, and math departments will identify student weaknesses in mathematics and staff development in effective instructional strategies and in mathematics content will address the needs of all students.</p> <p>e. The district has reviewed and adjusted mathematics pacing guides to assist teachers in implementing the Next Generation Sunshine State Standards for mathematics in grades 2-12.</p> <p>f. The district has written K-1 mathematics pacing guides to assist teachers in implementing the Common Core State Standards in mathematics.</p> <p>g. Discovery Education embedded assets (video clips, game, instructional activities, etc.) in mathematics pacing guides to give teachers other options for differentiated instruction and targeted intervention.</p> <p>h. The Academic Intervention</p>	<p>Intervention Specialist in mathematics has been assigned to the one Title I middle school (King Middle). This position includes job imbedded staff development that includes one-on-one coaching, modeling, teacher implementation with observation and feedback, and conferencing results in the greatest change in teacher behaviors with resulting improvement in student achievement.</p> <p>d. Lesson study and Professional Learning Communities will be offered at the schools for mathematics as a part of their school based inservice programs.</p> <p>e. The Coordinator of Mathematics, with strong math content knowledge and skills, will assist all schools in implementing the state adopted mathematics standards and helping teachers to adapt their instructional practices to include the Common Core Standards of Mathematical Practices.</p> <p>f. Professional development for RtI and effective intervention strategies will be provided.</p>	<p>a. District and school level teachers and administrators</p> <p>b. Title I Academic Intervention Math Specialist</p>
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			Specialist at King Middle School will provide small group, differentiated instruction in mathematics. i. Paraprofessionals will also provide intervention.	g. Discovery Education Assessment training  h. Data Team training	
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>Santa Rosa District elementary schools provide a 90 minute uninterrupted block of reading instruction for all students using the district-selected Comprehensive Core Reading Program (CCRP)—Harcourt STORYtown—or the district-selected Comprehensive Intervention Reading Program (CIRP), which is READ 180. In some ESE classrooms, SRA’s Reading Mastery Signature is used as an alternative CCRP. ESE programs that may be used as core for students with significant disabilities include Reading Milestones (for deaf and hard of hearing students), Unique Learning Systems, PCI Reading Program, and Edmark.</p> <p>Initial instruction in the reading block will utilize systematic and explicit on-grade instruction in a whole group setting, using the core as appropriate. Following initial whole group instruction from the CCRP, the classroom teacher will differentiate instruction in small groups using leveled readers for guided reading and embedded word attack skills. A Supplemental Intervention Reading Program (SIRP) or intervention activities from the CCRP will be employed for intervention. Santa Rosa schools use a variety of Supplemental Intervention Reading Programs including Harcourt’s Intervention Station; Sing, Spell, Read, and Write; Scholastic Guided Reading kits, guided reading through Rigby leveled readers and other leveled classroom libraries. Santa Rosa elementary schools have the services of an Academic Intervention Specialist who has received additional training to provide more effective intervention to struggling readers. Included in that training is methodology based on Dr. Beverly Tyner’s book Small Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers. As part of the training, each Academic Intervention Specialist developed intervention materials based on Dr. Tyner’s differentiated instruction model. Santa Rosa is also implementing the technology-based reading intervention program My Reading Coach in some of the elementary schools. The program will be used initially as a precursor and/or supplement to the READ 180 intervention, primarily with ESE students and English Language Learners. or any students who have identified gaps in auditory discrimination skills, sound/letter recognition, and auditory memory. Earobics and Earobics Reach are also available. Earobics REACH is a software-based reading intervention program appropriate for 4th through 8th grade students. REACH contains cross-curricular content and nonfiction texts. REACH provides an interactive sequential instructional experience that consists of 72 reading passages of gradually increasing Lexile level focusing on the areas of phonics, vocabulary, comprehension and fluency. Teachers monitor assessments and reports and provide additional individualized intervention based on student progress. REACH is available for the two schools that do not have READ 180 and for other schools to use as part of the RtI process. An additional web-based program, Imagine</p>

	<p>Learning English, will be provided to selected English Language Learners(ELLs) and recently arrived immigrant children that have reading deficiencies. The software will provide differentiated literacy instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension with first language support. The software also provides additional opportunities to facilitate acquisition of content specific academic language, such as math, science and social studies.</p> <p>Some elementary schools use SRA to supplement other programs to fill in identified gaps in student skills. Reading Milestones may be implemented as a supplemental program used for deaf and hard of hearing students who participate in regular reading classes.</p> <p>Teachers will align instruction in K-1 to meet the Common Core State Standards for English Language Arts. Second grade teachers will receive further training in CCSS as they move towards full implementation in 2013-14. Text of appropriate complexity will be used to foster metacognition as teachers model critical-thinking and comprehension strategies, including text-dependent questioning and close reading. In addition to the core reading program, a variety of texts, including poetry and informational (history/social studies, science, and technical texts), will be incorporated to align instruction to the ELA Common Core State Standards.</p>
MIDDLE	<p>In general, Santa Rosa Middle Schools provide some developmental reading instruction but in a variety of ways. Sixth graders who are served in an elementary setting have the same comprehensive core reading programs used in the K-5 classrooms. Some schools have developmental reading at all three grade levels. The 6th, 7th and 8th grade may only be a semester, but the 6th grade may be year long, dependent on funding availability. The materials used are varied, including Gourmet Curriculum, literature circles, leveled classroom libraries, newspaper activities, and technology that includes FCAT Explorer or SuccessMaker Enterprise. Instruction frequently includes fluency practice, vocabulary focus, independent reading, and writing as an extension of reading. Group rotations may be implemented similar to those in the single blocked fluent Level 1 and 2 classes.</p> <p>Middle school teachers will be provided inservice in text complexity and the critical need to increase text complexity of passages that students read so that teachers can select shorter, challenging texts that elicit close reading and re-reading regularly to enable students at a wide range of reading levels to participate in the close analysis of more demanding text. The district will provide staff development in the instructional use of complex text, developing and implementing text dependent questions, and developing and implementing writing activities to support understanding of complex text and writing to a source. In addition, training will be provided in locating and rating of complex text so that teachers may supplement the SIRP and CIRP with materials of appropriate grade level text complexity.</p>
HIGH	<p>The district will provide staff development in the instructional use of complex text, developing and implementing text dependent questions, and developing and implementing writing activities to support understanding of complex text and writing to a source. In addition, training will be provided in locating and rating of complex text so that teachers may supplement the SIRP and CIRP with materials of appropriate grade level text complexity.</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
	<p>The district currently does not have any schools among the 100 lowest-performing elementary schools and does not plan to provide reading intervention during the one hour extended day.</p> <p>The district will provide staff development in the instructional use of complex text, developing and implementing text dependent questions, and developing and implementing writing activities to support understanding of complex text and writing to a source. In addition, training will be provided in locating and rating of complex text so that teachers may supplement the CCRP, SIRP, and CIRP with materials of appropriate grade level text complexity.</p>



All children in K-5 receive at a minimum 90 minutes of uninterrupted reading instruction per day. Students not reading at grade level will receive more than 90 minutes of reading instruction each day.

Initial instruction in the reading block will utilize systematic and explicit on-grade level instruction in a whole group setting, using the core as appropriate. Students should be part of whole group grade level instruction. In K-2, such instruction should include read aloud, think aloud, comprehension strategy instruction, and oral language/vocabulary instruction with text complexity increasing throughout the school year.

Teachers will use a variety of tools for progress monitoring including but not limited to FCAT results, Rigby Benchmark Assessments, ERSI, CCRP and/or SIRP weekly tests, timed readings, FAIR, Discovery Education Assessment (DEA), fluency passages, and/or teacher observations for progress monitoring. Students not making progress within the 90-minute uninterrupted reading block will receive additional time for reading instruction delivered in a smaller group or through one-on-one tutoring. Immediate intensive intervention will be provided according to need 15-30 minutes a day in addition to the 90-minute reading block, five days a week. The intervention will be provided in a small group setting with 2-5 students or through one-on-one tutoring. Some schools will use an intervention program at this time, while others will continue the use of the intervention program implemented in the 90 minute block. Santa Rosa grades K-3 implement the method delineated in Dr. Beverly Tyner's books, *Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers* and *Small-Group Reading Instruction: A Differentiated Teaching Model for Intermediate Readers, Grades 3-8*, to differentiate small group reading intervention. The additional leveled materials augment the leveled selections that accompany the core reading programs and provide a greater range of differentiation for students.

#### ELEMENTARY

The classroom teacher, special education teachers (for ESE students only), reading resource teachers—including Academic Intervention Specialist, University of West Florida tutors, and/or trained paraprofessionals—can provide immediate intensive intervention.

Who must receive immediate intensive intervention?

- (1) Students whose FAIR Probability of Reading Success Score is 15% or less at any time during the year or who score Level 1 on DEA.
- (2) Students in grade 1 or 2 who scored Level 1 or Level 2 on the end of year Discovery Education Assessment
- (3) All students who score Level 1 or Level 2 on FCAT reading or any student who scored at the 30th percentile or below on the previous year's Stanford 10
- (4) Any student retained for a reading deficiency
- (5) Any other students with reading deficiencies identified through assessments such as FAIR, ERSI, informal rubrics, profiles, checklists, DAR, CCRP assessments, SIRP assessments, DEA, intervention assessments, running records, fluency assessments, and teacher observation.

Plans and materials for intervention begun in the 90-minute block will be coordinated and continued during immediate intensive intervention by ESE teachers, UWF tutors, paraprofessionals, and Academic Intervention Specialists to ensure continuity and acceleration of reading gains for struggling readers.

#### STUDENTS WITH AN INDIVIDUAL EDUCATION PLAN (IEP):

K-2 students who meet one of the above criteria and have a current IEP denoting reading deficiencies will receive immediate intensive intervention (iii). This intervention is required 5 days a week, 15-30 minutes per day beyond the 90 minute reading block. The instruction will be the method delineated in Dr. Beverly Tyner's book, *Small Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers*, to ensure continuity and acceleration of reading gains for struggling readers.

Students in grades 3-5 who meet one of the above criteria and have a current IEP denoting reading deficiencies will receive immediate intensive intervention. This intervention is required 5 days a week, 15-30 minutes per day beyond the 90 minute reading block. Some schools will use a research-based supplemental intervention program at this time, while others will continue the use of the intervention implemented in the 90 minute block.



	Plans and materials for intervention begun in the 90-minute block will be coordinated and continued during immediate intensive intervention by ESE teachers, UWF tutors, paraprofessionals, and Academic Intervention Specialists to ensure continuity and acceleration of reading gains for struggling readers.
MIDDLE	The district will provide staff development in the instructional use of complex text, developing and implementing text dependent questions, and developing and implementing writing activities to support understanding of complex text and writing to a source. In addition, training will be provided in locating and rating of complex text so that teachers may supplement the SIRP and CIRP with materials of appropriate grade level text complexity.
HIGH	The district will provide staff development in the instructional use of complex text, developing and implementing text dependent questions, and developing and implementing writing activities to support understanding of complex text and writing to a source. In addition, training will be provided in locating and rating of complex text so that teachers may supplement the SIRP and CIRP with materials of appropriate grade level text complexity.
Additional Information	

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	<a href="#">Click here to Professional Development in Reading web page</a>
MIDDLE	
HIGH	
Additional Information	

### Title I District Improvement Plan - (Part 3\_2)

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

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
ELEMENTARY	<p>Summer school services will be provided for the Title I Schools In Need of Improvement. These schools include Bagdad Elementary, Berryhill, East Milton Elementary, Jay Elementary, Russell Elementary, Rhodes Elementary, and S.S. Dixon Primary. Students in grades 1 and 2 may be served, if they score a Level 1 or 2 on Discovery Education Assessment in reading and/or math. In grades 3-5 students may be served, if they score a Level 1 or 2 on FCAT Reading and/or math.</p> <p>Reading intervention teachers must be K-6 certified, have certification in reading or have completed the reading endorsement. Administrators also consider teacher experience and successful results with struggling readers.</p> <p>The district currently does not have any schools among the 100 lowest-performing elementary schools.</p>	Two days a week for 20 sessions.	Director of Federal Programs, Director of Elementary Schools, School Principals
	Middle school students whose FAIR Maze scores are below the 15th percentile and/or whose performance reading a Grade Level Passage indicates deficiency in decoding and/or text		

MIDDLE	<p>reading efficiency are placed in reading intervention with extended time. Previous year's teacher and reading coach recommendations are also considered in making placement decisions. The middle school Grade Level Director and the district reading contact disseminate district guidelines to school administrators and guidance personnel. Reading coaches and guidance personnel collaborate to schedule students into the appropriate reading intervention. District student information system reports are generated to verify appropriate placement.</p> <p>Middle schools offer opportunities for low performing students to receive further support beyond the classroom instruction. This extra support may come through before and/or after school tutoring programs, tutoring support during the school day through study hall or through teacher assistants or volunteers assisting in the classrooms. Volunteers from various organizations work with struggling readers. These organizations include students from the high schools' National Honor Society and Leadership classes. In addition, men and women from our local military bases volunteer and mentor in the middle schools. Motivational programs such as Reading Counts and AR encourage increased reading. The district also utilizes SuccessMaker and READ 180 for before school and after school programs. Course recovery classes target content area classes and include development of reading skills pertinent to the specific content area being recovered.</p>	Scheduling varies from school to school due to the needs of the target group(s) and availability of resources.	Director of Middle Schools and School Principals
HIGH	<p>High school students whose FAIR Maze scores are below the 15th percentile and/or whose performance reading a Grade Level Passage indicates deficiency in decoding and/or text reading efficiency are placed in reading intervention with extended time. Previous year's teacher and reading coach recommendations are also considered in making placement decisions. The high school Grade Level Director and the district reading contact disseminate district guidelines to school administrators and guidance personnel. Reading coaches and guidance personnel collaborate to schedule students into the appropriate reading intervention. District student information system reports are generated to verify appropriate placement.</p> <p>In general, Santa Rosa high schools may provide intensive after school tutoring to address specific FCAT reading and writing skills, using a variety of delivery options.</p> <p>(1) After school or before school tutoring is sometimes offered in the major content areas, foreign language, and reading.</p> <p>(2) After school or before school tutoring in reading and writing may be provided using SuccessMaker, FCAT Explorer, Achieve3000, and READ 180.</p> <p>(3) After school tutoring may be provided in the weeks prior to FCAT. Small group instruction focuses on FCAT format and practice on critical FCAT reading strategies.</p> <p>(4) Intensive after school tutoring is typically offered in January as part of FCAT prep.</p> <p>(5) Some schools have instituted a pull-out program in which all freshmen and sophomores attend an 85-minute FCAT review and test-taking strategies session.</p> <p>(6) Students in the lowest 25%--those most "at risk"— may be</p>	Scheduling varies from school to school due to the needs of the target group(s) and availability of resources.	Director of High Schools and School Principals

	<p>pulled out of an elective or non-core area classes beginning in January and tutored during and after school hours by staff and administrators.</p> <p>(7) Additional at-risk students may be provided intensive tutoring by content-area teachers.</p> <p>(8) Course recovery classes provided during the school year and in the summer target content area classes and include development of reading skills pertinent to the specific content area being recovered.</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.**

<b>Grade Level</b>	<b>Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)</b>	<b>Frequency and Duration</b>	<b>Duration Person/Department Responsible for Monitoring</b>
ELEMENTARY	Students scoring Level 1 or 2 on FCAT reading or mathematics or Discovery Education Reading or Mathematics Assessment Students who score less than proficiency on Write Score assessments.	2X weekly-Duration determined by funding (1st and 2nd semester)	Principal, SES Program Facilitator, Director of Federal Programs Elementary Grade Level Director
MIDDLE	Students who score Level 1 or 2 on FCAT reading or mathematics	2 – 3 times per week	Principal/ Guidance Counselor
HIGH	Students scoring Level 1 or 2 on FCAT reading or mathematics or Discovery Education Reading or Mathematics Assessment	2X weekly-Duration determined by funding (1st and 2nd semester)	Principal, Grade Level Directors

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

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

<b>Grade Level</b>	<b>Core Mathematics and Scientifically Research-Based Program(s)</b>	<b>Supplemental Mathematics and Scientifically Research-Based Program(s)</b>	<b>Professional Development Activities to Support Programs and Strategies</b>
		<p>Core instruction is supplemented with research based programs such as: SuccessMaker Enterprise, Classworks Gold, STAR Math, Accelerated Mathematics, FASTT Math,</p>	<p>a. Staff development needs will be targeted at each school site based on specific needs of the students at the individual schools through the review of the data.</p> <p>b. The District Coordinator of Mathematics and Science will aid the schools in determining needs and offer suggestions for staff development. These suggestions include but not limited to: NCTM e-seminars, workshops on the</p>

ELEMENTARY	<p>Elementary schools use the state adopted textbook Go Math, Florida by Houghton Mifflin Harcourt which is correlated to the Common Core State Standards for Mathematics for K-1 and the Florida Next Generation Sunshine State Standards in Mathematics for grades 2-5. In addition, pacing guides have been developed for grades K-1 correlating the Common Core State Standards for Mathematics and for grades 2-5 correlating the Next Generation Sunshine State Standards for Mathematics to their corresponding textbook.</p>	<p>and FCAT online preparation materials, such as FCAT Explorer and Florida Achieves.</p> <p>All students participate in mathematics in every class each year.</p> <p>The district developed mathematics pacing guides to assist teachers in implementing the Next Generation Sunshine State Standards for mathematics (2-5) and the Common Core State Standards in Mathematics (K-1).</p> <p>Intensive intervention is provided in various ways to Level 1 and Level 2 mathematics students some of which are: within the regular class setting, in after school programs, or through pullout programs for these targeted students. FCAT Explorer and Florida Achieves (FL CIM) benchmark assessments are also some of the research based instructional materials used to aide in remediation and review for the FCAT 2.0.</p> <p>Small group differentiated instruction may also be provided through UWF mentors, under the supervision of the classroom teacher.</p>	<p>NGSSS and Common Core Standards, FCAT 2.0 Test Item Specifications, topics for school based mathematics learning communities, specific workshops targeted to the needs of the individual school.</p> <p>c. District workshops will be targeted based on district identified needs of all the elementary schools.</p> <p>d. Lesson Study will be implemented at many schools, targeting the greatest areas of weakness at participating schools.</p> <p>e. FASTT Math software is in place in most elementary schools and staff development activities are available to teachers at these sites.</p> <p>f. Online courses and book studies will also be offered in mathematics content and methodology.</p> <p>g. Summer mathematics workshops will be targeted to specific areas of weakness identified through district and state assessments.</p> <p>h. Title I, Part A funds and School Improvement Grant funding will be utilized for additional professional development related to differentiated instruction in mathematics. Professional development will focus on NGSSS benchmarks and Common Core State Standards for Mathematics, particularly those benchmarks/standards for which students demonstrate a need. The Coordinator of Mathematics &amp; Science, former math coaches, and contracted services may be used to provide professional development at Title I Schools.</p>
		<p>The core instruction is supplemented with various research based programs such as: BestQuest Math'scool and Algebra'scool, SuccessMaker Enterprise, IXcel and FCAT online preparation materials, such as FCAT Explorer and Florida Achieves.</p> <p>All middle school students</p>	<p>a. FASTT Math staff development will be available for middle schools.</p>

MIDDLE	<p>Middle Schools adopted Big Ideas Learning's Big Ideas Mathematics 1, 2, &amp; 3 textbooks and Glencoe's Math Connects Plus 1,2, &amp; 3 for advanced math courses which are correlated to the Florida Next Generation Sunshine State Standards.</p>	<p>participate in mathematics classes each year.</p> <p>FASTT Math has been implemented at all Middle Schools.</p> <p>The district developed mathematics pacing guides to assist teachers in implementing the Next Generation Sunshine State Standards for mathematics.</p> <p>Flight Adventure Deck Program (a partnership with the National Naval Aviation Museum, Escambia County District Schools, and Santa Rosa County District Schools) is designed to bring classroom and hands-on field experience to students relating mathematics and science concepts to flight for 6th, 7th and 8th grade students. All lessons are written to the grade level NGSSS Benchmarks and Common Core State Standards in Mathematics.</p> <p>Intensive intervention is provided in various ways to Level 1 and Level 2 mathematics students some of which are: within the regular class setting, in after school programs, or through pullout programs for these targeted students.</p> <p>FCAT Explorer and Florida Achieves (FL CIM) benchmark assessments are also some of the research based instructional materials used to aide in remediation and review for the FCAT.</p>	<p>b. NCTM e-Seminars for Grades 6-8 will be available throughout the year by NCTM.</p> <p>c. Lesson Study will be implemented at many schools, targeting the greatest areas of weakness at participating schools.</p> <p>d. Online courses and book studies will also be offered in mathematics content and methodology</p> <p>e. Summer mathematics workshops will be targeted to specific areas of weakness identified through district and state assessments.</p> <p>f. Flight Adventure Deck training is offered to mathematics teachers new to the grade level(s) they are teaching each year.</p> <p>h. Title I, Part A funds and School Improvement Grant funding will be utilized for additional professional development related to differentiated instruction in mathematics. Professional development will focus on NGSSS benchmarks and Common Core State Standards for Mathematics, particularly those benchmarks/standards for which students demonstrate a need. The Coordinator of Mathematics &amp; Science, former math coaches, and contracted services may be used to provide professional development at Title I schools.</p>
		<p>The core instruction is supplemented with various research based programs such as: BestQuest Math'scool and Algebra'scool, SuccessMaker Enterprise and Compass Learning.</p>	

HIGH	High schools each choose from the list of district adopted textbooks which are correlated to the Florida Next Generation Sunshine State Standards.	<p>At the high school level all students must complete 4 credits of mathematics which must include Algebra I. In addition, beginning with the 9th grade class in 2011-2012 students must pass the Algebra I End of Course Exam. For 2012-2013 the incoming 9th grade class must pass the Geometry End of Course Exam and must take Algebra II.</p> <p>The district has developed mathematics pacing guides for Algebra I, Geometry, and Algebra II to assist teachers in implementing the Next Generation Sunshine State Standards for mathematics.</p> <p>Intensive intervention is provided in various ways to Level 1 and Level 2 mathematics students some of which are: within the regular class setting, in after school programs, or through pullout programs for these targeted students. FCAT Explorer, Florida Achieves (FL CIM) benchmark assessments and Discovery Education Assessments and prescriptive activities are also some of the research based instructional materials used to aide in remediation and review for the FCAT.</p>	<p>a. The Coordinator of Mathematics and Science will provide professional development related to the Common Core State Standards in Mathematics. In addition, the Coordinator will deliver EOC workshops based on the Test Item Specifications for Algebra I and Geometry. Additional workshops will be provided as requested.</p> <p>b. NCTM e-Seminars Related to: specific areas of need will be offered.</p> <p>c. Lesson Study will be implemented at many schools, targeting the greatest areas of weakness at participating schools.</p> <p>d. Online courses and book studies will also be offered in mathematics content and methodology.</p> <p>e. Summer mathematics workshops will target specific areas of weakness identified through district and state assessments.</p>

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

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
After School Tutoring- SES Program Before/After School Tutoring	SINI Title I Schools- Students who score Level I , 2 on FCAT or Discovery Education Assessment in mathematics.	2 x weekly- Duration determined by funding (1st and 2nd semester)	2 x weekly- Duration determined by funding (1st and 2nd semester)
	Title I Schools- Students who score Level	2X weekly-Duration determined by	2X weekly-Duration



Before/After School Tutoring	I , 2 on FCAT or Discovery Education Assessment in mathematics.	funding (1st and 2nd semester)	determined by funding (1st and 2nd semester)
Before/After School Tutoring	Title I Schools- Students who score Level I , 2 on FCAT or Discovery Education Assessment in mathematics.	2X weekly-Duration determined by funding (1st and 2nd semester)  20 days for 5.5 hours	2X weekly-Duration determined by funding (1st and 2nd semester)  20 days for 5.5 hours

### **Title I District Improvement Plan - (Part 5)**

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

<b>Grade Level</b>	<b>Core Science and Scientifically Research-Based Program(s)</b>	<b>Supplemental Science and Scientifically Research-Based Program(s)</b>	<b>Professional Development Activities to Support Programs and Strategies</b>
ELEMENTARY	Elementary schools use the state adopted textbook Science Fusion, Florida by Houghton Mifflin Harcourt which is correlated to the Florida Next Generation Sunshine State Standards in Science. In addition, a pacing guide has been developed for grades K-5 correlating the new Next Generation Sunshine State Standards for Science to their corresponding textbook	<p>FCAT Explorer, SuccessMaker Enterprise, I LOVE Science (a partnership with Gulf Power, Institute of Human and Machine Cognition, Escambia County and Santa Rosa County District Schools to bring scientists and community members with a love for science in the classrooms at 5th grade to teach monthly science investigations), Navarre Beach Marine Science Center activities, StarBase Atlantis (a program designed by the US Navy for Title I schools with the highest poverty levels to bring the science of aviation in a real world setting – NAS Whiting Field), and other grant projects give students opportunities to see science and mathematics in real world settings with hands-on data collection, analysis and other scientific labs and activities.</p> <p>FCAT Explorer and Florida Achieves (FL CIM) benchmark assessments are some of the research based instructional materials used to aide in remediation and review for the FCAT.</p>	<p>Professional development activities will be developed at the district level, including science safety and science strands where performance is weakest across the district.</p> <p>Science content and methodology webinars will be available for school based inservice through the National Science Teachers Association (NSTA).</p> <p>School based science staff development will also continue in order to meet specific school needs.</p> <p>Summer science workshops will be targeted to specific district wide needs for K-5 teachers. Florida PROMiSE modules may also be used in</p>

			<p>staff development.</p> <p>Professional development, funded through Title I, Part A will provide opportunities for training in NGSSS at Title I schools.</p>
MIDDLE	<p>The science core content structure for middle school is an integrated science approach using state adopted Pearson Interactive Science (Courses 1-3) textbooks. All are correlated to the Next Generation Sunshine State Standards for Science.</p>	<p>FCAT Explorer, SuccessMaker Enterprise and other science related activities and materials are used to supplement the core program.</p> <p>FCAT Explorer and Florida Achieves (FL CIM) benchmark assessments are some of the research based instructional materials used to aide in remediation and review for the FCAT.</p> <p>Flight Adventure Deck Program (a partnership with the National Naval Aviation Museum, Escambia County District Schools, and Santa Rosa County District Schools) is designed to bring a classroom and hands-on field experience to students relating mathematics and science concepts to flight for 6th, 7th and 8th grade students. All lessons are written to the grade level NGSSS Benchmarks and Common Core Standards.</p> <p>Field experiences are also offered at the Navarre Beach Marine Science Station and tailored to specific benchmarks for the given course.</p>	<p>Professional development activities will be developed at the district level, including science safety and science strands where performance is weakest across the district.</p> <p>Science content and methodology webinars will be available for school based inservice through the National Science Teachers Association (NSTA).</p> <p>School based science staff development will continue in order to meet specific school needs.</p> <p>Flight Adventure Deck training is offered to science teachers new to the grade level(s) they are teaching each year.</p> <p>Summer science workshops will be targeted to specific district wide needs for grade 6-8 teachers. Florida PROMiSE modules may also be used in the staff development activities.</p> <p>Professional development, funded through Title I, Part A will provide</p>



			opportunities for training in NGSSS at Title I schools.
HIGH	<p>The District has adopted science textbooks from the state adopted list for Biology I, Chemistry I, and Physics 1 as well as other courses for which there were state adopted texts. For other courses that are not on the state list of adopted texts schools worked together to determine the district text for the given course. These textbooks are all correlated to the Next Generation Sunshine State Standards for Science.</p>	<p>FCAT Explorer, various other supplementary software and materials as well as Flight Navigation activities at the National Naval Aviation Museum and field experiences at the Navarre Beach Marine Science Station are all supplements to various science courses at the high school level.</p> <p>Leveled informational texts, aligned to the NGSSS will be purchased so that students below grade level in reading will be provided with science content at their instructional reading level.</p>	<p>Professional development activities will be developed at the district level, including science safety and science strands where performance is weakest across the district.</p> <p>Science content and methodology webinars will be available for school based inservice through the National Science Teachers Association (NSTA)</p> <p>School based science staff development will continue to be implemented to meet specific school needs.</p> <p>Summer science workshops will be targeted to specific district wide needs for grades 9-12 teachers. Florida PROMiSE modules may also be used in the staff development activities.</p>

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

<b>Type (before- or after-school, extended day, extended year, etc)</b>	<b>Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)</b>	<b>Frequency and Duration</b>	<b>Person/Department Responsible for Monitoring</b>
Before/After School Tutoring	Students who score Level 1 or 2 on FCAT 2.0 or Discovery Education Assessment for Science	2X weekly-Duration determined by funding (1st and 2nd semester)	2X weekly-Duration determined by funding (1st and 2nd semester)
	Students who score below the 45th percentile		

Summer School Academic Camp	on the grade 3 Stanford 10 or Level I , 2 FCAT 2.0 or Discovery Education Assessment for Science	20 days for 5.5 hours	20 days for 5.5 hours
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## 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	Six Traits of Writing	Write Score is used at most of our elementary schools. Step Up to Writing	FCAT Writes 2.0 Scorer training Professional Development for initial implementation of Write Score and Six Traits. Additional training in writing instruction is provided by a district trainer. District reading coaches provide site-based staff development for writing in response to literature.  Staff development provided for Step Up to Writing
MIDDLE	Six Traits of Writing	My Access is used at most middle schools.	FCAT Writes 2.0 Scorer training Training is provided for Six Traits annually. Training for MY Access is provided at each school site by a My Access Writing Leader who receives ongoing staff development in using My Access. Additional writing inservice may be provided through the publisher of the adopted literature series. District reading coaches provide site-based staff development for writing in response to literature.
HIGH	Six Traits of Writing	My Access is used at selected high schools.	FCAT Writes 2.0 Scorer training Training is provided for Six Traits annually. Training for MY Access is provided at each school site by a My Access Writing Leader who receives ongoing staff development in using My Access. Additional writing inservice may be provided through the publisher of the adopted literature series. District reading coaches provide site-based staff development for writing in response to literature.

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
Before/After School Tutoring	Students who score below 3.0 on FCAT Writing or demonstrate writing deficiency based on classroom assessment	2X weekly-Duration determined by funding (1st and 2nd semester)	2X weekly-Duration determined by funding (1st and 2nd semester)

## **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.**

In the 2012-2013 Title I Part A application, ten percent of the total budget has been set aside for staff development. The Director of Federal programs approves all budget expenditures and monitors the use of funds. The Title I school based budgets also contains a 10% set-aside for professional development to ensure that all teachers of core academic subjects are Highly Qualified. Title I funds support 30% of the time of 1 subject area specialist in Language Arts and 30% of the time of 1 subject area specialists in math/science to design supplemental, core content, high-quality, research-based professional development activities specific to the needs of each Title I school. Every Title I school has an Academic Intervention Specialist who devotes 10% of their time to professional development. The District has developed a Paraprofessional Training Program to meet statutory requirements. All Title I schools are required to set-aside 10% of their school-based allocation for professional development, and the Director of Federal Program approves each expenditure. Title I funds are coordinated with all other Federal programs, including Title II and IDEA, to maximize the use of funds and to provide the highest quality opportunities.

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

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

<b>Specific Parent Needs</b>	<b>Data to Support Parent Needs</b>	<b>Activities/Strategies to Address Parent Needs</b>	<b>Evaluation Mechanism</b>	<b>Person/Department Responsible for Monitoring</b>
Enhanced electronic communication with parents from schools in high poverty areas.	NCLB Parent Advisory Survey, Parent Advisory Committee Meeting Minutes	Title I schools will incorporate this need into school Parent Involvement Plans .	Parent Satisfaction Surveys (2012-2013)	Federal Programs
Increased opportunities for parent involvement in the area of reading	School climate surveys  AMO results in the area of Reading- Total 70%, White 72%. Black 47%, Hispanic 65%, Asian 78%, American Indian 54%, Economically Disadvantaged 58%, English Language Learners 21%, Students with Disabilities 40%	Reading Coaches and Academic Intervention Specialists will assist in developing parent involvement activities specific to the developmental needs of each school	Parent Satisfaction Surveys (2012-2013)  AMO results for reading	Principals, Director Principals, Director of Federal Programs; Director of Continuous Improvement; Director of Elementary Schools, Coordinator of Literacy; Academic Intervention Specialists
	School climate surveys			

Increased opportunities for parent involvement in the area of Math	AMO proficiency results in the area of Mathematics-Total 69%, White 70%, Black 46%, Hispanic 65%, Asian 81%, American Indian 52%, Economically Disadvantaged 56%, English Language Learners 34%, Students with Disabilities 40%	Coordinator of Math/Science will assist in developing parent involvement activities specific to the developmental needs of each school.	Parent Satisfaction Surveys Climate Surveys (2012-2013)  AMO results in Math 2013	Principals; Director of Federal Programs; Director of Continuous Improvement; Director of Elementary Schools; Director of Middle Schools; Coordinator of Math/Science; Academic Intervention Specialists
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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)

In 2011-12, Santa Rosa ELLs met AMAO 1 listening/speaking, reading and writing proficiency targets but did not meet AMAO 2 or 3 targets. For AMAO 2 in 2011-12, the percent of students proficient at K-2 is 91%. At grades 3-5, the percent proficient is 48%. For grades 6-8, the percent proficient is 47%, and for grades 9-12 the percent proficient is 5%.

In 2010-11, the percent of students proficient on CELLA for K-2 was 25%; grades 3-5 was 12%; grades 6-8 was 5%; grades 9-12 was 19%. Although the AMAO 2 proficiency target was not met in 2011-12, elementary and middle school students experienced an increase in proficiency over the previous year.

In Santa Rosa District Schools, ELL mobility is high. ELLs move often, which hinders their progress. Students also return to their home country for a period of time. This creates an interruption in their acquisition of English and their academic progress. Santa Rosa District has a very small number of ELLs, far less than one per cent of the student population. Thus, the performance of a small number of ELLs impacts the overall district AMAOs to a great degree. The small number of ELLs at any school in the District does not affect any school's AMO. Thus, individual schools receive no penalties or sanctions for ELLs not meeting AMO.

Addressed in District ELL Plan under ELL Student Plan Development, Parent Notification, Instructional Models, Student Progression, Parent/Guardian/Student Notification and Rights, Functions of the ELL Committee and the PLC

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
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<p>•Provide ELLs with a high-quality, compliant program of educational services that meets the requirements of the Florida DOE and the Florida Consent Decree • Ensure that ELLs have full access to grade level curriculum through classroom accommodations • Place ELLs with ESOL qualified teachers, who utilize State and District adopted core curriculum textbooks and programs and make accommodations, as appropriate to ensure comprehensible instruction for ELLs • Provide ELLs equal access to intervention programs and tutorials • Deploy Rosetta Stone over a wide area network to make it available to all ELLs to expedite their acquisition of English vocabulary. In addition, each school in the District has access to Pearson’s SuccessMaker integrated learning system software, which has several applications that are especially useful in improving English language proficiency, including Discover English, Vamos a Leer, etc. • Continue to implement a research-based reading intervention, My Reading Coach, which targets language acquisition through the use of the Orton Gillingham approach that teaches students how letters in English are formed. • My Reading Coach is available with Spanish language support for nonEnglish speakers. In 2011-12, the district purchased an additional supplemental program, Imagine Learning English, that will provide differentiated literacy instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension with first language support. The program includes detailed reports on student achievement, effective teaching strategies for varied learning modalities and support for content specific language• In 2012-13, train teachers and deploy Imagine Learning English to elementary ELLs. Ensure that ELLs have highly qualified teacher in content area instruction as well as ESOL strategies.. Since 2003, all new hires in the district must meet their ESOL inservice requirements within one to three years as a condition of continued employment. The District also provides stipends to all teachers who complete the ESOL inservice requirements. The District has made great progress in the numbers of teachers who are trained to teach ELLs. Teachers who have received ESOL inservice are better equipped to use research-based ESOL strategies to improve English language proficiency of the ELLS they teach. • Employ six itinerant ESOL Resource specialists who provide more intensive language instruction to ELLs and also work with classroom teachers to help them implement research-based strategies for improving language proficiency. Addressed in District ELL Plan under ELL Student Plan Development, Instructional Models, Student Progression, Statewide Assessment, English Language Proficiency Assessment (Exit), Functions of the ELL Committee and the PLC, Personnel Training</p>	<p>a. ESOL Resource Teachers b. Language Arts Teachers c. Content area teachers d. ESOL Program Facilitator e. Literacy/ESOL Coordinator</p>	<p>Ongoing</p>	<p>a. District b. Title I Part A c. Title II Part A d. Title III e. K-12 Comprehensive Research-Based Reading Plan</p>
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3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)		Personnel Responsible	Timeline	Funding Source
<p><b>Grade Level</b></p> <p>K-2</p> <p>3-5</p> <p>6-8</p> <p>9-12</p>	<p><b>Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)</b></p> <p><a href="#">Grade K-2 Chart</a></p> <p><a href="#">Grade 3-5 Chart</a></p> <p><a href="#">Grade 6-8 Chart</a></p> <p><a href="#">Grade 9-12 Chart</a></p>	<p>ESOL Resource Teachers ESOL Program Facilitator Grade Level Directors Literacy Coordinator Director of Continuous Improvement Academic INtervention Specialists Reading Coaches</p>	<p>Ongoing</p>	<p>a. District b. Title I Part A c. Title II Part A</p>

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
<p>a. Core instruction in math is provided through state-adopted textbooks that are</p>			



<p>correlated to the Next Generation Sunshine State Standards (Gr 2-12) or the Common Core State Standards (K-1) in math. These textbooks include strategies for differentiation and materials to use to improve academic achievement of ELLs in math. Pacing guides are being developed and implemented and correlated to the state adopted standards. b. Core instruction is supplemented with various research-based programs such as BestQuest Math'scool and Algebra'scool, SuccessMaker Enterprise, STAR Math, Accelerated Mathematics, Classworks Gold, FASTT Math and FCAT preparation materials. c. Itinerant ESOL Resource Specialists provide differentiated instruction to ELLs through the use of supplemental math materials and strategies that support and supplement the math instruction ELLs receive in the regular classroom. The District Math Coordinator supports their efforts through staff development and recommendation of materials. d. Intensive intervention in math may be provided in an extended day, pullout programs, or in school remediation programs. e. The District provides staff development to teachers to ensure fidelity of implementation of core math programs as well as intervention programs and in the use of the Next Generation Sunshine State Standards and Common Core State Standards in mathematics. Strategies for instruction of ELLs is part of this staff development. Addressed in District ELL Plan under Instructional Models, Statewide Assessment, Personnel Training.</p>	<p>a. ESOL Resource Teachers b. Math Teachers c. Academic Intervention Specialist d. District Math Coordinator e. ESOL Program Facilitator f. Literacy/ESOL Coordinator</p>	<p>Ongoing</p>	<p>a. District b. Title I Part A c. Title II Part A d. Title II Part D e. Title III</p>
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<p><b>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.</b></p>	<p><b>Personnel Responsible</b></p>	<p><b>Timeline</b></p>	<p><b>Funding Source</b></p>
<p>a. Santa Rosa School District provides a comprehensive and high quality professional development program for classroom teachers, principals, administrators, and other school personnel. The professional development plan incorporates scientifically-based research and is modeled around the characteristics of highly effective schools. b. The District recognizes that the English language proficiency of ELLs can best be increased by placing them with trained instructional personnel who have knowledge of second language acquisition methodology and who can modify curriculum to promote rapid language acquisition. To this end, the district provides a full range of ESOL inservice for category 1, 2, and 3 teachers, guidance. c. Teachers obtain their reading endorsement and ESOL endorsement through the District's inservice programs. d. Since 2003, all new hires in the district must meet ESOL inservice requirements within one to three years as a condition of continued employment. The District provides stipends to all teachers who complete the ESOL inservice requirements. The District has made great progress in the numbers of teachers who are trained to teach ELLs. Teachers who have received ESOL inservice are better equipped to use research-based ESOL strategies to improve English language proficiency of the ELLs they teach. In addition to the state required staff development, the district will provide supplemental ESOL inservice to teachers currently teaching ELLs. This staff development will provide just in time strategies for getting started with ELLs, how to modify curriculum to meet the needs of ELLs, and how to make appropriate assessment accommodations e. District Literacy Coordinator, who is responsible for the ESOL program, coordinates funding, staff development, intervention activities—such as SES services and Summer Reading Academy—with the Director of Federal Programs, who oversees the Title I program. f. District Literacy Coordinator, who is responsible for the ESOL program and the Title II program, coordinates content area staff development opportunities to ensure that ESOL teachers, reading teachers, and other content area teachers are highly qualified. Addressed in District ELL Plan under Instructional Models, Statewide Assessment, Personnel Training.</p>	<p>a. ESOL Program Facilitator b. Literacy/ESOL Coordinator</p>	<p>Ongoing</p>	<p>a. District b. K-12 Comprehensive Research-Based Reading Plan c. Title I Part A d. Title II Part A</p>

<b>6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
The District is committed to promoting and encouraging broad parental and community participation in the education of all children. a. All parent training initiatives offered by the District are available to parents of ELLs on an equal basis. Such activities include FCAT Fairs, Writing Workshops, literacy activities, Families Building better Readers b. ESOL Resource Specialists make every effort to keep parents of ELLs informed of opportunities and to ensure that all training is comprehensible to them. c. Information about such initiatives is provided in writing, in home language, if feasible. In addition, telephone contact may be employed as well as publication of information on school bulletin boards, newsletters and websites, etc. Most schools within the district use an automated callout system to inform all parents of training initiatives. d. There are general meetings for parents of ELLs held at least twice annually in the District. Children are included in the meetings to increase attendance and participation. e. Parents are invited to participate in the district Parent Leadership Council. Parents are also invited to participate in the PLC by direct phone contact and by mail. f. Parents who are members of the PLC participate in developing the District ELL Plan. g. Each school has a parent involvement policy and includes parents of ELLs in the invitation to membership in the Parent Advisory Council. h. Literacy Coordinator, who is responsible for the ESOL program, participates on the Title I A Parent Advisory Council. i. Title I employs social workers who provide services to families of ELLs. j. Title X provides services for homeless ELLs and their families. k. PAEC Escambia County Migrant Coordinator provides services to migrant families. The District facilitates activities at which the PAEC representative can communicate with families. Addressed in District ELL Plan under Functions of the ELL Committee and the PLC.	a. Literacy/ESOL Coordinator b. Director of Federal Programs c. ESOL Program Facilitator d. ESOL Resource Specialist e. Individual schools	Ongoing	a. District b. Title I Part A c. Title I Part C d. Title X

<b>7. If applicable, identify any changes to the Title III Immigrant Education Program.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
Not applicable for 2012-13			

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

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

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

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

[Show Attached district's Differentiated Accountability Checklist of Compliance.](#)