

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Washington



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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 directors (transportation, assessments, student services, curriculum/instruction, federal programs) meet weekly looking at data and reviewing opportunities for professional development. Administrators meet monthly communicating very effectively with the district directors addressing the needs of each school. The school improvement initiatives included in the district school improvement plan are based on student achievement data and input from the stakeholders. The School Advisory Council includes parents, staff, business partners, and teachers which meet on a regular basis. This committee was provided information about the student data in reading, math, science and writing and the student achievement rates for the sub-groups of black students, students with disabilities, and students who economically disadvantaged. The members were able to provide input in establishing school improvement goals and the final review process before board approval. A peer review of each school improvement plan was conducted this year and was very successful.

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	Fluency/Reading Comprehension Lack of motivation	Compliance to new standards	Increased motivation for lower achieving students Analysis of Data within the subgroups	FAIR training Analysis of FAIR data Response to Intervention , Common Core/Text Complexity Professional Book Study, Performance Matters Training	Dir. Curriculum/Instruction Reading Coaches Dir. of Assessments/Student Services
Total	Mathematics	Learning Gains across the board Lack of motivation Comprehension in math with an emphasis on number sense	Adjusting instruction to the new standards Proliferation of students with special needs within the subgroups	Math Vertical Planning Data analysis Pacing guides for the NGSS Development pacing guides for newly adopted math textbooks.	Math Vertical/horizontal planning Performance Matters Training, Response to Intervention on a consistent basis Periodic department meetings, Support from Data Analysis	Dir. Curriculum/Instruction Dir. of Assessments/Student Services
White	Reading	Fluency/Reading Comprehension	Compliance to new standards Analysis of data	Increased motivation for lower achieving students Analysis of Data within the subgroups	FAIR training Analysis of Fair data Tools for Teaching Family conditions Impacting Education Professional Book Study CAR-PD	Director of Curriculum/Instruction Principals Reading coaches Director of Professional Development
White	Mathematics	Learning Gains Number Sense Measurement Mastery of the standards	New Standards being implemented Weak FCAT math strands from previous year	Struggling students will be identified and targeted with supplemental instruction	FCTM-Teachers Analysis of FCAT data Performance Matters Training, Support from Data Analysis Personnel	Director of Curriculum Director of Staff Development Principals Math coaches
					FAIR training Analysis of Fair	

Black	Reading	Lack of motivation Fluency/Comprehension	Compliance to new standards	Increased movivation for lower achieving students Analysis of Data within the subgroups	data Tools for Teaching Family conditions Impacting Education Professional Book Study CAR-PD , Common Core/Text Complexity	Director of Curriculum/Instruction Reading coaches Director of Professional Development
Black	Mathematics	Learning gains Number sense Mastery of the standards	Time constraints, learner variables,	Struggling students will be identified and targeted with supplemental instruction	FCTM-Teachers Analysis of FCAT data Performamce Matters Training, Support from Data Analysis Personnel	Director of Curriculum Director of Staff Development Principals Math coaches
Hispanic	Reading	Fluency/Reading Comprehension	Lack of ESOL certified teachers	Increased movivation for lower achieving students Analysis of Data within the subgroups	FAIR trainig Analysis of Fair data Tools for Teaching Family conditions Impacting Education Professional Book Study CAR-PD	Director of Curriculum/Instruction Reading coaches Director of Professional Development
Hispanic	Mathematics	Learning gains Number sense Mastery of the standards	New Standards being implemented Weak FCAT math strands from previous year	Math Vertical Planning Data analysis Pacing guides for the NGSS	Math Vertical/horizontal planning Dashboard Training Response to Intervention on a consistent basis Periodic department meetings	Director of Curriculum Director of Professional Development Math coaches
Asian	Reading	N/A	N/A	N/A	N/A	N/A
Asian	Mathematics	N/A	N/A	N/A	N/A	N/A
American Indian	Reading	N/A	N/A	N/A	N/A	N/A
American Indian	Mathematics	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	Reading	Reading Comprehension Low interest in reading	Lack of differentiated instruction	Increased movivation for lower achieving students Analysis of Data within the subgroups	FAIR trainig Analysis of Fair data Tools for Teaching Family conditions Impacting Education Professional Book Study CAR-PD	Director of Curriculum/Instruction Reading coaches Director of Professional Development

Economically Disadvantaged	Mathematics	Learning gains Number sense Mastery of the standards	Adjustments for teachers to implement the NGSSS	Math Vertical Planning Data analysis Pacing guides for the NGSS	FCTM-Teachers Analysis of FCAT data Performance Matters Training, Support from Data Analysis Personnel	Director of Curriculum Director of Professional Development
English Language Learners	Reading	N/A	N/A	N/A	N/A	N/A
English Language Learners	Mathematics	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	Reading	Reading Comprehension Fluency	Classes were too large Time was limited for remediation	Vertical planning Data analysis	FAIR trainig Analysis of Fair data Tools for Teaching Family conditions Impacting Education Professional Book Study CAR-PD FDLRS Training in coordination with PAEC, Common Core training	Director of Curriculum Director of ESE/Student Services
Students with Disabilities	Mathematics	Geometry Measurement (Learning Gains)	Lack of differentiated instruction	Pacing guides with the newly adopted textbooks	FCTM-Teachers Analysis of FCAT data Performance Matters Training, Support from Data Analysis Personnel	Director of curriculum Director of ESE services Principals
Other (e.g. Migrant) [as needed]	Reading	N/A	N/A	N/A	N/A	N/A
Other (e.g. Migrant) [as needed]	Mathematics	N/A	N/A	N/A	N/A	N/A

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	Kindergarten through 5th grade, the core reading program is SRA Imagine It! Teachers in K – 2 have correlated Imagine It! with the new Common Core State Standards using the alignment book provided by SRA. Imagine It! will be implemented during the initial 90 minute reading block. This will include whole group, small group and one on one instruction. Small groups & guided reading groups will be formed and continuously changing using SRA Imagine It! assessments, FAIR. Imagine It! provides interventions, ESOL, reteach, and challenge materials for additional resources. The core reading program will meet most students (Tier 1) needs, intension skill groups will be formed for those Tier 2 students using the core program interventions along with other supplementary materials. Targeted Diagnostic Inventories will be used with Tier 2 and Tier 3 students, one on one. The Beverly

	Tyner model will be implemented in grades K through 2. This model uses differentiated small group instruction to meet the individual reading needs of the students.
MIDDLE	Roulhac Middle School offers a developmental reading course for every student on and above grade level. Vernon Middle School offers a developmental reading course for all students in grades 5-8 with the exception of 8th grade students who scored a high level 4 or 5 of FCAT reading. Tier 1, 2, and 3 instruction: RtI problem solving approach. In an effort to further integrate critical thinking skills and reading strategies into our content courses, our district will provide the 90 hour Next Generation Content Area Reading-Professional Development (NGCAR-PD) training to content area teachers who are not currently reading endorsed or hold the CAR-PD certification. Additionally we plan to include reading endorsed, elementary education certified and CAR-PD teachers to shorter professional developments designed to incorporate the information for close reading, text complexity and Common Core State Standards. Shorter, challenging texts that elicit close reading and re-reading will be provided regularly at each grade. Whenever possible, teachers will choose passages that are debatable, but that also rely on texts for justification. Students will read shorter, more complex passages in the classroom and use coding whenever applicable. Teachers will then begin text discussions on how students coded the text and why, with the students taking over the discussion as appropriate. With the help of the reading coach, teachers will use questioning methods similar to those set up for the FAIR diagnostic tool kit to probe students to find meaning in the text. The study of short texts will enable students at a wide range of reading levels to participate in the close analysis of more demanding text. A high priority will be placed on the close, sustained reading of complex text. These close readings will require compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text. Teacher scaffolding will enable all students to experience the complexity of the text and enable them to read at the appropriate level of text complexity. Effective scaffolding aligned with the Standards should result in the reader encountering the text on its own terms, providing helpful directions that focus students on the text. Follow-up support will guide the reader when encountering places in the text where he or she might struggle. Then, student questions rather than explanations will help focus the student's attention to key phrases, vocabulary, and statements in the text and text structure.
HIGH	The district reading coach and the school reading coach will work with reading teachers to develop specialized programs and/or lessons that implement stretch texts to build fluency and comprehension and to monitor progress with formative assessment data. Classroom libraries provide texts with a range of low-high complexity levels in reading classes.
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>Pending</p> <p>The district will increase the amount of nonfiction and informational text. This will include science text, social studies text, and Weekly Readers. We will be purchasing more classroom sets of leveled readers to be utilized during our guided reading.</p> <p>Teachers in the primary grades will pull in nonfiction texts with high text complexity to use in daily read alouds. They will scaffold discussion of text-dependant questions. This will include the use of graphic organizers, summarizing, vocabulary instruction, and re-readings to insure students understand the importance of careful reading.</p>
MIDDLE	<p>Shorter, challenging texts that elicit close reading and re-reading will be provided regularly at each grade. Whenever possible, teachers will choose passages that are debatable, but that also rely on texts for justification. Students will read shorter, more complex passages in the classroom and use coding whenever applicable. Teachers will then begin text discussions on how students coded the text and why, with the students taking over the discussion as appropriate. With the help of the reading coach, teachers will use questioning methods similar to those set up for the FAIR diagnostic tool kit to probe students to find meaning in the text. The study of short texts will enable students at a wide range of reading levels to participate in the close analysis of more demanding text. A high priority will be placed on the close, sustained reading of complex text. These close readings will require compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over</p>

	the course of the text. Teacher scaffolding will enable all students to experience the complexity of the text and enable them to read at the appropriate level of text complexity. Effective scaffolding aligned with the Standards should result in the reader encountering the text on its own terms, providing helpful directions that focus students on the text. Follow-up support will guide the reader when encountering places in the text where he or she might struggle. Then, student questions rather than explanations will help focus the student's attention to key phrases, vocabulary, and statements in the text and text structure.
HIGH	The district reading coach and the school reading coach will work with reading teachers to develop specialized programs and/or lessons that implement stretch texts to build fluency and comprehension and to monitor progress with formative assessment data. Classroom libraries provide texts with a range of low-high complexity levels in reading classes.
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>All schools provided a Math and Science based after school program provided through STEM funding. This program was four days a week for 2 hours. All students in grades first through fourth were invited to attend. The use of nonfiction complex text will be integrated into the program.</p> <p>Teachers that are highly qualified and demonstrate success with struggling readers will be placed in these positions. Special consideration will be given to teachers that have advanced course work in reading or who are reading endorsed.</p> <p>Reading Allocation dollars will be used to provide an additional hour of intensive reading instruction beyond the normal school day if Washington County has a school in the 100 lowest performing category. At the present time the district does have extended instruction for grades 3-10 beginning January and ending in April. Title I dollars are used as the funding source.</p>	<p>If funding is available in January this will be offered 4 days a week for 2 hours per day.</p>	<p>Director of Federal Programs, Principals, Reading coaches,</p>
	<p>Students are provided with 100 minutes of reading intervention in classes (50 minutes of intensive instruction which focuses on decoding and text reading efficiency and 50 minutes of grade level text instruction). Decoding skills are phonics based to accelerate the growth of learning multi-syllabic words, in conjunction with vocabulary and comprehension instruction. Vocabulary instruction</p>		

MIDDLE	<p>focuses on morphological and contextual analysis and use of general academic and discipline specific words.</p> <p>Vernon Middle School and Roulhac Middle School offer an after school program for students in which teachers will provide mentoring and tutoring with an emphasis on math and science. Reading and research strategies are emphasized within these content areas to deepen understanding of content.</p> <p>A mentoring program is provided in both middle schools. Teachers applied and were matched to students who were identified by classroom teachers as needing help to meet academic and social achievement. Mentors and mentees meet weekly, keeping a log to keep track of students' needs. This program enables mentors to keep in touch with the mentees' teachers to facilitate better communication between teachers and students. The goal of this program is to motivate and encourage students academically and socially. As a result of this program, it is our desire to help them reach goals through the personal touch of time spent in a one-on-one setting.</p> <p>As part of our Race to the Top Award, our district chose to create a mentoring program in both of our middle schools. Teachers applied and were matched to students who were identified by classroom teachers as needing help to meet academic and social achievement. Mentors and mentees meet weekly, keeping a log to keep track of students' needs. This program enables mentors to keep in touch with the mentees' teachers to facilitate better communication between teachers and students. The goal of this program is to motivate and encourage students academically and socially. As a result of this program, it is our desire to help them reach goals through the personal touch of time spend in one-on-one settings.</p>	Mentoring teachers meet with their mentees once a week during the teachers planning period.	Assistant Principal, Race to the Top Coordinator
HIGH	<p>The district has adopted a county wide "Reading Intervention Placement" form that requires formative and summative data in conjunction with signatures from guidance, literacy coach, and administrator. District curriculum coordinator/district reading coach will provide monthly classroom walk-throughs in all district high schools.</p> <p>Advanced Placement Students will be reading summer materials that are based on course curriculum.</p> <p>All English teachers in grades 9-12 will assign a summer reading novel.</p> <p>Students who are recommended by teachers work with a community mentor throughout the school year.</p> <p>Afternoon tutoring is open to all students who wish to receive additional assistance, but the program will be dependent upon funding.</p>		
Additional Information			

Title I District Improvement Plan - (Part 3_3)

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

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
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ELEMENTARY	Due to lack of funding, after school will not be implemented during the 2012-13.
MIDDLE	Due to lack of funding, after school will not be implemented during the 2012-13.
HIGH	Due to lack of funding, after school will not be implemented during the 2012-13.

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	Houghton Mifflin Harcourt Go Math! Series	Successmaker Study Island FCAT Explorer	Math Vertical Alignment Weekly Grade level meetings Support Team Meetings--4th/5th grade Kagan Training Common Core-Math Data analysis Lesson Study
MIDDLE	Glencoe	Remedial Course Intensive Classes FCAT Explorer ThinkLink Probes FCAT Testmaker	Math Vertical Alignment Kagan Training Lesson Study Support Data Analysis Position Common Core
HIGH	Glencoe Houghton Mifflin	FCAT Explorer FCAT TESTMAKER Remedial Course Intensive Classes ThinkLink Probes	Vertical alignment Departmental Math meetings-bi-weekly Data Analysis Support Kagan Training Lesson Study

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 and summer school	Level 1 and 2 in Math	1.5 hours 2 days per week	Principal

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
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ELEMENTARY	SRA Imagine It! NG Science Standards are integrated into Reading/Lab Activities Florida Science Fusion (Houghton Mifflin)	Teacher Created Materials, Teaching Tools; Classroom Libraries; NG Science Standards integrated into Lab offered in the special areas program	Science Vertical Alignment Lesson Study Beverly Tyner Common Core-Reading
MIDDLE	Florida iScience Courses 1,2,3 (Glencoe)	FCAT Testmaker Classroom Libraries (Non-Fiction) NG Science Standards integrated into Lab offered in the special areas program	Gateway to Technology (Project Lead the Way) Departmental meetings on a consistent basis Kagan Institutes Common Core-Reading
HIGH	State Adopted Materials for each science content: Biology Holt McDougald Physical Science (Concepts in Action) Pearson Chemistry Pearson Earth Science Glencoe Human Anatomy & Physiology Pearson	Jamestown Readers for Science Classroom Libraries Top Ten (Scholastic) NGSS Science integrated in lab activities	Bioscopes PAEC Departmental meetings Kagan Institutes Technology in the Classroom Promethean Training Common Core-Reading

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
After School--Elementary School	Level 1 and 2 in Reading-- Science integrated into curriculum	1.5 hours 2 days a week	Principal
After School--Elementary School, Middle and High	Level 1 and 2 in Reading-- Science integrated into curriculum Pre-Ap Strategies	Elementary- 1.5 hours 4 days per week beginning in Jan, 2012 Middle-- 1 hour per week 4 days per week High- 1 hour 2 days per week	Principal

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	Resources from the National Writing Project NCTE Best Practices	Six Traits The Writing Process-Alignment with Language Arts Standards WriteScore/Melissa Forney District Writing Team meetings Common Core Training

MIDDLE	Six Traits of Writing McDougald-Littel	Resources from the National Writing Project NCTE Best Practices Six Traits The Writing Process-Alignment with Language Arts Standards	Six Traits The Writing Process-Alignment with Language Arts Standards Analysis of Writing District Writing Team Meetings FCAT Writing-Rubric training
HIGH	Six Traits of Writing McDougald-Littel	Resources from the National Writing Project NCTE Best Practices	Effective Writing Strategies District Writing Team Meetings FCAT Writing-Rubric Training

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
N/A	N/A	N/A	N/A

Title I District Improvement Plan - (Part 7)

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

The District director of federal programs and curriculum/instruction work together to survey the needs of the teachers, staff and administrators and monitor the professional development needed for the district. The district coordinates with PAEC for professional development in all areas with the emphasis being on reading, math and science. Communication is important between the district office and the administrators with monthly meetings being scheduled.

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
Better Communication with the Schools Parental Portal to access student grades/attendance	Parental Survey School Advisory Council	Parent Newsletter Connect Ed Newspaper articles Parental Portal-Focus Improved school websites Increased communication between teachers and parents by phone or e-mail	Parental survey	Director of Federal Programs

Title III District Improvement Plan

Title III, Section 3122(b)(2)

This section addresses the requirements for a district that did not make progress towards meeting Annual Measurable Achievement

Objectives for 2 consecutive years. These districts shall develop an improvement plan that will ensure that the district meets such objectives. The improvement plan shall specifically address the factors that prevented the district from achieving such objectives.

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

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

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)		Personnel Responsible	Timeline	Funding Source
3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)		Personnel Responsible	Timeline	Funding Source
Grade Level	Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)			
K-2	Grade K-2 Chart			
3-5	Grade 3-5 Chart			
6-8	Grade 6-8 Chart			
9-12	Grade 9-12 Chart			
4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)		Personnel Responsible	Timeline	Funding Source
5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.		Personnel Responsible	Timeline	Funding Source
6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.		Personnel Responsible	Timeline	Funding Source
7. If applicable, identify any changes to the Title III Immigrant Education Program.		Personnel Responsible	Timeline	Funding Source

District Assistance and Intervention Plan: Differentiated Accountability

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.