

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Levy



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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 plan is based on the comprehensive needs assessment for our district. Professional development survey needs are also

included in the comprehensive needs assessment. Parents provide input through the district advisory council and school-based councils. The district instructional team works as a team to look at the needs of all schools prior to the completion of this document. Basic funding and grant funding along with the requirements of each grant is taken into consideration when developing improvement plans for the year.

Title I District Improvement Plan - (Part1_2)

STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

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

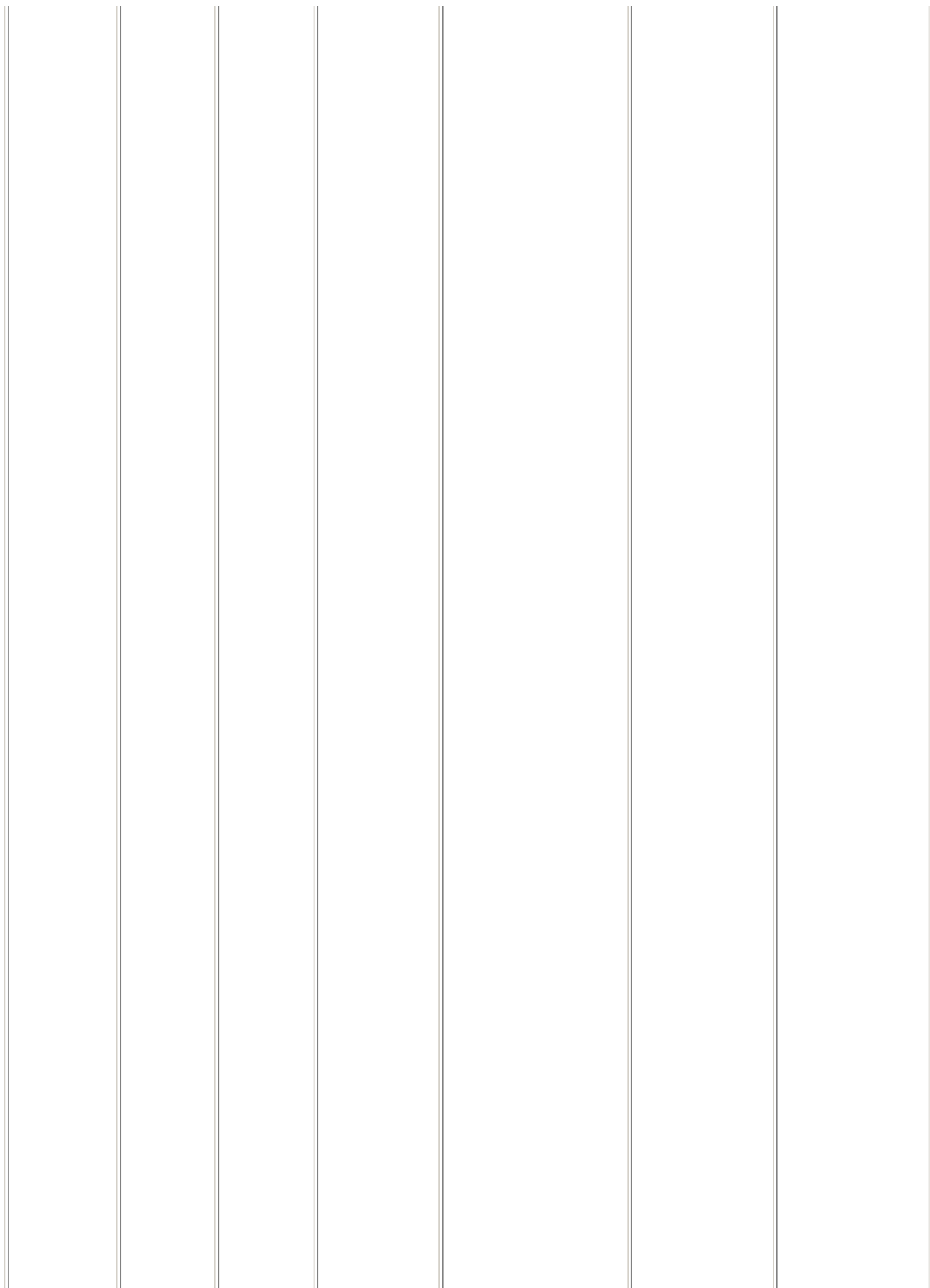
Title I District Improvement Plan - (Part 2)

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
			<p>a. Did not fully address readers with phonemic deficits.</p> <p>b.Lack of fidelity to core reading/language arts curriculum.</p> <p>c. Rigorous classroom instruction not fully implemented in all grade levels: questioning, complex texts.</p> <p>d.All students did not receive appropriate interventions taught to fidelity.</p>			

e. Inadequate
use of FAIR
data to keep all
students
progressing to
mastery of
foundational
reading skills.

Total	Reading	52% scored proficient	<p>a. Continue using FastForWord in all schools.</p> <p>b. New phonics curriculum for all elementary schools and training on curriculum.</p> <p>c. Continue monitoring core curriculum: classroom walkthroughs, curriculum maps. Expand SpringBoard language arts materials from grades 6-10 to grades 6-12.</p> <p>d. Use Comprehension Instructional Sequence in classes. Continue to refine teacher questions. Continue to align curriculum to Common Core State Standards. Include complex texts in all curriculum maps.</p> <p>e. Monitor reading interventions through reading coaches, RtI teachers, and district instructional staff.</p> <p>f. Use FAIR data to drive instruction and interventions. Monitor use of FAIR data through quarterly reporting process.</p> <p>g. Continue to revise rigorous interim assessments aligned to state benchmarks.</p> <p>h. Provide more training to Pre-K teachers in Common Standards for 4-Year Olds, OWL curriculum, lesson planning, differentiation, and lesson study.</p>	<p>a. FastForWord training for teachers and administrators; additional coaching of teachers during implementation.</p> <p>b. Phonics training using new curriculum during Pre-planning and follow-up on district PD day.</p> <p>c. Curriculum mapping revision. Side-by-side SpringBoard coaching.</p> <p>d. NGCAR-PD training; CIS training; Text Complexity training; Questioning training; Lesson Study.</p> <p>e. Making the Most of FAIR Data training.</p> <p>f. Continue to train teams on assessment development, item development, and Item Specifications.</p> <p>g. Regional Common Core State Standards Training.</p> <p>h. District Common Core trainings based on FLDOE trainings.</p> <p>i. Strategic Instructional Model training provided by FDLRS</p>	<p>The district instructional team will be responsible for all strategies.</p> <p>School-based administrators and district Reading Coach Cadre will support these actions.</p>
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Total	Mathematics	54% scored proficient-- AMO TARGET MET	<p>Lack of funding, resources, and hands on activities.</p> <p>Lack of rigor for all students in high school math courses.</p> <p>Lack of addressing differentiation in lesson planning.</p> <p>New state requirement for math progression plan.</p>	<p>a. Continue use of district curriculum maps and lesson study.</p> <p>b. Increase the number and percentage of students enrolled in advanced courses.</p> <p>c. Revise district's math interim assessments to be given quarterly; tests are cumulative based on standards taught.</p> <p>d. Continue offering intensive math class as a co- requisite of Algebra I in 9th grade.</p> <p>g. Hire math coach at the lowest 5% school.</p> <p>h. Provide Math for College Readiness course in all high schools.</p> <p>i. Form a cadre of teachers to inventory needs</p> <p>j. Continue supplementing classrooms materials with additional resources.</p> <p>k. Provide professional development on Common Core State Standards.</p> <p>l. Infuse the CCSS Eight Mathematical Practices into all classroom instruction.</p> <p>m. Partner with NEFEC on two STEM projects--STEM Scholars and BRIDGES.</p>	See Trainings listed under "Strategies/Actions with the Greatest Likelihood of Improving Student Achievement."	The district instructional team will be responsible for implementation of all strategies. School-based administrators will support these actions.

White	Reading	57% scored proficient	See Total Population.	See Total Population.	See Total Population.	The district instructional team will be responsible for all strategies.
White	Mathematics	58% scored proficient.--- AMO TARGET MET	See Total Population.	See Total Population.	See Total Population.	The district instructional team will be responsible for all strategies.
Black	Reading	29% scored proficient.	See Total Population. Partnerships weren't fully developed	a. Develop partnership with A+ community organization. b. Continue to pursue other community partnerships. c. Continue to increase the number of students enrolled in advanced courses by 3%. d. Offer AVID courses in all secondary schools.	See Total Population.	The district instructional team will be responsible for all strategies. School-based administrators and district Reading Coach Cadre will support these actions.
Black	Mathematics	34% scored proficient.	See Total Population. Partnerships weren't fully developed with the black community	a. Maintain or increase the number of black students enrolled in Algebra I in eighth grade. b. Develop partnership with A+ community organization. c. Continue to pursue other community partnerships. d. Continue to increase the number of students enrolled in advanced courses by 3%. e. Offer AVID courses in all secondary schools.	See Trainings listed under "Strategies/Actions with the Greatest Likelihood of Improving Student Achievement."	The district instructional team will be responsible for all strategies. School-based administrators will support these actions.
Hispanic	Reading	43% scored proficient.	See Total Population. Partnerships weren't fully developed with the Hispanic community	Develop partnership with community leaders and existing agencies within the Hispanic community. b. Conference with parents to assist students with selection of rigorous coursework/college preparation c. Increase the number of Hispanic students enrolled in advanced courses. d. Offer AVID courses in all secondary schools.	See Total Population.	The district instructional team will be responsible for all strategies. School-based administrators and district Reading Coach Cadre will support these actions.
				a. Increase number of		

Hispanic	Mathematics	52% scored proficient.--- AMO TARGET MET	See Total Population. Partnerships weren't fully developed with the Hispanic community	Hispanic students enrolled in 8th grade Algebra 1. b. Develop partnership with community leaders and existing agencies within the Hispanic community. c. Conference with parent to assist students with selection of rigorous coursework/college preparation. d. Increase the number of students enrolled in advanced courses. e. Offer AVID courses in all secondary schools.	See Trainings listed under "Strategies/Actions with the Greatest Likelihood of Improving Student Achievement."	The district instructional team will be responsible for all strategies. School-based administrators will support these actions.
Asian	Reading	70% scored proficient.-- AMO TARGET MET	NA	NA	NA	NA
Asian	Mathematics	78% scored proficient.	NA	NA	NA	NA
American Indian	Reading	NA	NA	NA	NA	NA
American Indian	Mathematics	NA	NA	NA	NA	NA
Economically Disadvantaged	Reading	46% scored proficient.	See total population.	Conference with parent to assist students with selection of rigorous coursework/college preparation. b. Increase the number of students enrolled in advanced courses. c. Offer AVID courses in all secondary schools.	See Total Population.	The district instructional team will be responsible for all strategies. School-based administrators and district Reading Coach Cadre will support these actions.
Economically Disadvantaged	Mathematics	47% scored proficient.	There wasn't a specific plan outlined for this particular subgroup.	a. Conference with parent to assist students with selection of rigorous coursework/college preparation. b. Increase the number of students enrolled in advanced courses. c. Offer AVID courses in all secondary schools.	See Trainings listed under "Strategies/Actions with the Greatest Likelihood of Improving Student Achievement."	The district instructional team will be responsible for all strategies. School-based administrators will support these actions.
				a. Implementation of Rosetta Stone Program with fidelity check and progress monitoring using		

English Language Learners	Reading	26% scored proficient.	Rosetta Stone reporting features.		
			b. Implementation of Rosetta Stone Student Journals for accountability and tracking purposes.	See Trainings listed under “Strategies/Actions with the Greatest Likelihood of Improving Student Achievement.”	
			c. Implementation of the new Reading Assistant program to improve Reading achievement.		
			d. District continuous review of ELL student progress.	a.Training of school-based ESOL contacts (Guidance Counselors) on process and procedure for annual review of student ELL records and student LEP plans.	
		Language acquisition skills not explicitly addressed across all content areas.	e. Tracking of time-on-task for employed ESOL aides with a Time Log submitted quarterly.	b. Training and follow-up for school-based Rosetta Stone Coordinators who serve as leaders in Rosetta Stone implementation.	The district instructional team will be responsible for all strategies. School-based administrators and district Reading Coach Cadre will support these actions.
			f. Use of SpringBoard materials in secondary English/Language Arts classes.		
			g. Monitoring of LEP plan dates and updates on an annual basis.		
			h. Effective use of CELLA data during data chats.		
		Monitoring of the fidelity of implementation of the Rosetta Stone program and student participation in appropriate curriculum levels.	i. Implementation of newly purchased Levels of Rosetta Stone and Resource Kits (Levels 4 and 5) providing additional activities to support language acquisition.	c. Provision of online ESOL coursework through, online modules using the PD 360 program, required for ESOL Endorsement or ESOL Certification.	
			j. EPC / ESOL Parent Council Community meetings to keep ELL parents informed and involved in their child's education.	d. Use of Reading Coaches to provide on-going support and	
		Continue to address the level of rigor and relevance of instructional materials and resources used with ELL students.			
		Lack of training on the review process for ESOL and a timely review of ELL student			

			<p>LEP plans.</p> <p>The need for explicit instruction in academic and content-area related vocabulary.</p>	<p>k.Collaboration with the University of Florida ESOL department to arrange for graduate PRO TEACH students to work with ELL students in elementary schools with the highest ELL student population.</p> <p>l. Professional development for teachers of ELL students made available through online coursework.</p> <p>m.Collaboration with UF on a grant to provide adult ESL English classes for parents of ELL students.</p> <p>n. Use of Title III funding in collaboration with Title I to provide additional tutoring opportunities for ELL students.</p>	<p>training for teachers of ELL students in the use of effective strategies to teach language acquisition and content information to ELL students.</p> <p>e. Workshops for training teachers of ELL students on effective instructional strategies for ELL student instruction.</p>	
English Language Learners	Mathematics	48% scored proficient.-- AMO TARGET MET	<p>Continue to provide hands-on math instruction.</p> <p>Language acquisition support for the language of math.</p> <p>Edit curriculum maps to address skills gaps.</p> <p>Focus on instruction of academic vocabulary for the content area of Math.</p>	<p>a. Implementation of new textbook series and newly developed and update District curriculum maps.</p> <p>b. Differentiated Instruction.</p> <p>c. Implementation of ESOL Instructional Strategies.</p> <p>d. Implementation of NGSSS for math and CCore Literacy Strategies.</p> <p>e. Effective use of math manipulatives.</p>	See Trainings listed under "Strategies/Actions with the Greatest Likelihood of Improving Student Achievement."	The district instructional team will be responsible for all strategies
				<p>a.Classroom walkthrough instrument.</p> <p>b.Utilize curriculum maps, which include new feature-- Student Learning Map.</p>		

Students with Disabilities	Reading	25% scored proficient.	<p>1. Did not address lack of student attendance.</p> <p>2. Lack of appropriate interventions taught to fidelity.</p> <p>3. Lack of rigor in core curriculum: assessments, mapping, resources, instruction</p> <p>4. Lack of appropriate intensive reading curriculum addressing the area (s) of deficiencies; primarily at the secondary level.</p>	<p>c. Conduct and monitor data chats and share data with students.</p> <p>d. Provide opportunities for faculty to be trained on Differentiated Instruction strategies and assistive technology and implement with fidelity.</p> <p>E. Training on appropriate accommodations selection and provide consistently as identified on the student's IEP.</p> <p>F. Implementation of Fast Forward Program.</p> <p>G. Implementation of Great LEAPs supplemental program, especially at the elementary level.</p> <p>H. Monitor students' attendance and provide alternatives to suspension when appropriate.</p> <p>I. Professional Development on Universal Design for Learning.</p>	See Trainings listed under "Strategies/Actions with the Greatest Likelihood of Improving Student Achievement."	The district instructional team will be responsible for all strategies. School-based administrators and district Reading Coach Cadre will support these actions.
				<p>A. Conduct and monitor data chats with students.</p> <p>B. Analyze student data, plan, design and implement interventions with fidelity.</p>		

Students with Disabilities	Mathematics	29% scored proficient.	<p>1. Did not address lack of student attendance.</p> <p>2. Lack of appropriate interventions taught to fidelity.</p> <p>3. Lack of math interventions.</p>	<p>C. Train staff on Differentiated Instruction strategies, assistive technology and providing appropriate accommodations and provide consistently as identified on the student's IEP.</p> <p>D. Professional Development on Universal Design for Learning.</p> <p>E. Monitor student's attendance and provide alternatives to suspension when appropriate.</p> <p>F. Utilize curriculum maps, which include new feature--Student Learning Map.</p>	See Trainings listed under "Strategies/Actions with the Greatest Likelihood of Improving Student Achievement."	The district instructional team will be responsible for all strategies. School-based administrators will support these actions.
Other (e.g. Migrant) [as needed]	Reading	Graduation rate is 61%.	Need comprehensive plan to address graduation rate.	<p>a. Continue educating parents on financial aid, credits, changing graduation requirements, etc.</p> <p>b. Ongoing professional development for guidance counselors on strategies to increase the graduation rate</p> <p>c. Florida College Board Partnership</p> <p>d. Continue GEAR UP Grant for BMHS and CHS.</p> <p>e. Expand AVID courses to all secondary schools.</p> <p>f. District truancy officer works closely with schools.</p> <p>g. Offer tutoring to help students pass high-stakes high school exams.</p>	See Trainings listed under "Strategies/Actions with the Greatest Likelihood of Improving Student Achievement."	The district instructional team will be responsible for all strategies. School-based administrators will support these actions.
Other (e.g. Migrant) [as needed]	Mathematics					

Title I District Improvement Plan - (Part3_1)

3) List and describe specific scientifically research-based reading programs and instructional strategies the district

will use at each level (elementary, middle, high).

Grade Level	Core Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>The Comprehensive Core Reading Program (CCRP) used in the Levy district elementary schools is on the state-adopted list (Macmillan McGraw-Hill: Treasures). The CCRP serves as the basis for all reading instruction in all of the elementary schools. Using the CCRP as a guide, elementary school teachers will introduce concepts at grade level and then use the guidance and materials provided in the program to differentiate instruction in small, flexible groups. These groups will be created based on data acquired through FAIR, teacher observation, and other diagnostic assessment information. All elementary schools are also part of the Florida Reading Initiative, which includes research-based strategies.</p> <p>All elementary schools' lead teams are attending the FLDOE-sponsored CCSS training in the summer of 2012. Following this training, all elementary school faculties will receive additional CCSS training. Our K-2 district curriculum maps are aligned to the Common Core State Standards. Ongoing professional development will be needed, and perhaps scheduled during early release days, to continue the work of K-2 CCSS instruction.</p>
MIDDLE	<p>Levy County will offer a developmental reading program, advanced reading, to middle school students who score at a high Level 2 or low Level 3 on FCAT. This course will be one period of high-interest reading and critical thinking skills to provide additional grade-level reading support to these "bubble" students. Students will take this course in addition to their core English/Language Arts class. Place a high priority on the close, sustained reading of complex text. The district provides support for complex text and the Reading Coaches continually add complex text samples, by grade level, to the district electronic files. The district uses district-wide curriculum maps and reviews the maps and student learning unit maps to ensure that complex text and Common Core literacy standards for Reading and Writing are embedded into the maps. The district will continue to support professional development in Jr. Great Books and in the Comprehensive Instructional Sequence.</p>
HIGH	<p>The district provides support for complex text, and the Reading Coaches continually add complex text samples, by grade level, to the district electronic files. The district uses district-wide curriculum maps and reviews the maps and student learning unit maps to ensure that complex text and Common Core literacy standards for Reading and Writing are embedded into the maps. During the quarterly report with school lead teams the district will review the individual school implementation of Common Core State Standards for Literacy and Writing. The district will continue to support professional development in Jr. Great Books and in the Comprehensive Instructional Sequence.</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>N/A</p> <p>Teachers will use high-quality, authentic texts in read alouds and when modeling reading strategies. Teachers will make every effort to match students with appropriate text. Teachers will also scaffold instruction to foster successful independent reading. Classroom and school libraries will include high-interest texts at various reading levels. The classroom environment will be print-rich and inspire independent reading.</p> <p>All elementary curriculum maps include exemplar lessons and CIS lessons. The district reading coach cadre in its monthly meetings is working to identify and supply all schools with additional complex texts.</p> <p>The differentiation of instruction in small, flexible groups will address the need for immediate intensive</p>

	intervention for students struggling in reading. At least 45 minutes of each 90-minute daily reading block will be differentiated based on the specific needs of the students. Instructional interventions will be driven by progress monitoring tools. Students who have been identified as in need of more intensive intervention (Tier II or Tier III) receive additional time beyond the 90-minute reading block, in a smaller group setting or one-on-one. The Problem-Solving/RtI team will meet to review student progress on a consistent basis to determine these additional interventions.
MIDDLE	The district provides support for complex text and the Reading Coaches continually add complex text samples, by grade level, to the district electronic files. The district uses district-wide curriculum maps and reviews the maps and student learning unit maps to ensure that complex text and Common Core literacy standards for Reading and Writing are embedded into the maps. The district will continue to support professional development in Jr. Great Books and in the Comprehensive Instructional Sequence.
HIGH	The district provides support for complex text, and the Reading Coaches continually add complex text samples, by grade level, to the district electronic files. The district uses district-wide curriculum maps and reviews the maps and student learning unit maps to ensure that complex text and Common Core literacy standards for Reading and Writing are embedded into the maps. During the quarterly report with school lead teams the district will review the individual school implementation of Common Core State Standards for Literacy and Writing. The district will continue to support professional development in Jr. Great Books and in the Comprehensive Instructional Sequence.
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	The district provides SES (Supplemental Educational Services) tutoring for those students on free or reduced lunch attending Title I schools. Tutoring is also provided at schools using Title I or School Improvement funds, provided funds are available. Each school has a mentoring plan to help with classroom academics, motivation and behavior.	SES Tutoring is offered daily based on provider agreement with students.	Coordinator of Title Programs
	Third grade summer reading camp is provided for students scoring level 1 on the 2012 spring FCAT. Students and parents will also be provided with packets to take home over the summer to prepare for the next grade level. Classroom teachers provide instruction in the before, after, and summer school reading activities, so they are the link	Third grade summer reading camp lasts 24 days, 4 hours per day.	Coordinator of CTE/Literacy SES Coordinator

	<p>with reading instruction provided during the school day.</p> <p>Reading intervention teachers will be highly effective certified teachers. All efforts will be made to ensure that the teachers are Reading Endorsed or working towards completing their Reading Endorsement.</p> <p>The district works with each school to assist with after school tutoring and extended library time for students.</p>	Schools offer after-school tutoring three to four days per week for one to two hours per day.	School-based Administrators
MIDDLE	<p>The district requires an extended block of time for reading intervention for students in need of decoding skills. The Director of Curriculum ensures that the intervention time is included in each schools master schedule. The district will assist Reading Coaches and school administrators at each school with placement of students into extended intervention classes.</p> <p>The district offers SES (Supplemental Educational Services) tutoring to socioeconomically disadvantaged students in Title I schools. These services are provided from one to three hours per week throughout the school year. Some schools are also able to offer school-based tutoring programs through Title I or SAI funding. Bridge programs, which include a reading component, will be offered on some middle school campuses in the summer to support identified students as they transition from elementary to middle school.</p>	<p>SES Tutoring is offered daily based on provider agreement with students.</p> <p>Schools offer after-school tutoring three to four days per week for one to two hours per day.</p>	<p>Coordinator of Title Programs</p> <p>Coordinator of CTE/Literacy</p> <p>SES Coordinator</p> <p>School-based Administrators</p> <p>Director of Curriculum</p>
HIGH	<p>The district requires an extended block of time for reading intervention for students in need of decoding skills. The Director of Curriculum ensures that the intervention time is included in each schools master schedule. The district will assist Reading Coaches and school administrators at each school with placement of students into extended intervention classes.</p> <p>The district offers SES (Supplemental Educational Services) tutoring to socioeconomically disadvantaged students in Title I schools. These services are provided from one to three hours per week throughout the school year. Some schools are also able to offer school-based tutoring programs through Title I or Race to the Top funding. Bridge programs, which include a reading component, will be offered on some high school campuses in the summer to support identified students as they transition from middle to high school.</p>	<p>SES Tutoring is offered daily based on provider agreement with students.</p> <p>Schools offer after-school tutoring three to four days per week for one to two hours per day.</p>	<p>Coordinator of Title Programs</p> <p>Coordinator of CTE/Literacy</p> <p>SES Coordinator</p> <p>School-based Administrators</p> <p>Director of Curriculum</p>
Additional Information	<p>Students in a Title I school -grades 4-12 (3rd grade retained and 11 & 12 students who have not passed FCAT)who scored a level 1 or 2 on the FCAT</p> <p>1. Attend a Title I School 2. Scored a Level I or II on FCAT</p> <p>JBES, BES, CES, CKS, WES, YTS, WWCS</p> <p>Students in K, 1, 2, 3</p>	Up to 2 hours per week	District SES coordinator and district Title I coordinator, School based SES and Title 6 coordinator

(3rd retained served w/SES)		
*Student Learning Plan w/parent signature		
Students in grades K-12 Who did NOT receive tutoring from SES or Title VI		
*Student Learning Plan w/parent signature		

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	Level 1 and Level 2 students Level 3-5 students	Daily reading intervention class beyond the 90-minute reading block Daily reading enrichment class beyond the 90-minute reading block SES after-school tutoring provided for select students up to 2 hours per week throughout the school year Additional tutoring provided for all students two to three days per week throughout the school year	District Instructional Team School-based Administrators
MIDDLE	Level 1 and Level 2 students Bubble students Levels 3-5 students	Daily reading intervention class beyond the core English Language Arts class Advanced reading class offered for bubble students in addition to the core English Language Arts class Advanced coursework offered to Levels 3-5 SES after-school tutoring provided for select students up to 2 hours per week throughout the school year Additional tutoring provided for all students two to three days per week throughout the school year	District Instructional Team School-based Administrators
	Level 1 and Level 2 students	Daily reading intervention class beyond the core English Language Arts class Advanced reading class offered for bubble students in addition to the core English Language Arts class	

HIGH	Bubble students	Advanced coursework offered to Levels 3-5	District Instructional Team School-based Administrators
	Levels 3-5 students	SES after-school tutoring provided for select students up to 2 hours per week throughout the school year Additional tutoring provided for all students two to three days per week throughout the school year	

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	SUMS, Textbook: Macmillan/McGraw-Hill	Voyager Math	SUMS Training, Lesson Study Training, NGSSS Training, CCSS Training and Curriculum Mapping, Interim Assessment Implementation
MIDDLE	Textbook: Big Ideas Learning	Academy of Math, Compass, I Can Learn, Intensive Math	Lesson Study Training, NGSSS Training/Item Specifications, Curriculum Mapping, Interim Assessment Implementation
HIGH	Textbook: Holt McDougal Pre-Algebra, Prentice-Hall Alg.1 and Alg.11, HoltMcDougal Geometry, Prentice-Hall Liberal Arts, Glencoe/McGraw-Hill Pre-Calculus and Calculus, Bedford Freeman and Worth AP Statistics	PLATO, Academy of Math, Intensive Math	PLATO Training, Lesson Study Training, NGSSS Training/Item Specifications, Curriculum Mapping, Interim Assessment Implementation

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
Students in a Title I school - grades 4-12 (3rd grade retained and 11 & 12 students who have not passed FCAT)who scored a level 1 or 2 on the FCAT 1. Attend a Title I School 2. Scored a Level I or II on FCAT			

JBES, BES, CES, CKS, WES, YTS, WWCS Students in K, 1, 2, 3 (3rd retained served w/SES) *Student Learning Plan w/parent signature Students in grades K-12 Who did NOT receive tutoring from SES or Title VI *Student Learning Plan w/parent signature	Level 1 and Level 2 students	Up to 2 hours per week throughout the school year	Title I coordinator of Title I, SES coordinator, Principal or his/her designee Building Principal and Coordinator of Title I Programs
STEM Learning Labs in all high schools	All levels including AP and DE students	Daily, number of periods based on the number of students requiring additional assistance with STEM content.	Title I coordinator School Principals
STEM Scholars Program Enrichment	Academically talented high school students	Various number of activities per nine weeks	Director of Turnaround Schools

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	SUMS, Textbook: National Geographic		SUMS Training, Lesson Study Training, NGSSS Training/Item Specifications, Curriculum Mapping, CCSS Training and Curriculum Mapping, Interim Assessment Implementation
MIDDLE	SUMS, Textbook: Pearson		SUMS Training, Lesson Study Training, NGSSS Training/Item Specifications, Curriculum Mapping, Interim Assessment Implementation
HIGH	Textbooks: Pearson, Holt, Lab Aids	Kaplan Materials	Lesson Study Training, NGSSS Training/Item Specifications, Curriculum Mapping, Interim Assessment Implementation

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

<p>Students in a Title I school - grades 4-12 (3rd grade retained and 11 & 12 students who have not passed FCAT)who scored a level 1 or 2 on the FCAT</p> <p>1. Attend a Title I School 2. Scored a Level I or II on FCAT</p> <p>JBES, BES, CES, CKS, WES, YTS, WWCS</p> <p>Students in K, 1, 2, 3 (3rd retained served w/SES)</p> <p>*Student Learning Plan w/parent signature</p> <p>Students in grades K-12 Who did NOT receive tutoring from SES or Title VI</p> <p>*Student Learning Plan w/parent signature</p>	Level 1 and Level 2 students	Up to 2 hours per week throughout the school year	<p>Title I coordinator</p> <p>Principal or his/her designee</p> <p>Building Principal and Coordinator of Title I Programs</p>
STEM Learning Labs in all high schools	All levels including AP and DE students	Daily, number of period offered based on the number of STEM students needing assistance or the class offerings.	Director of Administration/Coordinator of Title I Programs/School Principals
Science Fair, grades 6-12	All science students	School based science fair in December 2012. Regional Science Fair in February 2013. State Science Fair in March 2013.	Director of Administration

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		Writing Workshop Process, WriteScore Online Resources	FLDOE Training on the New Writing Assessment, Curriculum Mapping of Writing, Writers in Control
MIDDLE		Writers in Control writing instruction, SpringBoard, WriteScore Online Resources	FLDOE Training on the New Writing Assessment

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
<p>Students in a Title I school -grades 4-12 (3rd grade retained and 11 & 12 students who have not passed FCAT) who scored a level 1 or 2 on the FCAT</p> <p>1. Attend a Title I School 2. Scored a Level I or II on FCAT</p> <p>JBES, BES, CES, CKS, WES, YTS, WWCS</p> <p>Students in K, 1, 2, 3 (3rd retained served w/SES)</p> <p>*Student Learning Plan w/parent signature</p> <p>Students in grades K-12 Who did NOT receive tutoring from SES or Title VI</p> <p>*Student Learning Plan w/parent signature</p>	Level 1 and Level 2 students.	Up to 2 hours per week throughout the school year	<p>Title I Coordinator</p> <p>Principal or his/her designee</p> <p>Building Principal</p>

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.

Each Title I school is given an annual budget with a breakdown of each required set-aside already calculated. In addition each school must commit a portion of their professional development fund to the salary of the reading coach. The reading coach has the responsibility for professional development. A professional development needs assessment is conducted and included the professional development priorities of the district and state. District based Title I and Title II funds support professional development beyond the school based Title I budget. Title funds provide all schools with PD 360 to provide quality, on demand, individualized professional development. Each school conducts a comprehensive needs assessment and the identified needs become activities in professional development, and parental involvement. The district provides assistance with development of each school based needs assessment and activities. The district has the final approval prior to release of school based budgets. Each school participates in a peer review once their school improvement plan is complete. The plan includes the professional development needs. In addition, once the peer review additions and or corrections are added to the plan, the

Title I Coordinator reviews each Title I school improvement plan prior to the plan being approved. In addition, prior to each purchase order being mailed to a vendor it must be reviewed by the district to be sure it is an appropriate expenditure for each account.

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
Parents report that they are not trained and do not receive information about Common Core and NGSSS requirements nor the standards expected for mastery.	Parent climate survey results and input from the district advisory council. Parent climate survey results, climate survey results and input from the school based advisory council.	The district will provide pamphlets that provide parents with a copy of the expectations for each grade level in all subjects. We also developed a website to refer parents to for additional guidance on common core and NGSSS. School sites host parent parent training in mastery of the standards.	Meaningful Parental Involvement Survey results from each school and the district average.	District conducts the annual meaningful parental involvement survey. The district requires schools to use the results in their comprehensive needs assessment, activities for the school wide Title I plan, and the parental involvement plan.

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 District trend as depicted by current AMAO data for 2010-2011, and by the current AMO data for 2011-2012 indicates that as ELL students are enrolling or promoting to secondary grade levels, their levels of achievement on FCAT Reading shows gains, but not sufficient enough to meet the AMO targets.

The District met the AMO target for Mathematics for 2011-2012 for ELL students. The AMO target for ELLs for Reading was 29%. The District AMO for ELLs for 2011-2012 was 26%. A 4% gain was achieved from 2011 to 2012.

AMAO 1 targets for the 2010-2011 school year were met, with 82% making gains in proficiency in Listening/Speaking; 59% making Writing gains; and 66% making gains in Reading achievement.

This will have to be updated when the new District LEP Plan is completed during the 2012-2013 school year.

AMAO 2 targets were met for 2010-2011 with the exception of the 3-5 Grade Cluster. All other grade clusters met their proficiency targets; grade cluster KG-2 exceeded the target by 1%; grade cluster 6-8 was too small to be scored; and grade cluster 9-12 exceeded the target for AMAO 2 by 11%.

Factors identified as affecting these results include: newly enrolled ELL students at the secondary level with limited or no English Language proficiency skills and academic skills gaps; lack of assistance provided to ELL students due to limited faculty/teachers who are bilingual and able to assist in the student's heritage language; only 5 District schools qualify for an ESOL aide (less than 15 ELL students); the need for review of Reading intervention strategies and Programs and curriculum specific to meet the needs of ELLs for Reading achievement; the need for teacher professional development to improve instruction for ELL students; the need for improved communication efforts to increase ESOL parent involvement.

The District is addressing this data trend for all students through Intervention Programs, teacher effectiveness and evaluation, teacher training and professional development, curriculum mapping and Lesson Study, the RtI process, implementation of Interim Assessments and continuous progress monitoring and data analysis.

During the 2012-2013 school year, the Reading Assistant program is being implemented to assist ELL students with Reading achievement. This program focuses on fluency, comprehension, and vocabulary development.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)		Personnel Responsible	Timeline	Funding Source
a. Sopris West, Language!, Read Well, READ 180, and other intervention programs will be implemented with fidelity checks and teacher training as needed. b. Rosetta Stone will be implemented with fidelity checks in place and with teacher training and follow-up as needed. Upgrades and purchase of additional level of Rosetta Stone will enhance and supplement language instruction. c. SpringBoard will be utilized for students in grades 6-12 to enhance curriculum and improve student critical thinking skills. d. CELLA data will be reviewed to assess student progress and growth along with progress monitoring data to guide instruction. e. Online ESOL coursework will be developed to provide greater opportunities for teachers to complete their ESOL Endorsement requirements. f. Professional development and support will be provided by Reading Coaches to assist teachers with instructional strategies for ELL student instruction. g. Teachers implement state-approved ESOL strategies as provided by the District ESOL department. h. Provide students with RtI tiered instruction and services.		a. Coordinator of School Improvement b. Coordinator of Title I Programs c. Coordinator of ESOL d. School Administrators e. Reading Coaches f. MIS Director g. Faculty h. RtI Coordinator i. Director of Turnaround Schools	These activities are on-going throughout the year.	Title I Title III Title II RTTT SIG General Budget
District ELL Plan Support: pgs. 11-12; 6; 13-14; 20; 25; 32.				

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. Coordinator of School Improvement b. Coordinator of Title I Programs c. Coordinator of ESOL d. Coordinator of RtI e. Director of Turnaround Schools	These activities are on-going throughout the school year.	Title I Title II Title III RTTT General Budget
K-2	Grade K-2 Chart			
3-5	Grade 3-5 Chart			
6-8	Grade 6-8 Chart			
9-12	Grade 9-12 Chart			

a. Teacher professional development will be provided for: curriculum mapping and implementation of curriculum maps; intervention programs; Lesson Study; Interim Assessments; WEBB'S; RtI; ESOL strategies and coursework for ESOL Endorsement; data chats and use of data. b. Interim Assessments, a focus on District-wide professional development and academic practice, and a new teacher evaluation system will improve instructional practice and focus on data-driven instruction.	a. Coordinator of School Improvement b. Coordinator of Title I Programs c. Coordinator of ESOL d. Coordinator of RtI e. Director of Turnaround Schools g. School-based Administrators h. School-based teacher Coaches and LEAD Teams	These activities are on-going throughout the school year.	Title I Title II Title III RTTT
District LEP Plan Support: pgs. 6; 8; 10-11; 12-13; 15; 21; 32.			

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
a. Intensive Math using explicit teaching of strategies b. Smaller class size c. RtI d. Differentiated Instruction e. Math Curriculum Maps f. Model Math Classrooms with technology and manipulatives to support Math instruction. g. Data chats at all levels. h. Quarterly Reporting and progress monitoring. i. SES Tutoring Opportunities. j. ESOL Instructional Strategies Chart provided to all teachers of ELL students.	a. Faculty b. Principal c. RtI teachers d. RtI Coordinator e. ESOL Coordinator	On-going throughout the school year. RtI specific schedules.	Title I General Budget Textbook Budgets
a. The District requires schools to identify students in Math in the lowest quartile, struggling learners, students scoring Level 1 or Level 2 and bubble students, and those 10th grade students not passing the FCAT Math assessment for placement in Intensive Math classes and RtI to support Math Instruction and fill skills gaps.	a. Faculty b. Principal c. RtI teachers d. RtI Coordinator e. ESOL Coordinator	Prior to start of year for scheduling. During the school year to address current student needs. RtI specific schedule.	Title I General Budget Title III
a. The District supports and implements the following research-based Math intervention programs and resources: Voyager Math; Academy of Math; I Can Learn; Intensive Math; PLATO; Compass; SUMS; Houghton Mifflin (textbook).	a. Faculty b. Principal c. RtI teachers d. RtI Coordinator e. ESOL Coordinator	On-going implementation.	Title I General Budget
District LEP Plan Support: pgs. 7; 10-11; 12-13; 32.			

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
a. Reading Assistant b. Team Reading c. Lesson Study d. Differentiated Instruction e. Strategic Instruction Model (SIM) f. Universal Design of Instruction (UDL) G. SpringBoard	a. Faculty b. Principal c. Reading Coaches d. District Instructional Team e. Department of ESE/SS and District Instructional Team f. Department of ESE/SS and District Instructional Team	On-going throughout the school year.	NEFEC Title I General Budget Title II RTTT D. IDEA Part B E. IDEA Part B F. IDEA Part B
a. Teachers and administrators receive on-going professional development in RtI, teacher evaluation systems; CWTs; Lesson Study; curriculum mapping; Interim Assessments; progress monitoring; data chats; intervention programs and resources, and Rosetta Stone.	a. District Instructional Team b. Reading Coaches c. School Administrators	On-going throughout the school year.	NEFEC Title I Title II Title III RTTT General Budget
a. The District implements a data-base to house all			

student data and assessment information for use by the District and school-level use to inform administrators, teachers, parents, and students of progress and growth and to support the data chat process. This data-base is provided through Performance Matters.	a.District Instructional Team b. RtI Coordinator c. MIS d. School Administrators e. Reading Coaches f. RtI Coordinators g. Faculty	On-going implementation throughout the school year.	RTTT Title I Title II General Budget
a. School-based Reading Coaches serve as professional development coaches to support the needs of teachers through the provision of training as targeted by student data, CWTs, teacher evaluations, and teacher requests.	a.Reading Coaches b.District Instructional Team c.Director of Turnaround Schools. d.Coordinator of Title Programs e.ESOL Coordinator f. RtI Coordinator	On-going throughout the school year.	RTTT Title I SIG Title III Title II General Budget
District LEP Plan Support: pgs. 24-25.			

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
a. District Advisory Parent Council b. Community ESOL Parent Group c. District Newsletters d. School Newsletters e.Informational District Website F.ESE Parent Advisory Committee	a. District Instructional Team b. ESOL Coordinator c. Title I Coordinator d. Principal F. ESE Parent Liaison	4 times a year 3 times a year At least one a semester 3 times a year	Title I General Budget Title III IDEA Part B
a. The District has a collaboration with the University of Florida ESOL department and supports grant-writing through this department to provide supplemental services and learning opportunities to ESOL Parents via adult ESL English courses.	a.District ESOL Coordinator b.Dr. Maria Coady (University of Florida)	On-going throughout the school year.	Ford Foundation Grant
a.Each Title I school is required to develop and implement a Parent Involvement Plan to support all parent groups.	a.School Administrators b.Faculty c.Coordinator of Title I d.Title III Coordinator	On-going throughout the school year.	Title I Title III
a.ESOL aides within each school community serve as the community liason for ELL Parents and the School. They provide translation services and notify parents of important school meetings and events.	a.School Administrators b.School level ESOL Aides c.Title III Coordinator	On-going throughout the school year.	District Budgets Title III
a. important school level and district level documents are translated into the parent's heritage language as appropriate and feasible.	a.School based translators b.ESOL Coordinator	On-going throughout the school year.	Title I Title III District Budgets
District LEP Plan Support: pgs.21-24.			

7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
NA	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.**

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