

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Leon



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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 Assistance and Intervention Team began the process of formulating the District Improvement Plan by training school and other district leaders on the school improvement template. District and school data were analyzed using the DART method and strengths and weaknesses of students were identified. Objectives and strategies were developed for each school. In conjunction with the building level School Improvement Plans district staff developed the District Assistance and Intervention Plan to ensure the support necessary to enable schools to successfully meet the identified needs of their schools and students. Parents, staff, community members and other school advisory members review and give input to both the district and school plans. Other avenues for stakeholder input included School Climate Survey, Title I Surveys, District Advisory Council meetings and Community Conversations held by the Superintendent.

In addition to the overall process involving all schools, instructional reviews and meetings were conducted with all Differentiated Accountability schools classified as Prevent and Focus in order to further analyze the unique needs of each of the schools based on AMOs and student achievement data.

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	*Differentiated Instruction; *Targeted diagnostic reading data on individual students used to identify needed specific reading interventions;*Effective core and intervention programs delivered with fidelity; *Additional instructional time; * Relevant and high interest materials for low-functioning readers; *Frequent progress monitoring; *Increased parental /home involvement	*Need for targeted instruction based on diagnosed deficiencies;*Interventions must be appropriately matched to student need during differentiated instruction; *Increased direct instruction needed; *Additional instructional time needed; *A systematic method for collecting incremental progress monitoring data needed; *More parental/home involvement needed	*Use of targeted assessment data to make instructional decisions *Use of research-based direct instruction programs; *Best practice strategies used in all classrooms in order to provide instruction that is targeted, relevant and includes higher-order thinking; *Collaborative lesson planning; *Increased use of research-based instructional software programs (such as Plato, Gizmo, Brain Pop, Lexia, Achieve 3000, TeenBiz, KidBiz) during and outside the school day; *Strategic use of updated SuccessMaker software *Targeted interventions based on AIMSWeb *Strategic use of Accelerated Reader	*Training in the use of differentiated instruction; *Training in use of collaborative lesson planning with a strong focus on Lesson Study; *Training on the use of Riverside DataDirector for effective progress monitoring; *Training on data analysis; *Training on teacher leadership; *Training on research-based core and intervention reading curriculum; *Training on content area reading strategies; *Training on use of AIMSWeb; *Training on use of SuccessMaker interventions *Training on effective use of Accelerated Reader; *Training on the best practices for successful implementation of CCSS	*Principal and School Administrativeteams; * Reading Coach; *Director of School Accountability*Director of Staff Development; *Assistant Superintendentfor Teaching and Learning; *Divisional Director of School Improvement; *Curriculum Services Department: *Title One staff; *K-2 Reading Intervention Specialist
				*Use of targeted assessment data to make instructional decisions *Use of research-based direct		

Total	Mathematics	<p>*Differentiated Instruction;</p> <p>*Targeted diagnostic math data on individual students used to identify needed specific math interventions;</p> <p>*Additional instructional time;</p> <p>* Relevant and high interest materials for low-functioning math students;</p> <p>*Apply progress monitoring data to plan instruction and appropriate interventions;</p> <p>*Increased parental /home involvement</p>	<p>*Need for targeted instruction based on diagnosed deficiencies;</p> <p>*Additional instructional time needed;</p> <p>*Need to apply progress monitoring data to enhance instruction;</p> <p>*Need more instruction to include independent problem solving;</p> <p>*More parental/home involvement needed</p>	<p>instructional programs;</p> <p>*Best practice strategies used in all classrooms;</p> <p>*Collaborative lesson planning;</p> <p>*Increased use of research-based instructional software programs (such as Plato, Gizmo, Brain Pop, Achieve 3000, TeenBiz, KidBiz) during and outside the school day;</p> <p>*Strategic use of updated SuccessMaker software; *Increased use of Symphony Math, Reflex Math, FAST Math and Carnegie Math in specific schools that have purchased these programs;*Additional use of core curriculum website for elementary schools (Thinkcentral);</p> <p>*Increased use of interventions provided within core math curriculum</p>	<p>*Training in the use of differentiated instruction;</p> <p>*Training in use of collaborative lesson planning with a strong focus on Lesson Study;</p> <p>*Training on applying the data gained from Data Director progress monitoring;</p> <p>*Training on the Common Core State Standards for math and mathematical practices;</p> <p>*Training on the rigor needed to meet the expectations of the CCSS; *Training on the best practices for successful implementation of CCSS.</p>	<p>*Principal and School Administrative teams;</p> <p>*Director of School Accountability;</p> <p>*Director of Staff Development;</p> <p>*Assistant Superintendent for Teaching and Learning;</p> <p>*Divisional Director of School Improvement;</p> <p>*Curriculum Services Department; *Title One staff</p>
					<p>*Training in the use of differentiated instruction;</p>	

White	Reading	<p>*Differentiated Instruction; *Targeted diagnostic reading data on individual students used to identify needed specific reading interventions; *Effective core and intervention programs delivered with fidelity; *Additional instructional time; * Relevant and high interest materials for low-functioning readers; *Frequent progress monitoring; *Increased parental /home involvement</p>	<p>*Need for targeted instruction based on diagnosed deficiencies; *Interventions must be appropriately matched to student need during differentiated instruction; *Increased direct instruction needed; *Additional instructional time needed; *A systematic method for collecting incremental progress monitoring data needed; *More parental/home involvement needed</p>	<p>*Use of targeted assessment data to make instructional decisions *Use of research-based direct instruction programs; *Best practice strategies used in all classrooms in order to provide instruction that is targeted, relevant and includes higher-order thinking; *Collaborative lesson planning; *Increased use of research-based instructional software programs (such as Plato, Gizmo, Brain Pop, Lexia, Achieve 3000, TeenBiz, KidBiz) during and outside the school day; *Strategic use of updated SuccessMaker software *Targeted interventions based on AIMSWeb *Strategic use of Accelerated Reader</p>	<p>*Training in use of collaborative lesson planning with a strong focus on Lesson Study; *Training on the use of Riverside DataDirector for effective progress monitoring; *Training on data analysis; *Training on teacher leadership; *Training on research-based core and intervention reading curriculum; *Training on content area reading strategies; *Training on use of AIMSWeb; *Training on use of SuccessMaker interventions *Training on effective use of Accelerated Reader; *Training on the best practices for successful implementation of CCSS</p>	<p>*Principal and School Administrativeteams; * Reading Coach; *Director of School Accountability*Director of Staff Development; *Assistant Superintendentfor Teaching and Learning; *Divisional Director of School Improvement; *Curriculum Services Department: *Title One staff; *K-2 Reading Intervention Specialist</p>
White	Mathematics	Met AMO for 2011-12.				
					*Training in the use of differentiated instruction;	

Black	Reading	<p>*Differentiated Instruction; *Targeted diagnostic reading data on individual students used to identify needed specific reading interventions;*Effective core and intervention programs delivered with fidelity; *Additional instructional time; * Relevant and high interest materials for low-functioning readers; *Frequent progress monitoring; *Increased parental /home involvement</p>	<p>*Need for targeted instruction based on diagnosed deficiencies;*Interventions must be appropriately matched to student need during differentiated instruction; *Increased direct instruction needed; *Additional instructional time needed; *A systematic method for collecting incremental progress monitoring data needed; *More parental/home involvement needed</p>	<p>*Use of targeted assessment data to make instructional decisions *Use of research-based direct instruction programs; *Best practice strategies used in all classrooms in order to provide instruction that is targeted, relevant and includes higher-order thinking; *Collaborative lesson planning; *Increased use of research-based instructional software programs (such as Plato, Gizmo, Brain Pop, Lexia, Achieve 3000, TeenBiz, KidBiz) during and outside the school day; *Strategic use of updated SuccessMaker software *Targeted interventions based on AIMSWeb *Strategic use of Accelerated Reader</p>	<p>*Training in use of collaborative lesson planning with a strong focus on Lesson Study; *Training on the use of Riverside DataDirector for effective progress monitoring; *Training on data analysis; *Training on teacher leadership; *Training on research-based core and intervention reading curriculum; *Training on content area reading strategies; *Training on use of AIMSWeb; *Training on use of SuccessMaker interventions *Training on effective use of Accelerated Reader;*Training on the best practices for successful implementation of CCSS</p>	<p>*Principal and School Administrativeteams; * Reading Coach; *Director of School Accountability*Director of Staff Development; *Assistant Superintendentfor Teaching and Learning; *Divisional Director of School Improvement; *Curriculum Services Department: *Title One staff; *K-2 Reading Intervention Specialist</p>
				<p>*Use of targeted assessment data to make instructional decisions *Use of research-based direct instructional programs; *Best practice strategies used in all classrooms;</p>	<p>*Training in the use of differentiated instruction; *Training in use of</p>	

Black	Mathematics	<p>*Differentiated Instruction; *Targeted diagnostic math data on individual students used to identify needed specific math interventions; *Additional instructional time; *Relevant and high interest materials for low-functioning math students; *Apply progress monitoring data to plan instruction and appropriate interventions; *Increased parental /home involvement</p>	<p>*Need for targeted instruction based on diagnosed deficiencies; *Additional instructional time needed; *Need to apply progress monitoring data to enhance instruction; *Need more instruction to include independent problem solving; *More parental/home involvement needed</p>	<p>*Collaborative lesson planning; *Increased use of research-based instructional software programs (such as Plato, Gizmo, Brain Pop, Achieve 3000, TeenBiz, KidBiz) during and outside the school day; *Strategic use of updated SuccessMaker software; *Increased use of Symphony Math, Reflex Math, FAST Math and Carnegie Math in specific schools that have purchased these programs; *Additional use of core curriculum website for elementary schools (Thinkcentral); *Increased use of interventions provided within core math curriculum</p>	<p>collaborative lesson planning with a strong focus on Lesson Study; *Training on applying the data gained from Data Director progress monitoring; *Training on the Common Core State Standards for math and mathematical practices; *Training on the rigor needed to meet the expectations of the CCSS; *Training on the best practices for successful implementation of CCSS.</p>	<p>*Principal and School Administrative teams; *Director of School Accountability; *Director of Staff Development; *Assistant Superintendent for Teaching and Learning; *Divisional Director of School Improvement; *Curriculum Services Department; *Title One staff</p>
					<p>*Training in the use of differentiated instruction;</p>	

Hispanic	Reading	<p>*Differentiated Instruction; *Targeted diagnostic reading data on individual students used to identify needed specific reading interventions; *Effective core and intervention programs delivered with fidelity; *Additional instructional time; * Relevant and high interest materials for low-functioning readers; *Frequent progress monitoring; *Increased parental /home involvement</p>	<p>*Need for targeted instruction based on diagnosed deficiencies; *Interventions must be appropriately matched to student need during differentiated instruction; *Increased direct instruction needed; *Additional instructional time needed; *A systematic method for collecting incremental progress monitoring data needed; *More parental/home involvement needed</p>	<p>*Use of targeted assessment data to make instructional decisions *Use of research-based direct instructional programs; *Best practice strategies used in all classrooms in order to provide instruction that is targeted, relevant and includes higher-order thinking; *Collaborative lesson planning; *Increased use of research-based instructional software programs (such as Plato, Gizmo, Brain Pop, Lexia, Achieve 3000, TeenBiz, KidBiz) during and outside the school day; *Strategic use of updated SuccessMaker software *Targeted interventions based on AIMSWeb *Strategic use of Accelerated Reader</p>	<p>*Training in use of collaborative lesson planning with a strong focus on Lesson Study; *Training on the use of Riverside DataDirector for effective progress monitoring; *Training on data analysis; *Training on teacher leadership; *Training on research-based core and intervention reading curriculum; *Training on content area reading strategies; *Training on use of AIMSWeb; *Training on use of SuccessMaker interventions *Training on effective use of Accelerated Reader; *Training on the best practices for successful implementation of CCSS</p>	<p>*Principal and School Administrativeteams; * Reading Coach; *Director of School Accountability*Director of Staff Development; *Assistant Superintendentfor Teaching and Learning; *Divisional Director of School Improvement; *Curriculum Services Department: *Title One staff; *K-2 Reading Intervention Specialist</p>
				<p>*Use of targeted assessment data to make instructional decisions *Use of research-based direct instructional programs; *Best practice strategies used in all classrooms;</p>	<p>*Training in the use of differentiated instruction; *Training in use of</p>	

Hispanic	Mathematics	<p>*Differentiated Instruction; *Targeted diagnostic math data on individual students used to identify needed specific math interventions; *Additional instructional time; *Relevant and high interest materials for low-functioning math students; *Apply progress monitoring data to plan instruction and appropriate interventions; *Increased parental /home involvement</p>	<p>*Need for targeted instruction based on diagnosed deficiencies; *Additional instructional time needed; *Need to apply progress monitoring data to enhance instruction; *Need more instruction to include independent problem solving; *More parental/home involvement needed</p>	<p>*Collaborative lesson planning; *Increased use of research-based instructional software programs (such as Plato, Gizmo, Brain Pop, Achieve 3000, TeenBiz, KidBiz) during and outside the school day; *Strategic use of updated SuccessMaker software; *Increased use of Symphony Math, Reflex Math, FAST Math and Carnegie Math in specific schools that have purchased these programs; *Additional use of core curriculum website for elementary schools (Thinkcentral); *Increased use of interventions provided within core math curriculum</p>	<p>collaborative lesson planning with a strong focus on Lesson Study; *Training on applying the data gained from Data Director progress monitoring; *Training on the Common Core State Standards for math and mathematical practices; *Training on the rigor needed to meet the expectations of the CCSS; *Training on the best practices for successful implementation of CCSS.</p>	<p>*Principal and School Administrative teams; *Director of School Accountability; *Director of Staff Development; *Assistant Superintendent for Teaching and Learning; *Divisional Director of School Improvement; *Curriculum Services Department; *Title One staff</p>
					<p>*Training in the use of differentiated instruction;</p>	

Asian	Reading	<p>*Differentiated Instruction; *Targeted diagnostic reading data on individual students used to identify needed specific reading interventions; *Effective core and intervention programs delivered with fidelity; *Additional instructional time; * Relevant and high interest materials for low-functioning readers; *Frequent progress monitoring; *Increased parental /home involvement</p>	<p>*Need for targeted instruction based on diagnosed deficiencies; *Interventions must be appropriately matched to student need during differentiated instruction; *Increased direct instruction needed; *Additional instructional time needed; *A systematic method for collecting incremental progress monitoring data needed; *More parental/home involvement needed</p>	<p>*Use of targeted assessment data to make instructional decisions *Use of research-based direct instruction programs; *Best practice strategies used in all classrooms in order to provide instruction that is targeted, relevant and includes higher-order thinking; *Collaborative lesson planning; *Increased use of research-based instructional software programs (such as Plato, Gizmo, Brain Pop, Lexia, Achieve 3000, TeenBiz, KidBiz) during and outside the school day; *Strategic use of updated SuccessMaker software *Targeted interventions based on AIMSWeb *Strategic use of Accelerated Reader</p>	<p>*Training in use of collaborative lesson planning with a strong focus on Lesson Study; *Training on the use of Riverside DataDirector for effective progress monitoring; *Training on data analysis; *Training on teacher leadership; *Training on research-based core and intervention reading curriculum; *Training on content area reading strategies; *Training on use of AIMSWeb; *Training on use of SuccessMaker interventions *Training on effective use of Accelerated Reader; *Training on the best practices for successful implementation of CCSS</p>	<p>*Principal and School Administrativeteams; * Reading Coach; *Director of School Accountability*Director of Staff Development; *Assistant Superintendentfor Teaching and Learning; *Divisional Director of School Improvement; *Curriculum Services Department: *Title One staff; *K-2 Reading Intervention Specialist</p>
				<p>*Use of targeted assessment data to make instructional decisions *Use of research-based direct instructional programs; *Best practice strategies used in all classrooms;</p>	<p>*Training in the use of differentiated instruction; *Training in use of</p>	

Asian	Mathematics	<p>*Differentiated Instruction; *Targeted diagnostic math data on individual students used to identify needed specific math interventions; *Additional instructional time; *Relevant and high interest materials for low-functioning math students; *Apply progress monitoring data to plan instruction and appropriate interventions; *Increased parental /home involvement</p>	<p>*Need for targeted instruction based on diagnosed deficiencies; *Additional instructional time needed; *Need to apply progress monitoring data to enhance instruction; *Need more instruction to include independent problem solving; *More parental/home involvement needed</p>	<p>*Collaborative lesson planning; *Increased use of research-based instructional software programs (such as Plato, Gizmo, Brain Pop, Achieve 3000, TeenBiz, KidBiz) during and outside the school day; *Strategic use of updated SuccessMaker software; *Increased use of Symphony Math, Reflex Math, FAST Math and Carnegie Math in specific schools that have purchased these programs; *Additional use of core curriculum website for elementary schools (Thinkcentral); *Increased use of interventions provided within core math curriculum</p>	<p>collaborative lesson planning with a strong focus on Lesson Study; *Training on applying the data gained from Data Director progress monitoring; *Training on the Common Core State Standards for math and mathematical practices; *Training on the rigor needed to meet the expectations of the CCSS; *Training on the best practices for successful implementation of CCSS.</p>	<p>*Principal and School Administrative teams; *Director of School Accountability; *Director of Staff Development; *Assistant Superintendent for Teaching and Learning; *Divisional Director of School Improvement; *Curriculum Services Department; *Title One staff</p>
American Indian	Reading	Met 2011-12 AMO target				
American Indian	Mathematics	<p>*Differentiated Instruction; *Targeted diagnostic math data on individual students used to identify needed specific math interventions; *Additional instructional time; *Relevant and high interest materials for low-functioning math students; *Apply progress monitoring data to plan instruction and appropriate interventions; *Increased parental /home involvement</p>	<p>*Need for targeted instruction based on diagnosed deficiencies; *Additional instructional time needed; *Need to apply progress monitoring data to enhance instruction; *Need more instruction to include independent problem solving; *More parental/home involvement needed</p>	<p>*Use of targeted assessment data to make instructional decisions *Use of research-based direct instructional programs; *Best practice strategies used in all classrooms; *Collaborative lesson planning; *Increased use of research-based instructional software programs (such as Plato, Gizmo, Brain Pop, Achieve 3000, TeenBiz, KidBiz) during and outside the school day; *Strategic use of updated SuccessMaker software; *Increased use of Symphony Math, Reflex Math, FAST Math and Carnegie Math in specific schools that have purchased these</p>	<p>*Training in the use of differentiated instruction; *Training in use of collaborative lesson planning with a strong focus on Lesson Study; *Training on applying the data gained from Data Director progress monitoring; *Training on the Common Core State Standards for math and mathematical practices; *Training on the rigor needed to meet the expectations of the CCSS; *Training on the best</p>	<p>*Principal and School Administrative teams; *Director of School Accountability; *Director of Staff Development; *Assistant Superintendent for Teaching and Learning; *Divisional Director of School Improvement; *Curriculum Services Department; *Title One staff</p>

				programs;*Additional use of core curriculum website for elementary schools (Thinkcentral); *Increased use of interventions provided within core math curriculum	practices for successful implementation of CCSS	
Economically Disadvantaged	Reading	<p>*Differentiated Instruction; *Targeted diagnostic reading data on individual students used to identify needed specific reading interventions;*Effective core and intervention programs delivered with fidelity; *Additional instructional time; * Relevant and high interest materials for low-functioning readers; *Frequent progress monitoring; *Increased parental /home involvement</p>	<p>*Need for targeted instruction based on diagnosed deficiencies;*Interventions must be appropriately matched to student need during differentiated instruction; *Increased direct instruction needed; *Additional instructional time needed; *A systematic method for collecting incremental progress monitoring data needed; *More parental/home involvement needed</p>	<p>*Use of targeted assessment data to make instructional decisions *Use of research-based direct instruction programs; *Best practice strategies used in all classrooms in order to provide instruction that is targeted, relevant and includes higher-order thinking; *Collaborative lesson planning; *Increased use of research-based instructional software programs (such as Plato, Gizmo, Brain Pop, Lexia, Achieve 3000, TeenBiz, KidBiz) during and outside the school day; *Strategic use of updated SuccessMaker software *Targeted interventions based on AIMSWeb *Strategic use of Accelerated Reader</p>	<p>*Training in the use of differentiated instruction; *Training in use of collaborative lesson planning with a strong focus on Lesson Study; *Training on the use of Riverside DataDirector for effective progress monitoring; *Training on data analysis; *Training on teacher leadership; *Training on research-based core and intervention reading curriculum; *Training on content area reading strategies; *Training on use of AIMSWeb; *Training on use of SuccessMaker interventions *Training on effective use of Accelerated Reader;*Training on the best practices for successful implementation of CCSS</p>	<p>*Principal and School Administrativeteams; * Reading Coach; *Director of School Accountability*Director of Staff Development; *Assistant Superintendentfor Teaching and Learning; *Divisional Director of School Improvement; *Curriculum Services Department: *Title One staff; *K-2 Reading Intervention Specialist</p>
				<p>*Use of targeted assessment data to make instructional decisions *Use of research-based direct instructional programs; *Best practice strategies used in all classrooms;</p>	<p>*Training in the use of differentiated instruction; *Training in use of</p>	

Economically Disadvantaged	Mathematics	<p>*Differentiated Instruction; *Targeted diagnostic math data on individual students used to identify needed specific math interventions; *Additional instructional time; *Relevant and high interest materials for low-functioning math students; *Apply progress monitoring data to plan instruction and appropriate interventions; *Increased parental /home involvement</p>	<p>*Need for targeted instruction based on diagnosed deficiencies; *Additional instructional time needed; *Need to apply progress monitoring data to enhance instruction; *Need more instruction to include independent problem solving; *More parental/home involvement needed</p>	<p>*Collaborative lesson planning; *Increased use of research-based instructional software programs (such as Plato, Gizmo, Brain Pop, Achieve 3000, TeenBiz, KidBiz) during and outside the school day; *Strategic use of updated SuccessMaker software; *Increased use of Symphony Math, Reflex Math, FAST Math and Carnegie Math in specific schools that have purchased these programs; *Additional use of core curriculum website for elementary schools (Thinkcentral); *Increased use of interventions provided within core math curriculum</p>	<p>collaborative lesson planning with a strong focus on Lesson Study; *Training on applying the data gained from Data Director progress monitoring; *Training on the Common Core State Standards for math and mathematical practices; *Training on the rigor needed to meet the expectations of the CCSS; *Training on the best practices for successful implementation of CCSS.</p>	<p>*Principal and School Administrative teams; *Director of School Accountability; *Director of Staff Development; *Assistant Superintendent for Teaching and Learning; *Divisional Director of School Improvement; *Curriculum Services Department; *Title One staff</p>
English Language Learners	Reading	Met 2011-12 AMO target				
				<p>*Use of targeted assessment data to make instructional decisions *Use of research-based direct instructional programs; *Best practice strategies used in all classrooms;</p>	<p>*Training in the use of differentiated instruction; *Training in use of</p>	

English Language Learners	Mathematics	<p>*Differentiated Instruction; *Targeted diagnostic math data on individual students used to identify needed specific math interventions; *Additional instructional time; *Relevant and high interest materials for low-functioning math students; *Apply progress monitoring data to plan instruction and appropriate interventions; *Increased parental /home involvement</p>	<p>*Need for targeted instruction based on diagnosed deficiencies; *Additional instructional time needed; *Need to apply progress monitoring data to enhance instruction; *Need more instruction to include independent problem solving; *More parental/home involvement needed</p>	<p>*Collaborative lesson planning; *Increased use of research-based instructional software programs (such as Plato, Gizmo, Brain Pop, Achieve 3000, TeenBiz, KidBiz) during and outside the school day; *Strategic use of updated SuccessMaker software; *Increased use of Symphony Math, Reflex Math, FAST Math and Carnegie Math in specific schools that have purchased these programs; *Additional use of core curriculum website for elementary schools (Thinkcentral); *Increased use of interventions provided within core math curriculum</p>	<p>collaborative lesson planning with a strong focus on Lesson Study; *Training on applying the data gained from Data Director progress monitoring; *Training on the Common Core State Standards for math and mathematical practices; *Training on the rigor needed to meet the expectations of the CCSS; *Training on the best practices for successful implementation of CCSS.</p>	<p>*Principal and School Administrative teams; *Director of School Accountability; *Director of Staff Development; *Assistant Superintendent for Teaching and Learning; *Divisional Director of School Improvement; *Curriculum Services Department; *Title One staff</p>
Students with Disabilities	Reading	<p>*Differentiated Instruction; *Targeted diagnostic reading data on individual students used to identify needed specific reading interventions; *Effective core and intervention programs delivered with fidelity; *Additional instructional time; *Relevant and high interest materials for low-functioning readers; *Frequent progress monitoring; *Increased parental /home involvement</p>	<p>*Need for targeted instruction based on diagnosed deficiencies; *Interventions must be appropriately matched to student need during differentiated instruction; *Increased direct instruction needed; *Additional instructional time needed; *A systematic method for collecting incremental progress monitoring data needed; *More parental/home involvement needed</p>	<p>*Use of targeted assessment; *Use of high yield strategies such as SIM; *Use of data to make informed instructional decisions; *Use of research-based direct instruction programs; *Best practice strategies used in all classrooms; *Collaborative lesson planning used in a co-teaching or inclusion model; *Higher order questioning techniques; *Targeted interventions based on AIMSWeb; *Increased use of instructional software programs; *Strategic use of Accelerated Reader</p>	<p>*Training in the use of differentiated instruction; *Training in the use of data for targeted lesson planning; *Training in Lesson Study use in ESE classrooms; *FAIR assessment training *Training on the use of Riverside DataDirector for effective progress monitoring; Training on content area reading strategies; *Training on use of AIMSWeb; *Training on use of Accelerated Reader; *Training on the best practices for successful implementation of CCSS</p>	<p>*Principal and School Administrativeteams; *Reading Coach; *Director of School Accountability*Director of Staff Development; *Assistant Superintendentfor Teaching and Learning; *Divisional Director of School Improvement; *Curriculum Services Department: *Title One staff; *K-2 Reading Intervention Specialist; *ESE Curriculum Specialists; *ESE Director</p>
				<p>*Use of targeted assessment data to make instructional</p>		

Students with Disabilities	Mathematics	<p>*Differentiated Instruction; *Targeted diagnostic math data on individual students used to identify needed specific math interventions; *Additional instructional time; *Relevant and high interest materials for low-functioning math students; *Apply progress monitoring data to plan instruction and appropriate interventions; *Increased parental /home involvement</p>	<p>*Need for targeted instruction based on diagnosed deficiencies; *Additional instructional time needed; *Need to apply progress monitoring data to enhance instruction; *Need more instruction to include independent problem solving; *More parental/home involvement needed</p>	<p>decisions *Use of research-based direct instructional programs; *Best practice strategies used in all classrooms; *Collaborative lesson planning; *Increased use of research-based instructional software programs (such as Plato, Gizmo, Brain Pop, Achieve 3000, TeenBiz, KidBiz) during and outside the school day; *Strategic use of updated SuccessMaker software; *Increased use of Symphony Math, Reflex Math, FAST Math and Carnegie Math in specific schools that have purchased these programs; *Additional use of core curriculum website for elementary schools (Thinkcentral); *Increased use of interventions provided within core math curriculum</p>	<p>*Training in the use of differentiated instruction; *Training in use of collaborative lesson planning with a strong focus on Lesson Study; *Training on applying the data gained from Data Director progress monitoring; *Training on the Common Core State Standards for math and mathematical practices; *Training on the rigor needed to meet the expectations of the CCSS; *Training on the best practices for successful implementation of CCSS.</p>	<p>*Principal and School Administrative teams; *Director of School Accountability; *Director of Staff Development; *Assistant Superintendent for Teaching and Learning; *Divisional Director of School Improvement; *Curriculum Services Department; *Title One staff; *ESE Curriculum Specialists; *ESE Director</p>
Other (e.g. Migrant) [as needed]	Reading	N/A				
Other (e.g. Migrant) [as needed]	Mathematics	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	<p>All elementary schools in the Leon County School District use CCRPs. SRA/McGraw-Hill's Imagine It! is the primary program used in grades K-5. It is a research-based instructional curriculum that combines explicit and systematic instruction with progress assessments and intervention that promotes reading proficiency for all students in the classroom. DeSoto Trail Elementary and Pineview Elementary do not use the SRA/McGraw-Hill, Imagine It! curriculum. Instead, DeSoto Trail provides in-depth support and practice to their students using the Houghton Mifflin curriculum in grades K-5 and Pineview Elementary uses SRA/McGraw-Hill's Reading Mastery Signature in grades K-2 and SRA/McGraw-Hill's Imagine It! in grades 3-5. All CCRPs used in the district serve as an instructional tool to provide high quality initial instruction in classrooms during an uninterrupted 90-120 minute reading block daily. The instructional content of the curriculum is based on the critical components of reading growth identified by the National Reading Panel. The instruction is directed toward student competency in phonological awareness, phonics, fluency, vocabulary, comprehension and oral language.</p>

MIDDLE	<p>The district does not offer developmental reading programs in the middle schools. The district will use the state-approved adoption process for any new materials added to the core and supplemental reading programs. Reading coaches will determine the qualitative and quantitative text measures for the existing materials at their school and will train teachers to do the same in order to target other texts that will better meet the complexity needs of the students. In addition, a team of sixth grade reading intervention teachers from every middle school will meet to identify texts and text-dependent questions to be covered within the year. Additional grades will be added as part of the 3-5 year plan.</p>
HIGH	<p>Our district will use Florida state-adopted materials for our SIRP's and CIRP's in high school reading classes. Additionally, reading coaches and reading teachers will participate in NGCARPD and text complexity trainings to identify more challenging and appropriate complex texts for students in their classrooms.</p> <p>The secondary district reading coordinator will work with reading teachers at the secondary level in developing a plan for inclusion of more complex texts in their classrooms.</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>N/A</p> <p>Teachers will differentiate instruction so that students receive direct, explicit instruction in areas of need—encouraging success of all students.</p> <p>Students will be aligned with texts at appropriate levels, as determined by Lexiles.</p> <p>Students will be allowed opportunities to choose their readings based on interest and ability.</p> <p>Teachers will be encouraged to have a literacy-rich classroom that includes many different types of reading materials.</p> <p>Teachers will be encouraged to take their classes to the media center on a regular basis, allowing students to check out interest-based materials.</p> <p>Students targeted for immediate intensive intervention(iii) will receive services through the use of a scientific research-based intervention program. The goal of the instruction will be to accelerate student learning by providing students with the appropriate amount of time and targeted intensive instruction. Schools have two options for providing iii services to students. The first option is to use a research-based curriculum during the reading block in the place of the CCRP. The instruction will be delivered by a trained instructional staff other than the regular classroom teacher. This instruction is intensive and delivered during a block of time through flexible grouping assignments. Students will receive iii services in groups comprised of no more than five students to ensure adequate teacher time and differentiation of support. The second option schools have for administering iii services to students is to continue instruction from a CCRP during the reading block in the regular classroom setting and to provide students with additional time outside of the block for more targeted intensive instruction. The additional time outside of the block will be a minimum of 30 minutes daily and will be in conjunction with a state- approved intensive intervention reading program. We will recognize that some students will need more time and more instruction in order to reach specific goals and expectations.</p> <p>Intensive Intervention Services (iii) will be guided by screening, progress monitoring, AIMSweb, FAIR (3-5), and various other student data. Schools will constantly analyze student data as a part of their progress monitoring plan. This analysis will be used to help identify students in grades K-5 who require additional services and/or who have met the curriculum expectations. The Assessment/Curriculum Decision Tree will be used to help determine if services should be provided within the reading block with the addition of a minimal 30 minute block of time or if a more intensive comprehensive intervention is needed in place of the core program.</p>
MIDDLE	<p>The district will use the state-approved adoption process for any new materials added to the core and supplemental reading programs. Reading coaches will determine the qualitative and quantitative text measures for the existing materials at their school and will train teachers to do the same in order to target other texts that will better meet the complexity needs of the students. In addition, a team of sixth grade reading intervention teachers from every middle school will meet to identify texts and text-dependent questions to be covered within the year. Additional grades will be added as part of the 3-5 year plan.</p>
HIGH	<p>Our district will use Florida state-adopted materials for our SIRP's and CIRP's in high school reading classes. Additionally, reading coaches and reading teachers will participate in NGCARPD and text complexity trainings to identify more challenging and appropriate complex texts for students in their classrooms.</p> <p>The secondary district reading coordinator will work with reading teachers at the secondary level in developing a plan for inclusion of more complex texts in their classrooms.</p>
Additional Information	<p>During the 2012-13 school year, AIMSWeb screening, progress monitoring, and specified interventions will be provided in grades K and 1. AIMSWeb will also be used to monitor interventions for low-performing students in grades 2-5.</p> <p>All elementary schools will utilize the Accelerated Reader Program and SuccessMaker Instructional Software.</p> <p>During the 2012-13 school year, Achieve 3000 will be implemented with Level 1 and 2 readers in secondary schools. In previous</p>

years, no standard core program was used with these students. While Achieve 3000 is not considered a core program, it does provide strategic reading instruction that targets the needs of struggling readers. It also offers regular progress monitoring to ensure that students are on target for achieving proficient in reading.

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Click here to Professional Development in Reading web page
MIDDLE	
HIGH	
Additional Information	Elementary reading coaches, administrators and teachers will be trained in the effective use of AIMSWeb, Accelerated Reader, and SuccessMaker. Additional training in the use of intervention programs will be provided.

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>Leon County Schools offer a variety of before, after, and summer school reading activities for struggling students. Diverse activities exist at different schools based on the needs of the student population and available funds. Some of the activities include: After-School Tutoring, Saturday Intervention School, Educational Technology Support before and after school, and Before School Reading Rooms. When funding is available, all students regardless of economic status are eligible to participate in these opportunities. Supplemental Educational Services (SES) funded by Title I supports students who are reading at levels 1 and 2 at each eligible school. Student eligibility for participation in this program is based on free and reduced lunch status. Instruction in this SES program is provided by private providers contracted through the Title I department. These SES providers use a variety of programs and activities. Their services and activities are directly related to the needs of the students as determined by individual achievement data.</p> <p>In addition, all of our schools that serve large populations of struggling readers offer academic support after school through 21st Century Grant Programs. These programs use a variety of research based programs and educational technology to support student reading acceleration. Programs include but are not limited to: Scholastic Reading, Voyager Passport, Compass Odyssey, Pearson Success Maker 3, FCAT Explorer, Lexia, Achieve 3000-KidBitz.</p> <p>All level 1 third grade students regardless of free or reduced lunch status will be invited to participate in a summer reading academy offered by the district. First grade students who are not reading on grade level at the end of the first grade year will be provided additional intensive intervention in a summer program that will be offered at the same sites as the Third Grade Summer Reading Academy.</p> <p>Reading intervention teachers and summer camp teachers all attend staff development on the specific intervention they will be responsible for teaching. Trainings are offered on site as well as at the district level. Reading coaches also deliver model lessons and support to teachers that are providing interventions to students.</p> <p>The following programs will be implemented to provided extended time in intensive reading instruction beyond the normal school day: Reading Mentoring Grant K-2, 21st Century Program, Home access for Successmaker, and Florida Virtual School.</p> <p>Leon County Schools' grant writer actively seeks funding opportunities for after-school intensive reading programs.</p>		District reading contact, SES Director, 21st Century Directors, School-based Administrators
	Students with a level one on FCAT reading or level two students who have been identified as needing decoding or text reading efficiency will be provided intervention through either an Intensive Reading course and a content class with an NGCARPD		

MIDDLE	<p>teacher who uses strategies for comprehending complex texts or a 90 minute language arts block taught by someone who has a reading endorsement or is working toward the reading endorsement. Specifically, needs-based intervention will be given but will not take the place of challenging each student to read grade-level and beyond tasks.</p> <ul style="list-style-type: none"> • Many of our middle schools provide some level of extended -day programs that offer reading instruction to students struggling in reading. Site based teams will meet to review end-of-year data to determine students in need of extended time in reading. These programs will address research- based strategies to support student reading acceleration. • District reading specialists, reading coaches, and reading teachers will work with after-school and summer school staff to ensure that programs align with reading instruction provided during the regular school year. • Many of our middle schools provide some level of extended -day programs that offer reading instruction to students struggling in reading. These programs use a variety of research- based strategies to support student reading acceleration. <ul style="list-style-type: none"> • The three schools that serve large populations of struggling readers offer academic support after school through 21st Century Grant programs. • Each school selects a group of novels for students to choose from and read during the summer. • Reading coaches and district curriculum specialists will continue to discuss opportunities for extended time for intervention. <p>Reading specialists will continue to work with the grant writer in seeking opportunities for grants that fund extended time for reading instruction during the school year and in the summer.</p>		District Reading Contact, School-based Administrators, 21st Century Directors
	<p>All students, including ESE and ELL students, scoring Level 1 will receive a minimum of 50 minutes instruction in a daily intensive reading class for one year with a teacher who has reading endorsement, is working on reading endorsement or who has reading certification. The teacher will deliver instruction utilizing research-based reading programs and activities demonstrated to be successful in teaching reading. In addition, students will undergo bi-monthly progress monitoring (fluency probes, benchmark quizzes, FAIR assessments, etc.) to ensure that students are making adequate progress. FAIR assessments will be administered to determine fluency and if adequate progress is not being made, an additional diagnostic test will be administered to determine more intensive, prescriptive instruction. Matching students' interest and lexile level to reading material, along with incentives, as necessary, will increase the students motivation. Involving the students in school wide activities for improving their reading performance is highly recommended to schools in order to maintain student motivation. The school will provide an extended time for reading instruction before, during, and after the school day.</p> <ul style="list-style-type: none"> • All Level 1 students, including ESE and ELL students, needing additional instruction in fluency and decoding (as determined on the diagnostic assessment) will receive extra time during the school day until the student masters decoding and grade-level fluency. The teacher will be K-12 reading certified, K-12 reading endorsed, or working towards that status. • In addition to an intensive reading course, all Level 1 and 2 students, including ESE and ELL students, who have intervention needs in the areas of decoding and/or fluency will be provided an additional intervention. This intervention will be provided for one year in any content area course as designated by the individual school. This course will be blocked with the intensive reading course and taught by the same teacher who is highly-qualified to teach reading or working towards that status. Some of the interventions may include, but are not limited to: <ul style="list-style-type: none"> o whole group explicit instruction o small group differentiated instruction o independent reading practice monitored by the teacher o infusion of SSS benchmarks specific to the subject area course in which the intervention is being provided (biology, world history, etc.) o a focus on informational text at a ratio matching FCAT (70/30) • All Level 2 students will receive intensive reading strategies instruction (i.e., differentiated instruction, leveled text, literacy strategies, etc.) in an intensive reading 		

HIGH	<p>course or a content area reading intervention course for one year with a teacher who has reading endorsement, reading certification, or has the 150 hours toward the Content Area Reading Professional Development (CAR-PD), Next Generation Content Area Reading Professional Development or is working on that status.</p> <ul style="list-style-type: none"> • All students receiving reading instruction will be screened before starting an intensive reading program or receiving intensive reading instruction to determine needs of individual students and areas of reading deficits. Screening will consist of looking at data from Reading FCAT-SSS, fluency probes, diagnostic tests, and vocabulary checks. • All students will be provided reading instruction based on their needs as a result of coordinated reading across the content programs (SIM, FRI, CRISS, Marzano, Literacy Strategies in the Content Area). • All students at all levels will be exposed to reading instruction across the content and through language arts classes, with a focus on vocabulary instruction. • Research-based intervention reading programs (to include READ 180, Corrective Reading, Kaleidoscope, Jamestown Reading Navigator, Hampton Brown Edge) will be used as will supplemental programs/materials and computer-assisted instruction to address individual needs. • Intensive reading class enrollment will be no more than 22 students. • All students in grades 11 and 12 who have not passed the FCAT will be placed in a reading intervention class for one year. Students who have met the graduation requirement (1926-2067 on FCAT or concordant score) will be placed in a content area reading intervention course for one year. • Based on availability of resources, general reading courses will be offered to Level 3 students and advanced level courses to Level 4 and 5 students. These courses will focus on the development of higher-order and critical reading skills. <ul style="list-style-type: none"> • All of our high schools provide some level of extended-day programs that offer reading instruction to students struggling in reading. • The two schools that serve large populations of struggling readers offer academic support after school through 21st Century Grant programs. These programs use a variety of research-based programs and strategies to support student reading acceleration. • Recruitment of tutors/mentors focuses on recruiting and training volunteers to work with struggling readers. • The district is currently working on a comprehensive plan to ensure long-term sustainability and coordination of these programs. • Research-based intervention reading programs that may be used in a variety of settings will include, but are not limited to READ 180, National Geographic, Hampton Brown EDGE, Corrective Reading, REACH). Supplemental programs will also be used (ALS and Academy of Reading) to address individual needs. 		District Reading Contact, School-based Administrators, 21st Century Directors
Additional Information	The 21st Century Program serves students at 17 schools throughout the school year and during the summer.	*Daily from August through July.	21st Century Directors, School Principals

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	Targeted students at identified schools	October through March	Director of Supplemental Education Services
MIDDLE	21st Century Program participants	Daily throughout the school year	21st Century Directors, School-based Administrators
HIGH	Online Credit Recovery Programs for identified students in grades 8-12	Daily throughout the school year	Curriculum Services

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	Harcourt Math	Number Worlds, Successmaker, BrainPop, Gizmo, FCAT Explorer, Larger Than Life, Acaletics, Symphony Math, Reflex Math/FAST Math, Data Director Classroom Item Bank	Thinking Math Training, Differentiated Instruction in Math training, Understanding and Using the Common Core State Standards, Using manipulatives, training on use of Gizmo and BrainPop, training on the effectiveness and use of Professional Learning communities for each elementary grade level, training on the use of Data Director and ThinkCentral and how to apply the data to enhance lesson planning and instruction, Lesson Study, training on best practices for teaching math, district Professional Learning Communities, school-site visits for observation and modeling in the classroom.
MIDDLE	*Glencoe for 6th, 7th, 8th grade general and advanced classes *Big Ideas for 6th and 7th general and advanced classes *Glencoe for Algebra I honors and general classes *Glencoe for Geometry honors classes *Carnegie Learning Math Series	Successmaker, Gizmo, BrainPop, Data Director Classroom Item Bank-Benchmark Assessments, FCAT Explorer, PLATO, Textbook adopted on-line resources, Hands-On Equations Kit, TI-Nspire graphing calculators	Thinking Math Training, differentiated instruction in Math training, understanding and using the CCSS, using manipulatives including Hands-On Equations, training on the use of Gizmo and BrainPop, training of the effectiveness and use of Professional Learning Communities for each school, training on use of DataDirector and how to apply data to enhance lesson planning and instruction, Lesson Study, training on best practices in Math instruction, school-site visits for observation and modeling in the classroom, training on the use of the TI-Nspire graphing calculator.
HIGH	*Glencoe for Algebra I and Geometry general and honors classes *Prentice Hall or Stewart-Redlin-Watson for Trigonometry/Pre-Calculus *Houghton Mifflin for Calculus *W.H. Freeman for Statistics *Prentice Hall (Honors) and Glencoe (regular) for Algebra II	SuccessMaker, Gizmo, Brain Pop, Geometer's Sketchpad, Data Director Classroom Item Bank, FCAT Explorer, PLATO, Textbook adopted on-line resources, TI-Nspire graphing calculators, Hands-On Equations Kit	Thinking Math Training, differentiated instruction in Math training, understanding and using the CCSS, using manipulatives including Hands-On Equations, training on the use of Gizmo and BrainPop, training of the effectiveness and use of Professional Learning Communities for each school, training on use of DataDirector and how to apply data to enhance lesson planning and instruction, Lesson Study, training on best practices in Math instruction, school-site visits for observation and modeling in the classroom, training on the use of the TI-Nspire graphing calculator.

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
Supplemental Educational Services	Targeted students at qualifying schools	Daily October through March	Director of Supplemental Educational Services
Extended Day Enrichment Programs	Elementary Schools	Daily throughout the school year	EDEP Directors, School Administrators
21st Century After-School Programs	All levels at qualifying schools	Daily throughout the school year	21st Century Program Directors, School Administrators
Online Credit Recovery Programs	Grades 8-12	Daily	Curriculum Services

Title I District Improvement Plan - (Part 5)

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

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	*Scott Foresman 2008 for grades K-3 *Harcourt Fusion 2011 for grade 4-5	Snapshot Science, Successmaker Science, GEMS, High Touch, High Tech, Gizmo, BrainPop, STEM Curriculum, Clean Energy Curriculum, AIMS, Challenger Learning Center, Kid Wind, AAES STEM Curriculum	Training on Next Generation Sunshine State Standards, GEMS training, Professional Learning Communities, STEM and Clean Energy Curriculum training, Gifted and Talented STEM Robotics trainings, DataDirector training for science progress monitoring, Science Focus Calendars, training on Marzano.
MIDDLE	*Earth Science: Glencoe/Holt *Comprehensive 6-8: Glencoe *Life Science: McDougal/Glencoe *Physical Science: McDougal *Biology: Glencoe	Clean Energy Curriculum, Challenger Learning Center, GIZMO, Brain Pop, Jason, Capital Regional Science and Engineering Fair, Intel ISEF, Kid Wind, AAES STEM Curriculum	Training on NGSSS, GEMS training, training on Clean Energy Curriculum, Monthly Professional Science Learning Communities, Data Director training for science progress monitoring, Science focus calendars, training on Marzano
HIGH	*Physical Science: Glencoe *Physics: Glencoe *Biology: Glencoe *Chemistry: Glencoe *Environmental Science: Holt *Earth Science: Holt/Glencoe	Clean Energy Curriculum, Brain Pop, NEED, GIZMO, Capital Regional Science and Engineering Fair, Intel ISEF, Kid Wind, AAES STEM Curriculum	Argument Driven Inquiry training, Science Writing Heuristic Training, Training on NGSSS, Biology Curriculum training, Biology Focus Calendar for EOC exam, training on Clean Energy Curriculum, Data Director training for science progress monitoring, Marzano trainings

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
Science Saturdays	Participating elementary schools	4-6 weeks	School Science Advocate/Principal
Extended Day Enrichment Programs	Extended Day Enrichment Programs	Daily throughout the year	EDEP Directors/Principal
21st Century After School Programs	All levels at qualifying schools	Daily throughout the year	21st Century Directors
Elementary STEM Clubs	Grades 3-5	Once a week for 10-15 weeks	Project Manager, Assistant Project Manager, Gifted STEM Committee Member
Robotics Training	Grades 3-12	Once or twice a year	STEM Project Manager, Assistant Project Manager
Science Clubs (Green)	K-12	Monthly meetings with duties assigned per school	Clean Energy Project Manager, iRecycle coordinator
STEM Science Clubs	Grades 9-12	Weekly or bi-weekly meetings.	School science faculty sponsors

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	Writer's Workshop Model: - Writing Process - Writer's Notebook - Progress Monitoring through: *District Writing Snapshot *District Writes Upon Request	-Language Arts--Imagine It -District Curriculum Guides -Six Traits of Writing -CCSS Appendix B/C -Kathy Robinson materials -Wow! I'm a Writer -Rick Shelton-Write Where You Are	-Scoring training (4th grade) -Instructional Implications for FCAT Writing 2.0 -Writer's Wrokshop -Lesson Study with Distrcit Curriculum Developer -Genre Study (K-2) (3-5); opinion, informative, narrative -ELA CCSS -Text dependent writing -Writing to a source
MIDDLE	District Writes Upon Request Program	-WOW! I'm a Writer -Razzle Dazzle Writing -Six Traits of Writing -Rick Shelton--Write Where You Are	-District Enrichment Writing Strategy Wokshop -Writes Upon Request scoring training -Common Core Standards training -ongoing professional development focused on the 2012 calibration sets as they pertain to the new interpretation of the scoring rubric
HIGH	District Writes Upon Request Program	-WOW! I'm a Writer -Razzle Dazzle Writing -Six Traits of Writing -Rick Shelton--Write Where You Are	-District Enrichment Writing Strategy Wokshop -Writes Upon Request scoring training -Common Core Standards training -ongoing professional development focused on the 2012 calibration sets as they pertain to the new interpretation of the scoring rubric

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
21st Century Programs	Level 1, 2, and lower-performing level 3 students at Title I schools	Daily throughout the school year	-21st Century ProgramDirectors -School Administrators

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 2012-2013 LCS Title I, Part A Plan addresses professional development needs of staff and specifically describes how it will commit its Title I A, Part A funds for professional development. Title I and Title II will coordinate LEA-wide staff development projects needed to increase teachers' skills and knowledge in assisting students to meet the state's challenging standards. Staff development is monitored by Title I staff, Title II staff, as well as the LEA Leadership Team. Coordinated activities include: outside consultant, Mark Rolewski (an expert in school improvement), training on the supplemental core academic programs, such as Gizmo, Achieve 3000, PLATO, and Waterford early intervention software programs, and district lead reading, math and science coach training sessions. All professional development decisions are based on needs assessment data and identified school improvement goals.

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
Parenting Skills	District Climate Survey; School Climate Survey; Title I Surveys; 21st Century Surveys	Workshops provided for parents with emphasis on various parenting and academic skills needed for parents to support their child's success in school.	District Climate Survey; School Climate Survey; Title I Surveys; Workshop evaluations	Title I Director; Title I Parent Involvement Coordinator; Title I Academic Coordinator; School Administrators

Literacy Skills for Parents	District Climate Survey; School Climate Survey; Title I Surveys	Workshops such as, Family Reading Nights; Family Literacy Nights; Families Building Better Readers; Mysteries in the Middle; Curriculum Fairs	District Climate Survey; School Climate Survey; Title I Surveys; Workshop evaluations	Title I Director; Title I Parent Involvement Coordinator; School Administrators; Reading Coaches
Parent-Child Curriculum Activities	District Climate Survey; School Climate Survey; Title I Surveys	FCAT Fair; Science Nights; Math Counts; Math Game Nights; Writing workshops	District Climate Survey; School Climate Survey; Title I Surveys; Workshop evaluations	Title I Director; Title I Parent Involvement Coordinator; School Administrators; District Curriculum Departments
Family support and assistance	District Climate Survey; School Climate Survey; Title I Surveys; Parent Involvement Plan (LEA and school level)	Language translators; Title I Homepage; PIRC Center information; Title I parent notifications; School monthly newsletters	District Climate Survey; School Climate Survey; Title I Surveys; Parent Involvement Plan (LEA and school level)	Title I Director; Title I Parent Involvement Coordinator; School Administrators

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)

- *Need for targeted reading instruction based on diagnosed deficiencies on IPT, CELLA, and FCAT Reading;
- *Need for interventions matched to ELLs' individual learning needs;
- *Need for increased direct instruction in reading skills;
- *Need for increased instruction in "visualization literacy" (evaluating and applying data from diagrams, maps, pictorial riddles, photographs, movies);
- *Need for increased activities to familiarize ELLs with question types and formats on CELLA and FCAT Reading;
- *Need for classroom assistance by paraprofessionals trained in using research-based strategies for teaching reading to ELLs (over and above assistance by the bilingual paraprofessionals required by the State);
- *Need for more parent involvement in school and ESOL Program activities.
- *Need for additional teacher training on effective instructional practices to use with ELL students.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
ELL students in Leon County met AMAO 1 and 2 in 2011.			

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			

*Instruction guided by analysis of student performance on FCAT Reading; *Research-based reading programs emphasizing direct instruction of reading skills (Imagine It); *Collaborative lesson planning; *Best practices for teaching reading to Pre-K and kindergarten ELLs (developed by Dr. Rebecca Palacios, American Federation of Teachers—ELL Educator Cadre); *Best practices for teaching reading to ELLs (developed by the New Teacher Center at the University of California, Santa Cruz and by Dr. Norman Herr, California State University, Northridge); *Targeted use of research-based instructional software programs provided by the district's Instructional Development Department and Title I (Plato, Gizmo, Brain Pop, Lexia, Achieve 3000); *Strategic use of updated SuccessMaker software for individualized reading instruction. These strategies are included in the District ELL Plan pages 4-12.	*Principal and school administrative teams; *School-based ESOL Coordinators and teachers of ELLs; *School-based Reading Coach; *District Curriculum Developers for Elementary and Secondary Reading and Language Arts; *Project Manager, District ESOL Program *Director of Differentiated Accountability. *Director of Staff Development; *Assistant Superintendent for Teaching and Learning.	August 2011 through May 2012. (Preparation for FCAT Reading will conclude two weeks prior to testing.)	District funds; Title II, Part A; Title III, Part A; and 21st Century Schools
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4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
ELL students in Leon County met the AMAO 3 for math in 2011.			

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
*Training for teachers and paraprofessionals in best practices for teaching ELLs; *Training for teachers and paraprofessionals in research-based strategies for improving reading skills; *Training in research-based strategies for use in content-area reading instruction to ELLs; *Training in use of differentiated instruction in reading; *FAIR assessment training; *Training in use of collaborative planning, with focus on Lesson Study; •*Training in use of Riverside DataDirector for effective progress monitoring; *Training in data analysis (including IPT English proficiency scores and CELLA scores); *Training on research-based core and intervention reading curriculum; *Training on effective use of SuccessMaker for reading interventions. These strategies can be found in the District ELL Plan on pages 20-21.	*Principal and school administrative teams; *School-based ESOL Coordinators and teachers of ELLs; *School-based Reading and Math Coach; *District Curriculum Developers for Reading, Language Arts, and Math; *Director of Differentiated Accountability; *Project Manager, District ESOL Program; *Director of Staff Development; *Assistant Superintendent for Teaching and Learning	Summer 2011 through May 2012	District funds; Title II, Part A; Title III, Part A; and 21st Century Schools

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
*ELL Parent LISTSERV , providing up-to-date information and announcements concerning the district's ESOL Program and opportunities offered by community organizations; *School-based seminars for parents, providing information on State-required testing and presenting strategies to assist in preparing their children for CELLA and FCAT testing; *Combined activities with Title I designed to increase parent capacity at each school. These strategies are included in the District ELL Plan on pages 18-20.	*Principal and school administrative teams; *School-based ESOL Coordinators and teachers of ELLs; *School-based Parent Liaison; *Project Manager, District ESOL Program; *Title One Parent Involvement Coordinator; *Assistant Superintendent for Teaching and Learning.	September 2011 through April 2012	District funds; Title III, Part A; and Title I.

7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
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.](#)