

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Martin



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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 information outlined in the District Improvement Plan is based upon district and school common areas of need as identified by district data, school data, needs assessments and information from School Improvement Plans (SIPs). SIPs are developed with the guidance and input from teachers, staff, parents, business partners and students (as appropriate). The School Advisory Councils and the school leadership teams provide input, review, and approval of the plans through the peer review process prior to submission. The District Advisory Council(DAC)meets to review the data, provide input, and approve the district plan. Upon approval of the school and district teams, all plans are submitted for approval to the Martin County School Board.

Title I District Improvement Plan - (Part1_2)

STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

[Click here to see a Detailed Report](#)

Title I District Improvement Plan - (Part 2)

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

Subgroup not making satisfactory progress.	Subject Area	Specific Teaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
Total	Reading	Balanced Literacy • Differentiated Instruction based on Student needs • Collaborative/ Cooperative Learning • Small group work • Additional Instructional time devoted to literacy instruction • Appropriate interventions *Development of Oral Language	Fidelity of implementation with appropriate interventions.	Progress Monitoring • Professional Development • Interventions aligned to specific needs • Response to Intervention • Continuous Improvement Model • Increase parent involvement	Florida Assessment for Instruction in Reading (FAIR) • Differentiated Instruction • Intervention Identification • Fidelity of Implementation • Response to Intervention • Continuous Improvement Model * Performance Matters Training *Marzano Instructional Strategies Training	District Coordinator for Reading and Language Arts • School Administrators • Reading Coaches • RtI Coaches * Coordinator of Assessment and Accountability • Parent Resource Teachers
Total	Mathematics	Strategic Instruction • Differentiated Instruction • Collaborative/ Cooperative Learning • Small group work • Additional Instructional time devoted to mathematics instruction • Appropriate interventions *Hands on applications *Formative assessments	Fidelity of implementation with appropriate interventions. • Use of deep concept learning with	Progress Monitoring *Professional Development *Response to Intervention * Interventions aligned to specific needs * Continuous Improvement Model Professional Development with concept development at forefront • Increase parent involvement *Peer teaching *Guided Math *Concrete-Representational-Abstract model for math *Use of formative assessments *Use of virtual manipulatives	Hands on manipulatives training *Differentiated Instruction * Intervention Identification *Response to Intervention *Continuous Improvement Model * Performance Matters Training *Marzano Instructional Strategies Training * Training on application of CCSS and standards for Mathematical Practice *Grade level PD for Guided Math Strategies	District Coordinator for Mathematics *School Administrators *Mathematics Coaches *RtI Coaches *Coordinator of Assessment and Accountability • Parent Resource Teachers
					Florida Assessment for Instruction in Reading (FAIR) •	

White	Reading	Balanced Literacy • Strategic Instruction • Differentiated Instruction • Collaborative/Cooperative Learning • Small group work • Additional Instructional time devoted to literacy instruction • Appropriate interventions	Fidelity of implementation with appropriate interventions.	Progress Monitoring • Professional Development • Interventions aligned to specific needs • Response to Intervention • Continuous Improvement Model	Differentiated Instruction • Intervention Identification • Fidelity of Implementation • Response to Intervention • Continuous Improvement Model *Performance Matters Training *Marzano Instructional Strategies Training	District Coordinator for Reading and Language arts • School Administrators • Reading Coaches • RtI / MTSS? Coaches • *Coordinator of Assessment and Accountability
White	Mathematics					
Black	Reading	Balanced Literacy • Strategic Instruction • Differentiated Instruction • Collaborative/Cooperative Learning • Small group work • Additional Instructional time devoted to literacy instruction • Appropriate interventions implemented in small group format • Opportunities to read both instructional and independent texts at the appropriate levels	Fidelity of implementation with appropriate interventions • Resources • Appropriate interventions for targeted schools	Progress Monitoring • Professional Development • Interventions aligned to specific needs • Response to Intervention • Continuous Improvement Model	Florida Assessment for Instruction in Reading (FAIR) • Differentiated Instruction • Intervention Identification • Fidelity of Implementation • Response to Intervention / MTSS *Continuous Improvement Model *Performance Matters Training *Marzano Instructional Strategies Training	District Coordinator for Reading and Language Arts • School Administrators • Reading Coaches • RtI Coaches *Coordinator of Assessment and Accountability •
Black	Mathematics	Individualized instruction • Narrowed instructional focus • Instruction targeted to development of conceptual understanding of topics • Rigor and relevance of instruction • Engaging activities • Positive teacher/student relationships • Early interventions	Appropriate interventions for targeted needs • Resources • Program implementation with fidelity	Instructional focus calendars • Curriculum maps • Differentiated instruction • Manipulatives and models • Small group learning • Peer teaching • Lessons focused on applications and depth of mastery • Quadrant "D" lessons • Progress Monitoring • Enhance parental involvement* *Peer teaching* Guided Math* Concrete-Representational-Abstract model for math* Use of	Differentiated Instruction • Research based math Interventions • Next Generation Standards and Item Specifications • Curriculum maps • Use of manipulatives and models • CPALMS and other math resources • Data driven instruction *Performance Matters Training *Marzano Instructional Strategies Training* Training on application of CCSS and standards for	*District Coordinator for Mathematics • School Administrators • RtI Coaches • Consultants *Mathematics Coaches *Coordinator of Assessment and Accountability

				formative assessments*Use of virtual manipulatives	Mathematical Practice*Grade level PD for Guided Math Strategies	
Hispanic	Reading	<p>Strategic instruction</p> <ul style="list-style-type: none"> Differentiated instruction Collaborative/Cooperative Learning Small group work Additional instructional time devoted to literacy instruction Appropriate interventions Opportunities to read both instructional and independent texts at the appropriate levels 	<p>Appropriate interventions for targeted needs</p> <ul style="list-style-type: none"> Resources Program implementation with fidelity 	<p>Professional Development</p> <ul style="list-style-type: none"> Progress Monitoring Interventions aligned to specific needs Response to Intervention (RtI) Continuous Improvement Model Increase parent involvement 	<p>Differentiated Instruction</p> <ul style="list-style-type: none"> Intervention Identification Fidelity of Implementation Florida Assessment for Instruction in Reading (FAIR) Response to Intervention (RtI) Continuous Improvement Model Performance Matters Training Marzano Instructional Strategies Training 	<p>District Coordinator for Reading and Language Arts</p> <ul style="list-style-type: none"> School Administrators Reading Coaches RtI Coaches Coordinator of Assessment and Accountability Parent Resource Teachers
Hispanic	Mathematics	<p>Individualized instruction</p> <ul style="list-style-type: none"> Instruction targeted to development of conceptual understanding of topics Rigor and relevance of instruction Engaging activities Positive teacher/student relationships Early interventions Explicit vocabulary Additional instructional time Visual representation of concepts 	<p>Appropriate interventions for targeted needs</p> <ul style="list-style-type: none"> Resources Program implementation with fidelity 	<p>Instructional focus calendars</p> <ul style="list-style-type: none"> Curriculum maps Differentiated instruction Manipulatives and models Small group learning Peer teaching Lessons focused on applications and depth of mastery Quadrant "D" lessons Progress Monitoring Enhance parental involvement**Peer teaching*Guided Math*Concrete-Representational-Abstract model for math*Use of formative assessments*Use of virtual manipulatives 	<p>Differentiated Instruction</p> <ul style="list-style-type: none"> Research based math Interventions Data driven instruction Next Generation Standards and Item Specifications Curriculum maps Use of manipulatives and models CPALMS and other math resources Performance Matters Training Marzano Instructional Strategies Training*Training on application of CCSS and standards for Mathematical Practice*Grade level PD for Guided Math Strategies 	<p>District Coordinator for Mathematics</p> <ul style="list-style-type: none"> School Administrators RtI Coaches Consultants Mathematics Coaches Coordinator of Assessment and Accountability
Asian	Reading					
Asian	Mathematics					
					Differentiated Instruction • Intervention Identification •	

American Indian	Reading	Strategic instruction • Differentiated instruction • Collaborative/Cooperative Learning • Small group work • Additional instructional time devoted to literacy instruction • Appropriate interventions • Opportunities to read both instructional and independent texts at the appropriate levels	Appropriate interventions for targeted needs • Resources • Program implementation with fidelity	Professional Development • Progress Monitoring • Interventions aligned to specific needs • Response to Intervention (RtI) • Continuous Improvement Model	Fidelity of Implementation • Florida Assessment for Instruction in Reading (FAIR) • Response to Intervention (RtI) • Continuous Improvement Model *Performance Matters Training *Marzano Instructional Strategies Training	District Coordinator for Reading and Language Arts • School Administrators • Reading Coaches • RtI Coaches *Coordinator of Assessment and Accountability
American Indian	Mathematics	Individualized instruction • Instruction targeted to development of conceptual understanding of topics • Rigor and relevance of instruction • Engaging activities • Positive teacher/student relationships • Early interventions • Explicit vocabulary • Additional instructional time • Visual representation of concepts	Appropriate interventions for targeted needs • Resources • Program implementation with fidelity	Instructional focus calendars • Curriculum maps • Differentiated instruction • Manipulatives and models • Small group learning • Peer teaching • Lessons focused on applications and depth of mastery • Quadrant "D" lessons • Progress Monitoring • Enhance parental involvement*Peer teaching*Guided Math*Concrete-Representational-Abstract model for math*Use of formative assessments*Use of virtual manipulatives	Differentiated Instruction • Research based math Interventions • Data driven instruction • Next Generation Standards and Item Specifications • Curriculum maps • Use of manipulatives and models • CPALMS and other math resources *Performance Matters Training *Marzano Instructional Strategies Training*Training on application of CCSS and standards for Mathematical Practice*Grade level PD for Guided Math Strategies	District Coordinator for Mathematics • School Administrators • RtI Coaches • Consultants *Mathematics Coaches *Coordinator of Assessment and Accountability
Economically Disadvantaged	Reading	Meaningful communication • Language rich environment and activities • Explicit vocabulary instruction • Additional instruction time devoted to literacy instruction • Collaborative/Cooperative Learning • Text supported by	Appropriate interventions for targeted needs • Resources • Program implementation with fidelity	Professional Development • Progress Monitoring • Interventions aligned to specific needs • Response to Intervention (RtI) • Continuous Improvement Model • Increase number	Differentiated Instruction • Intervention Identification • Fidelity of Implementation • Florida Assessment for Instruction in Reading (FAIR) • Response to Intervention (RtI) • Continuous Improvement Model *Performance	District Coordinator for Reading and Language Arts • School Administrators • Reading Coaches • RtI Coaches *Coordinator of Assessment and Accountability *Director of Title I • Parent Resource

		<p>graphics</p> <ul style="list-style-type: none"> • Real world connections 		<p>of VPK units</p> <ul style="list-style-type: none"> • Increase parent involvement 	<p>Matters Training</p> <ul style="list-style-type: none"> *Marzano Instructional Strategies Training *Expand Parent Resource Centers 	Teachers
Economically Disadvantaged	Mathematics	<p>Individualized instruction</p> <ul style="list-style-type: none"> • Narrowed instructional focus • Instruction targeted to development of conceptual understanding of topics • Rigor and relevance of instruction • Engaging activities • Positive teacher/student relationships • Early interventions 	<p>Appropriate interventions for targeted needs</p> <ul style="list-style-type: none"> • Resources • Program implementation and fidelity 	<p>Instructional focus calendars</p> <ul style="list-style-type: none"> • Curriculum maps • Differentiated instruction • Manipulatives and models • Small group learning • Peer teaching • Lessons focused on applications and depth of mastery • Quadrant "D" lessons • Progress Monitoring • Enhance parental involvement • Increase number of VPK units • Increase parent involvement*Peer teaching*Guided Math*Concrete-Representational-Abstract model for math*Use of formative assessments*Use of virtual manipulatives 	<p>Differentiated Instruction</p> <ul style="list-style-type: none"> • Research based math Interventions • Data driven instruction • Next Generation Standards and Item Specifications • Curriculum maps • Use of manipulatives and models • CPALMS and other math resources *Performance Matters Training *Marzano Instructional Strategies Training*Training on application of CCSS and standards for Mathematical Practice*Grade level PD for Guided Math Strategies 	<p>District Coordinator for Mathematics</p> <ul style="list-style-type: none"> • School Administrators • RtI Coaches • Consultants *Coordinator of Assessment and Accountability *Director of Title I • Parent Resource Teachers
English Language Learners	Reading	<p>Meaningful communication</p> <ul style="list-style-type: none"> • Language rich environment and activities • Explicit vocabulary instruction • Additional instruction time devoted to literacy instruction • Collaborative/Cooperative Learning • Text supported by graphics • Real world connections * Oral language development 	<p>Appropriate interventions for targeted needs</p> <ul style="list-style-type: none"> • Resources • Program implementation and fidelity 	<p>Professional Development</p> <ul style="list-style-type: none"> • Progress Monitoring • Interventions aligned to specific needs • Response to Intervention (RtI) • Continuous Improvement Model 	<p>Strategies for ELL learners</p> <ul style="list-style-type: none"> • Differentiated Instruction • Intervention Identification • Fidelity of Implementation • Florida Assessment for Instruction in Reading (FAIR) • Response to Intervention (RtI) • Continuous Improvement Model *Performance Matters Training *Marzano Instructional Strategies Training 	<p>District Coordinator for Reading and Language Arts</p> <ul style="list-style-type: none"> • School Administrators • Reading Coaches • RtI Coaches *Coordinator of Assessment and Accountability • ESOL Teachers on Special Assignment
					<p>Differentiated Instruction</p> <ul style="list-style-type: none"> • Research based 	

English Language Learners	Mathematics	<ul style="list-style-type: none"> Individualized instruction • Instruction targeted to development of conceptual understanding of topics • Rigor and relevance of instruction • Engaging activities • Positive teacher/student relationships • Early interventions • Explicit vocabulary • Additional instructional time • Visual representation of concepts 	<ul style="list-style-type: none"> Appropriate interventions for targeted needs • Resources • Program implementation with fidelity 	<ul style="list-style-type: none"> Instructional focus calendars • Curriculum maps • Differentiated instruction • Manipulatives and models • Small group learning • Peer teaching • Lessons focused on applications and depth of mastery • Quadrant "D" lessons • Progress Monitoring • Enhance parental involvement*Peer teaching*Guided Math*Concrete-Representational-Abstract model for math*Use of formative assessments*Use of virtual manipulatives 	<ul style="list-style-type: none"> math Interventions • Data driven instruction • Next Generation Standards and Item Specifications • Curriculum maps • Use of manipulatives and models • CPALMS and other math resources *Performance Matters Training *Marzano Instructional Strategies Training*Training on application of CCSS and standards for Mathematical Practice*Grade level PD for Guided Math Strategies 	<ul style="list-style-type: none"> District Coordinator for Mathematics • School Administrators • RI Coaches • Consultants *Mathematics Coaches *Coordinator of Assessment and Accountability • ESOL Teachers on Special Assignment • Parent Resource Teachers
Students with Disabilities	Reading	<ul style="list-style-type: none"> Differentiated instruction •Explicit instructional strategies •Small group work • Additional instructional time devoted to literacy instruction • Appropriate interventions • Language rich environment and activities 	<ul style="list-style-type: none"> Appropriate interventions for targeted needs •Resources •Program implementation with fidelity 	<ul style="list-style-type: none"> Professional Development •Progress Monitoring •Interventions aligned to specific needs • Continuous Improvement Model 	<ul style="list-style-type: none"> Differentiated Instruction •Intervention Identification •Fidelity of Implementation •Florida Assessment for Instruction in Reading (FAIR)• Continuous Improvement Model *Performance Matters Training *Marzano Instructional Strategies Training 	<ul style="list-style-type: none"> District Coordinator for Reading and Language Arts •School Administrators •Reading Coaches *Coordinator of Assessment and Accountability *Coordinator of Exceptional Student Education
				<ul style="list-style-type: none"> Lessons based on IEP goals• Differentiated instruction •Manipulatives and 	<ul style="list-style-type: none"> Differentiated Instruction •Research based math Interventions •Data driven instruction •Next Generation 	

Students with Disabilities	Mathematics	<p>Individualized instruction</p> <ul style="list-style-type: none"> •Narrowed instructional focus •Instruction targeted to development of conceptual understanding of topics •Rigor and relevance of instruction •Engaging activities •Positive teacher/student relationships •Early interventions •Additional instructional time •Visual representation of concepts 	<p>Appropriate interventions for targeted needs</p> <ul style="list-style-type: none"> •Resources •Program implementationwith fidelity 	<p>models</p> <ul style="list-style-type: none"> •Small group learning •Peer teaching •Lessons focused on applications and depth of mastery •Quadrant "D" lessons •Progress Monitoring •Enhance parental involvement*Peer teaching*Guided Math*Concrete-Representational-Abstract model for math*Use of formative assessments*Use of virtual manipulatives 	<p>Standards and Item Specifications</p> <ul style="list-style-type: none"> •Curriculum maps •Use of manipulatives and models •CPALMS and other math resources *Performance Matters Training *Marzano Instructional Strategies Training*Training on application of CCSS and standards for Mathematical Practice*Grade level PD for Guided Math Strategies 	<p>District Coordinator for Mathematics</p> <ul style="list-style-type: none"> •School Administrators •Mathematics Coaches *Consultants *Coordinator of Assessment and Accountability*Coordinator of Exceptional Student Education
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>All schools will offer classroom instruction in a dedicated, uninterrupted block of time of at least 90 minutes duration. An initial whole group lesson from the Comprehensive Core Reading program (CCRP), which is Harcourt Storytown, will consist of 20 minutes followed by small group differentiated instruction using the CCRP or SIRP depending on the identified needs of the students.</p> <p>Immediate Intensive Intervention of at least 20 minutes will occur outside of or in addition to the 90-minute uninterrupted reading block. Schools have initiated a 30 minute intervention block. All elementary schools have implemented the Fountas and Pinnell Leveled Literacy Intervention process for K-2.</p> <p>The district's elementary schools are continuing the Balanced Literacy initiative. The current reading coaches have been trained in the Interactive Read Aloud method and Word Study. Schools have begun addressing oral language needs of students. Many schools are implementing processes to meet the oral language needs of their students, either during the core reading instruction or as an immediate intensive intervention. They have been able to build capacity at their schools by training and/or modeling for the teachers and students in these methods.</p> <p>Reading Foundational skills are prerequisite for K-2 students and are addressed through word study, interactive reading/writing, shared reading/writing, guided reading, and oral language. Reading Literacy and Reading Informational text will be supported through Interactive Read Aloud, guided reading, shared reading/writing, interactive reading/writing, as well as through oral language. Students will be exposed to close reading and complex text through these instructional strategies. Teachers are aware of the need to increase the amount of non-fiction text that needs to be read throughout the day. They are focusing on acquiring more informational text.</p>
	<p>All middle schools in Martin County require reading for students scoring level 3 and above on FCAT Reading. The students have a reading class as well as a Language Arts class. Students scoring level 4 and 5, along with students scoring at a high level 3 are placed in advanced reading courses. The students scoring at a level 3 are placed in an on-level proficient reading course. Martin</p>

MIDDLE	<p>County School District has revamped the curriculum decision chart for students scoring level 1 and level 2 on the FCAT Reading. The students scoring level 1 and level 2 with text reading efficiency issues and who are dysfluent will be placed in the System 44 and READ 180 programs, or Expert 21(where available). The students scoring level 1 and level 2, and that have no text reading efficiency issues and who are fluent will be placed in the SIRP courses. These courses use Prentice Hall Bridges to Literature transitional reading series. This series scaffolds texts.</p> <p>As the district moves to full implementation of the Common Core State Standards, teachers will receive and participate in professional development, lesson planning, and unit planning based on the PARCC content framework. The Martin County School District has begun implmentation of the Comprehension Instructional Sequence model. The reading coaches have trained the middle school Reading/Language Arts, Social Studies, and Science teachers and ESE support facilitators in this model. This initiative will continue and expand in the coming school year. The CIS model and CIS units have already created more experiences with complex texts for all levels of students. As more teachers are supported by the reading coaches, they will be come adept at this mode of instruction, providing the opportunity for more students to learn how to extract and use information from increasingly complex text.</p> <p>CIRP will use the System 44 and READ 180 programs. The reading teachers for these programs have also been trained in the Comprehension Instructional Sequence model. The time allotted for small group instruction will incorporate the CIS model and allow opportunities to focus on reading and writing about more complex text.</p> <p>The teachers and students will have access to complex text through the core reading/Language Arts programs/courses, through supplemental materials, Appendix B of the CCSS, in the sciences and social studies texts that are provided, and primary documents that will be studied.</p>
HIGH	<p>In Martin County the curriculum decision chart has been adjusted to place students scoring level 1 and level 2 with text reading efficiency and fluency issues will be placed in READ 180 for the CIRP. Students scoring Level 1 and level 2 without text reading efficiency or fluency issues will be placed in the SIRP.</p> <p>As the district moves to full implementation of the Common Core State Standards, teachers will receive and participate in professional development, lesson planning, and unit planning based on the PARCC content framework. The Martin County School District has begun implmentation of the Comprehension Instructional Sequence model. The reading coaches have trained the high school Reading/Language Arts and Social Studies teachers and ESE support facilitators in this model. This initiative will continue and expand in the coming school year. The CIS model and CIS units have already created more experiences with complex texts for all levels of students. As more teachers are supported by the reading coaches, they will be come adept at this mode of instruction, providing the opportunity for more students to learn how to extract and use information from increasingly complex text.</p> <p>CIRP will use the READ 180 program. The reading teachers for these programs have also been trained in the Comprehension Instructional Sequence model. The time allotted for small group instruction will incorporate the CIS model and allow opportunities to focus on reading and writing about more complex text.</p> <p>The teachers and students will have access to complex text through the core reading/Language Arts programs/courses, through supplemental materials, Appendix B of the CCSS, in the sciences and social studies texts that are provided, and primary documents that will be studied. Teachers will familiarize themselves with reading standard 4 and the Language standards of the CCSS. They will focus on teaching of vocabulary as a more natural embedded process rather than the list of words and definitions. Through the complex text and other readings, students will determing meaning of words as used in the text to analyze the impact of word choices on meaning and tone. Similar attention will be given to domain specific words; how they are used in the text, the derivational roots of words, and analyzing how the words or phrases impact or change the meaning of the text.</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
	<p>In Martin County the Core Reading Program is Harcourt Storytown. Materials from the Harcourt Storytown would be used. The district has also implemented the Fountas and Pinnell Leveled Literacy Intervention for K-2. The Goudvis and Harvey Comprehension Toolkit would also have materials teachers could use to provide reading intervention during an extended school day. Mondo Educational Publishing and Benchmark Education Anchor Comprehension would be used for oral language development.</p> <p>K-5 grade levels will be exposed to complex text through the Interactive Read Alouds and mentor texts provided through the Harvey and Goudvis Comprehension Toolkit, as well as exemplar text.</p> <p>Grade level skills and strategies will be modeled in whole group instruction and scaffolded in small group at students' instructional reading levels. Small group or individual instruction will be based on student's instructional reading level and/or student's interest.</p>

ELEMENTARY	<p>This will allow students to practice with authentic/self selected text, using appropriate instructional/independent materials in order to experience success. This provides a match to their appropriate level as well as interest, thereby motivating students intrinsically as they experience success with grade level skills at reading levels where they can practice and apply learned strategies and skills.</p> <p>Student assessment data will be analyzed in order to differentiate instruction. Elementary schools will use the FAIR as well as progress monitoring data from the Fountas and Pinnell Benchmark Assessment and Leveled Literacy Intervention data. These measures will be used to assist teachers in developing plans for targeted intervention that is immediate and intensive. These students will be grouped according to deficit areas in small, flexible, and dynamic groups. Students will receive either one on one tutoring or small group instruction in addition to, or as an extension of the ninety minute reading block. Students will be continually assessed to determine if progress is being made in the identified areas of need. Teachers, along with MTSS problem solving teams, will assess students response to instruction and monitor progress to determine adjustments in time, intensity, and duration.</p>
MIDDLE	<p>Martin County School District has revamped the curriculum decision chart for students scoring level 1 and level 2 on the FCAT Reading. The students scoring level 1 and level 2 with text reading efficiency issues and who are dysfluent will be placed in the System 44 and READ 180 programs, or Expert 21(where available). The students scoring level 1 and level 2, and that have no text reading efficiency issues and who are fluent will be placed in the SIRP courses. These courses use Prentice Hall Bridges to Literature transitional reading series. This series scaffolds texts.</p> <p>As the district moves to full implementation of the Common Core State Standards, teachers will receive and participate in professional development, lesson planning, and unit planning based on the PARCC content framework. The Martin County School District has begun implentation of the Comprehension Instructional Sequence model. The reading coaches have trained the middle school Reading/Language Arts, Social Studies, and Science teachers and ESE support facilitators in this model. This initiative will continue and expand in the coming school year. The CIS model and CIS units have already created more experiences with complex texts for all levels of students. As more teachers are supported by the reading coaches, they will be come adept at this mode of instruction, providing the opportunity for more students to learn how to extract and use information from increasingly complex text.</p> <p>CIRP will use the System 44 and READ 180 programs. The reading teachers for these programs have also been trained in the Comprehension Instructional Sequence model. The time allotted for small group instruction will incorporate the CIS model and allow opportunities to focus on reading and writing about more complex text.</p> <p>The teachers and students will have access to complex text through the core reading/Language Arts programs/courses, through supplemental materials, Appendix B of the CCSS, in the sciences and social studies texts that are provided, and primary documents that will be studied.</p>
HIGH	<p>In Martin County the curriculum decision chart has been adjusted to place students scoring level 1 and level 2 with text reading efficiency and fluency issues will be placed in READ 180 for the CIRP. Students scoring Level 1 and level 2 without text reading efficiency or fluency issues will be placed in the SIRP.</p> <p>As the district moves to full implementation of the Common Core State Standards, teachers will receive and participate in professional development, lesson planning, and unit planning based on the PARCC content framework. The Martin County School District has begun implentation of the Comprehension Instructional Sequence model. The reading coaches have trained the high school Reading/Language Arts and Social Studies teachers and ESE support facilitators in this model. This initiative will continue and expand in the coming school year. The CIS model and CIS units have already created more experiences with complex texts for all levels of students. As more teachers are supported by the reading coaches, they will be come adept at this mode of instruction, providing the opportunity for more students to learn how to extract and use information from increasingly complex text.</p> <p>CIRP will use the READ 180 program. The reading teachers for these programs have also been trained in the Comprehension Instructional Sequence model. The time allotted for small group instruction will incorporate the CIS model and allow opportunities to focus on reading and writing about more complex text.</p> <p>The teachers and students will have access to complex text through the core reading/Language Arts programs/courses, through supplemental materials, Appendix B of the CCSS, in the sciences and social studies texts that are provided, and primary documents that will be studied. Teachers will familiarize themselves with reading standard 4 and the Language standards of the CCSS. They will focus on teaching of vocabulary as a more natural embedded process rather than the list of words and definitions. Through the complex text and other readings, students will determing meaning of words as used in the text to analyze the impact of word choices on meaning and tone. Similar attention will be given to domain specific words; how they are used in the text, the derivational roots of words, and analyzing how the words or phrases impact or change the meaning of the text.</p>
Additional Information	

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

Title I District Improvement Plan - (Part 3_2)

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

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
ELEMENTARY	<p>Elementary schools are currently working with the aftercare programs that serve at school facilities as well as the YMCA and the Boys and Girls Clubs. These programs in addition to the Foster Grandparent program offer additional reading activities with youth in an environment that offers students the opportunities to enjoy the language and love of literacy. Although no formal responses to reading are required, students participate in responding to text through dialogue, art and writing with adult readers. Choices are based on student interests and topics. Adults will read text that is above students reading level and assist in determining titles for independent reading. Based on both Fountas & Pinnell Running Record and District Benchmark Assessment results, students are identified to receive additional support from Reading interventionists both during the school day and after school. Interventionists work closely with the classroom teacher to ensure that core instruction is aligned with practices utilized during intervention.</p> <p>All reading interventionists need to be highly qualified with a current teaching certificate. There needs to be evidence of success in reading instruction for struggling readers. These teachers should be able to articulate how they are able to meet the needs of individual students as well as accelerate the learning of their students. The preferred teacher should be reading endorsed or certified, along with having the previous noted qualifications.</p> <p>Our district does not have one of the 100 lowest performing elementary schools. Schools in the district do provide after-school tutoring.</p>		<p>*District Coordinator for Reading and Language Arts</p> <ul style="list-style-type: none"> • School Administrators
MIDDLE	<p>Martin County School District requires Reading and Language Arts for all middle school students. Students who are proficient in reading require a daily 45 minute reading block. Students who are in need of fluency development and text reading efficiency, are required to take an additional daily 45 minute reading block which ensures an additional 45 minutes of reading intervention. Accordingly, all schools create master schedules to incorporate the necessary reading blocks.</p> <p>Due to budget constraints some Martin County middle schools have no before and/or after school tutoring programs. The local public library system has established a homework help club.</p>		<p>*District Coordinator for Reading and Language Arts</p> <ul style="list-style-type: none"> • School Administrators
HIGH	<p>Students that have decoding and text reading efficiency issues (level 1 and 2) will be placed in a Reading Intervention course daily for 85 minutes a day for 36 weeks. Students will be progress monitored through FAIR Maze assessment.</p> <p>Martin County High Schools have integrated a mentoring initiative into our high schools. Level 1 students are identified early and assigned to a mentor within the building. Students meet with their mentor, and map out goals for the school year. During each nine weeks the mentor takes time to meet with the student and discuss progress in reading and other classes as well. The adult/student connection is emphasized and enhanced through this program. Principals are able to place students with mentors that may not be their teachers, but have something in common with the student. Reading materials at the appropriate reading levels are shared by mentors with the students. Invitations to discuss reading are issued. An innovative after school reading program was instituted with high school intensive reading students. One high school regularly visited a local pre-kindergarten program to read to young preschoolers. At another high school students</p>		<ul style="list-style-type: none"> • District Coordinator for Reading and Language Arts • School administrators

	would assemble at a book store, once a week in the evening to provide dramatic read alouds to younger students.		
Additional Information			

Title I District Improvement Plan - (Part 3_3)

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

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	(A) Summer Reading Camp, FCAT Reading Level 1 (3rd Grade) (B) Before and After School Tutorials (FCAT Reading Levels 1 and 2) (C) FCAT Explorer (D) Family Literacy Nights (E) Achieve 3000 (F) Imagine Learning (G) Summer Literacy Events (H) Transition to Secondary Summer Programs (I) Leveled Literacy Intervention (LLI), grades K-3	(A) Annually (3-4 Weeks, 5-6 Hours per day) (B) Weekly (C) Weekly (D) Weekly (E) Weekly (F) Weekly (G) Seasonally- Summer (H) Annually (I) Daily	(A) District Coordinator for Reading and Language Arts (B) School Administrators (C) Reading Teachers (D) School Administrators and Reading Coaches (E) Teachers and School Adminstrators (F) Teachers and School Adminstrators (G) Teachers and School Administrators (H) Title I Department -Teachers and School Administrators, (I) Classroom teachers and Intervention teachers
MIDDLE	(A) Summer Reading Projects and Reading Lists (B) Before and After School Tutorials (FCAT Reading Levels 1 & 2) (C) FCAT Explorer (D) Transition to Secondary Summer Programs (E) Imagine Learning to ELL students	(A) Annually (during the summer) (B) Weekly (C) Weekly (D) Annually (E) Daily	(A) School Administrators and Reading Coaches (B) School Administrators (C) Reading Teachers (D) Feeder Middle School Administration, Teachers, Title I department (E) Teachers, school site administrators and District ELL contact
HIGH	(A) Summer Reading Projects and Reading Lists (B) Before and After School Tutorials (FCAT Reading Levels 1 & 2) (C) FCAT Explorer (D) Vocabulary Blitz (in process) (E) Imagine Learning Pilot	(A) Annually (during the summer) (B) Weekly (C) Weekly (D) Seasonally (E) Daily	(A) School Administrators and Reading Coaches (B) School Administrators (C) Reading Teachers (D) School Administrators (E) Teacher, school site administrator, District ELL Contact

Title I District Improvement Plan - (Part 4)

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

Grade Level	Core Mathematics and Scientifically Research-Based Program(s)	Supplemental Mathematics and Scientifically Research-Based Program (s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	<ul style="list-style-type: none"> Macmillan / McGraw-Hill Math Connects 	<ul style="list-style-type: none"> Accelerated Math Everyday Counts Success Maker Number Worlds Hands-on Equations Math Centers Keys of Problem Solving On-line test tutorials Math Triumphs FCAT Explorer 	<ul style="list-style-type: none"> Publisher Trainings NGSSS Training Cognitive Complexity Curriculum Maps Item Specifications Training Effective use of Data District Math Web Training District Common Core Training
		<ul style="list-style-type: none"> Making Sense of Problem Solving 	<ul style="list-style-type: none"> Publisher Trainings NGSSS Training Cognitive Complexity

MIDDLE	<ul style="list-style-type: none"> • Glencoe McGraw-Hill • Math Connects 	<ul style="list-style-type: none"> • Algebra Success Keys • FCAT Explorer *Math Triumphs *Transmath *I CAN Learn 	<ul style="list-style-type: none"> • Professional Learning • Communities • Curriculum maps • Item Specifications Training • CPALMS • Effective use of Data • District Math Web Training
HIGH	<ul style="list-style-type: none"> • McDougal Algebra • Pearson Geometry 	<ul style="list-style-type: none"> • FCAT Explorer 	<ul style="list-style-type: none"> • Publisher Trainings • NGSSS Training • Cognitive Complexity • Item Specifications • Professional Learning • Communities • CPALMS • Effective use of Data • District Math Web Training

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

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
(A) Smiley Face Mathematics (B) Math Counts (C) Academic Games (D) Before and after school tutorials	(A) Grades 3-5 (B) Grades 6-8 (C) Interested Students (D) FCAT Mathematics Levels 1 and 2	(A) Weekly (B) Weekly (C) Seasonally (D) Weekly	(A) Weekly (B) Weekly (C) Seasonally (D) Weekly
Academic Games Before and after school tutorials Smiley Face Mathematics	Grades 3-5 and 6-8 Elementary and Middle Schools Elementary Schools	Seasonally Weekly Weekly	Seasonally Weekly Weekly

Title I District Improvement Plan - (Part 5)

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

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	• K-5 Science Houghton, Mifflin, Harcourt- Fusion	<ul style="list-style-type: none"> • FCAT Explorer • FOCUS • United Streaming • Brain Pop • Uncovering Student Ideas in Science • Online supplemental correlation to science textbook • Science Fair • Laboratory Investigations-aligned to Common Core grades K-10 *Environmental Studies Center 	<ul style="list-style-type: none"> • Using Science Notebooks • Content Literacy • 5 E's • Cognitive Complexity • Using Formative Assessments • Professional Learning Communities
MIDDLE	• Comprehensive Science-Glencoe- McGraw-Hill-iScience	<ul style="list-style-type: none"> • FCAT Explorer • FOCUS • United Streaming • Uncovering Student Ideas in Science • Science Fair • Laboratory Investigations-aligned to Common Core grades K-10 	<ul style="list-style-type: none"> • 5 E's • Using Science Notebooks • Cognitive Complexity • Professional Learning Communities • Formative Assessments • Content Literacy

HIGH	<ul style="list-style-type: none"> • Biology I – Glencoe McGraw-Hill, Biology: The Dynamics of Life • Biology I Honors – Holt, Rinehart and Winston, Modern Biology • IB Biology – Pearson Education, Inc., publishing as Pearson Prentice Hall, Biology, Campbell/Reece, • Anatomy and Physiology Honors – Glencoe/McGraw-Hill, Hole's Human Anatomy & Physiology • Marine Science I – Current Publishing Corp., Life on an Ocean Planet, Lesley Alexander, Ph.D., et al, 2006/first • Marine Science I Honors- Marine Biology , Castro • Earth/Space Science – Glencoe McGraw-Hill, Earth Science: Geology, the Environment and the Universe • Advanced Placement Environmental Science – John Wiley and Sons, Inc. c/o Peoples Publishing Group, Environment, 4E, Raven/Berg, 2004/4th • Physical Science – Glencoe/McGraw-Hill, Glencoe Physical Science with Earth Science ©2006, Feather, et al, • Chemistry I – Holt, Rinehart and Winston, Florida Holt Chemistry • Chemistry Honors / Chem 1 Pre-IB – McDougal Littell, a division of Houghton Mifflin Company, World of Chemistry, Steven Zumdahl, et al., 2006/1st • IB Chemistry – McDougal Littell, a division of Houghton Mifflin Company, Chemistry, Steven Zumdahl and Susan Zumdahl, 2003/6th • Physics I Honors – Glencoe/McGraw-Hill, Physics: Principles and Problems ©2006, Zitzewitz, et al, 2005/9th • IB Physics – (1)Thomson Learning/Brooks/Cole, College Physics, Serway, et al, 2006/7th (2) Physics for the IB Diploma 	<ul style="list-style-type: none"> • FCAT Explorer • United Streaming • Uncovering Student Ideas in Science * FOCUS *Science Club Envirothon * SPAM 	<ul style="list-style-type: none"> • 5 E's • Formative Assessments • Content Literacy • Using Science Notebooks *Cognitive Complexity
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Describe the extended learning opportunities for science that will be provided before school, after school, during the summer, or during an extension of the school year.

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
(A) Science Club (B) Boys & Girls Club (C) Science Fair Club (D) FCAT Achieves (E) After School Science Club	(A) Levels 1 -5 Elementary, Middle and High School (B) Levels 1 -5 (C) Levels 1-5 (D) Levels 1-5 (E) Levels 1 -5	(A) Weekly (B) Weekly (C) Seasonally (D) Weekly (E) Weekly	(A) Science Club Sponsor (B) School Administrators (C) Science Fair Club Sponsor (D) School Administrators (E) Science Club Sponsors
Science Club at several sites Extended Day Family Science Nights	Levels 1-5 Elementary grade 4-5 Levels 1-5 Grades K-5	Seasonally Weekly Seasonally	Seasonally Weekly Seasonally

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	(A) Integrated Writing (Harcourt Storytown) (B) SchoolWide Writing (Pilot Schools Bessey Creek and Palm City Elementary Schools)	(A) Teachers' College Writing Program	(A) Teachers' College Writing Program
MIDDLE	(A) Prentice Hall: Timeless Voice, Timeless Themes (Gr. 6-8)	(A) My Access Writing	(A) Professional Learning Communities (B) My Access Writing
HIGH	(A) Prentice Hall: Timeless Voice, Timeless Themes (Gr. 9-12) (B) Writing Across the Curriculum-Common Core State Standards (Gr.9-12)	(A) My Access Writing	(A) Professional Learning Communities (B) My Access Writing

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
(A) Writing Clubs (B) Parent Writing Workshops (C) Academic Games-Linguistics (D) Writing Camp	(A) Middle and High School (B) Elementary (C) Elementary and Middle School (D) Elementary School	(A) Weekly (B) Annually (C) Weekly (D) Weekly	(A) Club Sponsors (B) School Administrators, Reading Coaches, and Teachers (C) Teachers and Club Sponsors (D) Teachers and Literacy Coaches
(A) Parent Writing Workshops	(A) Elementary	(A) Annually	(A) School Administrators, Reading Coaches and Teachers

Title I District Improvement Plan - (Part 7)

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

The Martin County School District allocates a substantial amount of the awarded funds to Title I schools to facilitate specific professional development that is based on the comprehensive needs assessment that each school completes. These funds are used to provide supplemental academic coaches and for restructuring/corrective action plans that require specific professional development. Title I schools allocations are used to fund a reading coach that is solely responsible for the Title I school that he/she is assigned. Additionally, schools that show a need for a writing coach utilize Title I funding to provide a writing coach. These reading coaches receive extensive professional development designed to meet the needs of the Title I schools. The MCSD exceeds 10% of the Title I budget for professional development activities.

Title I District Improvement Plan - (Part 8)

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

Specific Parent Needs	Data to Support Parent Needs	Activities/Strategies to Address Parent Needs	Evaluation Mechanism	Person/Department Responsible for Monitoring
A District Title I/Migrant/ELL Parent Leadership Council (PAC) meet a minimum of two times a year, fall and spring. At this PAC meeting the LEA learns about parent involvement/family engagement activities in schools,				

discusses current and future school parent involvement initiatives, develops/revises the District's Parental Involvement Policy and procedures for annual distribution, and the LEA offers suggestions and improvements. The LEA Parental Involvement Policy development consists of a procedure that follows the requirements of Section 1118(A) (2) (A) through (F) that includes developing/revising a parent survey that addresses the six indicators of quality parental involvement programs, evaluates survey results and utilizes this data to guide in the development of the Parent Involvement Policy which includes strategies and activities to increase parental involvement. Parents are included in the School Improvement/ Title I Planning Team where they assist with the development of the School Improvement/ Title I Plan and consequently are an integral part of the School Advisory Councils (SAC) that ultimately approve each school's plan. Title I schools conduct meetings for parents, provide transportation, childcare, and/or home visits as necessary, and provide parents with timely and comprehensible information, where feasible, in a language that they can understand. Title I schools involve parents as a part of the SAC in the process of reviewing parent surveys, developing the School Parental Involvement Plan and school-parent compacts. Further, they conduct activities to build capacity for parental involvement in school activities, literacy and parenting. Title I coordinates with the Family Learning Centers at or near to the Title I schools to support family literacy. Centers are managed by the district's Adult and Community Education Department. In addition, there are two district parent resource centers, that are conveniently located in Indiantown, and Port Salerno. Parents are able to access both Parent Resource Centers where they can review, with a certified teacher, their child's academic history and complete a survey regarding their child's learning style at home. Using this information, the parent and teacher develop an action plan. All of this information is reviewed by the Parent Resource Center (PRC) teachers and district staff to plan parent workshops and to inform choices for purchasing additional materials/ programs for parents to use with their children. Parents leave the Centers with useful strategies that assist them when working with their children at home. They are able to "check out" parent friendly games, books, and other educational materials. PRC teachers communicate with the teachers and parents regarding the progress of each student.	1. Parent Survey data 2. PAC meeting input	100% of the entire set aside is distributed to schools and every Title I school plans parent programs based on the individual needs of their school. Schools also utilize parent surveys results and SAC meeting recommendations when determining what parent workshops to offer throughout the year. Examples of how schools use their parent involvement funds include: High Stakes Assessment Nights to help parents understand the FCAT. Reading workshops to teach parents strategies to use with their children when helping them at home. Hands on math activities that are both engaging and easily duplicated with common household items at home. In addition to the Parent Centers (described below), each Title I school uses a considerable portion of their Title I allocation for a site-based bilingual parent liaison that is readily available to provide timely and direct assistance to parents. All of the school-based parent liaisons meet with district staff monthly to discuss ways to reach out to parents, assist parents with academic strategies for use at home, provide guidance of available district/community resources, and direct them to the Parent Resource Center for developing instructional plans for their children. These liaisons also assist the SES facilitators where that program is available.	1. Usage report for the two Parent Resource Centers 2. Home Visit logs 3. Parent end of year survey	(A) Shela Khanal - Director of Title I, Migrant and ELL Services, (B) Deb Kenyon, Coordinator of Title 1 and Migrant Services, (C) Doris Saffran, TOSA, Parent Involvement, (D) Angela Adams, TOSA, Parent Involvement
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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)

The LEA has made progress towards meeting Annual Measurable Achievement Objectives in 2011-2012 in ELL reading subgroup. Although the target AMO was not met; there was progress in reading with an increase of 3% proficiency from 34% to 37%. The LEA has also made progress towards meeting Annual Measurable Achievement Objectives in 2011-2012 in ELL math subgroup. Again, although the target was not met;

there was an increase in proficiency in math of 2%, from 48% to 50%.

Thomas and Collier (1998) state that the average native English speaker gains about ten months of academic growth in one ten-month academic year. ELL students must outgain the native speaker by making 1.5 year's progress in English for six successive school years. Thus, in order to have skills that are commensurate with those of native English speakers, ELLs must make nine years progress in six years. There are different timelines for learning social and academic language. Under ideal conditions, it takes the average second-language learner two years to acquire Basic Interpersonal Communication Skills (BICS). BICS involves the context-embedded, everyday language that occurs between conversational partners. On the other hand, Cognitive Academic Language Proficiency (CALP), or the context-reduced language of academics, takes five to seven years under ideal conditions to develop to a level commensurate with that of native speakers. The testing of ELL students (in some cases in less than a year in this country) does not allow the time needed to acquire the academic language that is required for standardized testing.

Even though research does not support testing of ELL students so early in their language acquisition journey, the MCSD is aware that efforts to improve the quality of instruction for ELL students needs to be addressed in order to improve the proficiency of ELL students and provide them with the foundation needed for higher education and/or employment. The District is attempting to address this complex issue by combining language acquisition instruction with appropriate content academics that is grade level specific. We have updated the Enriching Content classes for secondary students and continue to provide additional content strategy instruction to both teachers and paraprofessionals so they can better assist ELLs in their content courses. In addition, Title III is providing a teacher on special assignment to work with the middle and high schools assessing their current needs and challenges and also to design research based approaches that directly address the challenges ELL students face at the secondary level. This will involve closely monitoring students' language acquisition and providing supplemental materials and programs to better assist them in their content courses.

Using Performance Matters, our data collection software, the LEA will be able to pinpoint the area/s where ELL students are having the most difficulty meeting proficiency levels. This feature will assist the LEA in capturing those at risk or in danger of failing and provide the ELL TOSA with a list of students that will need the supplemental assistance that can be addressed with Title III funds and personnel. With this available information, a group of ELL experts from the District will determine how to design a program for these students that would better meet their needs.

Imagine Learning has been expanded to all elementary and middle schools during the 2012-2013 school year. Additionally the web based version will be piloted at the high school level. After a successful pilot in one middle school, the Imagine Learning will be provided to all middle schools for the 2011-2012 school year. An additional pilot will be implemented at the high school level.

In addition to Performance Matters data, the Title III office will be collecting progress monitoring data reports four times per year from all schools using Imagine Learning. These reports will enable the district to monitor LES and NES students' English language acquisition.

Previous data does not support the continued use of the Rosetta Stone software.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
MCSD Title III have been used to fund every secondary school in the MCSD with Rosetta Stone, language acquisition software that is used by all of our ELL students in a rotational format. A copy of the research that supports Rosetta Stone as a tool for language acquisition may be found at http://www.rosettastone.com/us_assets/documentation/NCLB-rosetta-stone-correlation.pdf . To address the need to progress monitor academic language at the secondary level, MCSD sought out additional software that is both motivating and research based for primary students that would combine both language acquisition with meaningful academic content. After a successful pilot in one our top five ELL schools to determine if Imagine Learning software was successful for LES/NES elementary students, the LEA expanded the availability of Imagine Learning software to all elementary and middle school students. This year three high schools will participate in the pilot for Imagine Learning's secondary based language acquisition program. Imagine Learning is correlated to English Language Development Standards and that			

research may be found at <http://www.imaginelearning.com/PDFs/en/TESOL%20&%20Imagine%20Learning%20English%20Correlation.pdf> and <http://www.imaginelearning.com/PDFs/en/ILE%20Program%20Efficacy.pdf>. Based on 2011-2012 Imagine Learning and CELLA reports, the LEA is able to progress monitor English language acquisition and student achievement of ELL students that have not reached proficiency in English language acquisition. Every elementary, middle and participating high school generates and reviews Imagine Learning reports before sending them to the district office three times per year. These reports provide the schools and the district an accurate assessment regarding the language acquisition progress of all elementary NES and LES students. This data is compared to FAIR and FCAT data to determine the academic progress of these students as well. In 2011-2012, the district piloted Imagine Learning for all middle schools. The district further intends to pilot the web based program for secondary students at the high school level. The pilot was successful and the program will be available in all middle schools this year. In addition to these two language acquisition software programs, teachers are required to meet their ESOL requirements via updated courses that are offered at no cost to teachers at a variety of Martin County school locations. These courses are designed to provide teachers with research based strategies to improve English language proficiency and to enhance instructional delivery for comprehensible instruction for their ELL students. Teachers can take courses for free at school district locations, pay a nominal fee through a fee waiver program with IRSC, or pay for online courses with the convenience of taking them at home. Title III funds have been allocated to provide two ESOL Resource Centers located in Stuart and in Indiantown (located 26 miles in the west end of the county). These Centers are lending libraries where teachers of ELL students can go to borrow ELL specific supplemental materials. At each Center there is a bilingual certified teacher that provides teachers with best practice strategies for differentiating instruction for ELL students. The District and Title III continue to collaborate with high school administrators and ELL teachers to develop a scope and sequence for instructing secondary NES students that are new to the district. Discussion has included the possible development of a transitional class for NES newcomers that will provide an orientation to their new surroundings as it prepares them for the academic challenges that they will face when they enter English only classrooms. The Director of Title III, the district contact for ESOL and the Title III TOSA plan to have a minimum of four meetings to finalize this plan. Ongoing collaboration with content coordinators will continue as we plan all future ELL trainings. 2011-2012 is the fourth year that the Assessment and Cross Cultural mandated courses included a built in professional development component where teachers taking the course were able to visit schools that have high ELL populations to observe ELL strategies in action. This popular capacity building activity will be expanded as an option for all of the mandated courses in FY11-12.

(A) Shela Khanal – Dir. of Title I Migrant and ELL (B) Amy Marszewski – TOSA for Title III, N&D (C) Doris Saffran – TOSA for, Title I Parent Inv. Migrant Education (D) Pat Griffis - TOSA for District ESOL and Title III (E) Jean Santiago – Support Staff for TIII	July 1, 2012 to June 30, 2013	District, Title I, Title II, Title III, and CEIS funds
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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
Grade Level	Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)	(A) Shela Khanal – Director of Title I, Migrant and ELL Services (B) District Reading Coordinator, Lynette Hallonquist (C) Amy Marszewski – ELL TOSA (D) Doris Saffran ELL TOSA (E) Pat Griffis ELL TOSA (F) Tracey Miller, Director of Elementary Programs and School Improvement (G) Lori Romano, Director of Adult, Secondary, Career Tech and Virtual Education (H) Catherine Tedesco, Exec. Director of Instructional Services	July 1, 2012 to June 30, 2013	District, Title I, Title II, and Title III, MTSS funds
K-2	Grade K-2 Chart			
3-5	Grade 3-5 Chart			
6-8	Grade 6-8 Chart			
9-12	Grade 9-12 Chart			

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)		Personnel Responsible	Timeline	Funding Source
In an effort to continually improve mathematics instruction with ELL students, the following scientifically based researched programs and strategies are currently being implemented: 1. Math problems are presented to students in the context of real-world examples 2. Explicit instruction, with a focus on the development of essential math skills 3. Academic language support given to students 4. Use of concrete materials (realia) to manipulate ideas and to test solutions 5. Use of visuals for comprehensible instruction (including videos) 6. Harcourt Math series sequentially develops all strands of mathematics which enables ELL students to develop reasoning and problem solving skills 7. Spiraling review and abundant practice in varied formats 8. Targeted remediation and interventions 9. Daily re-looping of previously learned materials 10. Problem solving instruction and task analysis strategies 11. Teacher think-aloud 12. Student think-aloud 13. I Can Learn Lab and software The Title III office plans to work closely with the Math Coordinator to develop strategies that meet the needs of ELL students. The focus of this planning will be on providing concrete hands-on materials that provide ELL students with a visual representation of math concepts.		(A) Shela Khanal – Director of Title I, Migrant and ELL Services (B) Steve Layson – District Math Coordinator (C) Amy Marszewski - ELL TOSA (D) Doris Saffran – TOSA (E) Pat Griffis – ELL TOSA	July 1, 2012 to June 30, 2013	District, Title II, and Title III

5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.	Personnel Responsible	Timeline	Funding Source
<p>Martin County School District will target implementation that addresses Academic English Language Acquisition, English Learner Proficiency levels and individual student profiles whereby research based strategies and instruction systematically improves and sustains academic achievement. In conjunction, data will be used to monitor implementation of the program as well as to monitor student achievement. The District has reevaluated their approach for providing teachers and paraprofessionals with the tools needed in order to successfully address the unique needs of ELL students. We continue to incorporate classroom visits as an option for teachers who take two of the mandated courses in an effort to enable them to observe ELL best practices in schools where the ELL population is over 50%. This has been very successful and we plan to expand this approach with all of our ELL professional development in an effort to build capacity throughout the district. 1. Training for Imagine Learning computer assisted Language Acquisition program that will include data analysis and program evaluation http://www.imaginelearning.com/PDFs/en/TESOL%20&%20Imagine%20Learning%20English%20Correlation.pdf 2. Training of ELL paraprofessionals in best practices when working with ELL students 3. Professional Book Studies for Teachers of ELL students . 4. ELL Certification classes offered free of charge to all teachers in the district. All courses are offered throughout the school year. 5. Newly developed guidance counselor and administrator courses that emphasize school level policies and plans 6. Provide release time and/or stipends to teachers so they may attend/facilitate high quality standards-based professional development 7. Collect/analyze summative and formative data and develop/implement intervention strategies 8. ELL Teachers will attend Sunshine State TESOL Conference 9. All workshops, courses, and training sessions emphasize the following classroom strategies: • speaking slowly and paraphrasing any material that might be confusing • using facial expressions and exaggerating enunciation • having groups draw pictures to illustrate definitions of new vocabulary words • having students highlight important information and use graphic organizers • giving students time to process information • writing neatly • encouraging often • using the “jigsaw” strategy in relation to concepts around content.</p>	<p>(A) Shela Khanal – Director of Title I, Migrant and ELL Services (B) Tracey Miller, Director of Elementary Programs and School Improvement (C) Pat Griffis – TOSA for ELL Services (D) Amy Marszewski (E) Doris Saffran (F) Dawn Caruso - Coordinator of Research and Evaluation (G) Lynnette Hallonquist – Coordinator of Reading/LA (H) Kathryn Morem– Coordinator of Race to the Top (I) Steve Layson - Coordinator of Mathematics K-12</p>	<p>July 1, 2012 to June 30, 2013</p>	<p>District, Title I, Title II, and Title III, MTSS funds</p>

6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.	Personnel Responsible	Timeline	Funding Source
<p>Parent Involvement has been a focus of the MCSDD Title III program for the last four years. The District’s two parent centers at each end of the county that are operated by a certified bilingual teacher have been highly successful in attracting ELL parents to the Centers to learn help them in assisting their children at home. These Centers have direct parent contact via a “recommendation” that originates with the ELL students’ teachers. The Center teacher contacts the parent and provides individualized and small group instruction for the parent teaching them specific strategies to work with their child/children at home. Parents visit the Centers daily and attend numerous specialized workshops at the Centers that are offered throughout the year. These workshops include opportunities for learning English and addressing their child’s academic needs at home. Language Acquisition programs are networked at each school and classes are offered in our Adult Centers. Some of the higher ELL populated schools offer courses in their labs. In addition to the individualized plan developed for parents, parents can also take an English acquisition course using Leap Frog technology called Sed de Saber. Sed de Saber is the nation’s leading provider of English language training solutions for the limited English proficient (LEP) adult Hispanic community in the workforce and education system. Future plans include increasing the opportunities for parents to learn English at our schools. A portion of this time will be spent informing parents of their child’s progress using the Pinnacle, a software program that tracks their child’s daily progress. All ELL parents were notified regarding the district’s failure to meet AMAOs 1-3 as per Title III Public Law 107-110 SEC. 3302).</p>	<p>(A) Catherine Tedesco (B) Shela Khanal- Director Title I, Ell and Migrant Education (C) Angela Adams-Parent Center Liaison (D) Doris Saffran- Parent Center Liaison (E) Pat Griffis -ELL Contact (F) Denise Collins District Parent Liaison (G) Maria Moreno – District Parent Liaison (H) All Parent Liaisons at Title I School sites</p>	<p>July 1, 2012 to June 30, 2013</p>	<p>District, Title I, and Title III</p>

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

District Assistance and Intervention Plan: Differentiated Accountability

Section 1001.42(18), Florida Statutes

This section addresses how the district will provide assistance and intervention to schools in danger of not meeting state standards or not making

Adequate Yearly Progress by implementing the required support and interventions under Differentiated Accountability.

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

No Attached district's Differentiated Accountability Checklist of Compliance.