

# **FLORIDA DEPARTMENT OF EDUCATION**

## **Differentiated Accountability**

### **2012-2013 District Improvement and Assistance Plan**

#### **District: Madison**

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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.**

Madison County School District utilized the following process in writing this fluid District Improvement and Assistance Plan (DIAP). Everyone agreed that we would work together as partners to build a better life of our students. First of all, the vision and mission were examined to see if they aligned with the needs of the district.

The vision: To successfully educate all children to become lifelong learners and productive responsible citizens.

The mission: To educate all students in a quality, safe learning environment that ensures student success.

The development and writing process, which is continuous and on-going, outlines the involvement of the following stakeholders:

- o School Based Leadership. During the summer 2012, the Superintendent brought together all district staff and school site administrators during an administrative retreat to discuss school data, district and school goals, curriculum, differentiated accountability model, use of instructional coaches, use of walk through data, instructional calendars, district strategic planning, and relevant district policies and procedures. During this time, the school based leadership (SBLT) of each school had input into such things as the District Goals, Core plus One curriculum for reading, math, writing, and science, DA requirements, progress monitoring, and Strategic Plan for the district. This information is reflected in this DIAP.

- o Parents. The district benefits from a District Parents Advisory Committee (DPAC). The committee provides input into the use of federal dollars for school improvement and is committed to improving the participation in the involvement of parents in the educational process, which is an important part of student achievement. Their input into writing the plan focused mainly on providing strategies and actions with the greatest likelihood of improving student achievement for each subgroup. In the fall, the Title I Parent Liaison met with the District Parents Advisory Committee (DPAC) to discuss and receive input about the DIAP. Suggestions were added to the DIAP as the DPAC deemed appropriate. The DPAC is comprised of the Chairs of the School Advisory Committees and other concerned parents and community members. Also, each school has established an active and involved School Advisory Council, which meets regularly to discuss and settle on the best avenues to ensure

that all stakeholders are actively involved in school improvement. District and school-based administrators will present the School Advisory Council (SAC) with a copy of the District Improvement and Assistance Plan (DIAP), with the data-based issues concerning school improvement and receive input from the stakeholders on implementing best practices to deal with the issues. These issues will then be reflected in the DIAP.

o Faculty. Each school has a School Improvement Planning Committee, which works with the District Title I Office. The committee includes all pertinent stakeholders. Data is analyzed to ensure that the most critical issues involved with student educational needs are examined and addressed in the plan.

o The District-Based Leadership Team (DBLT) works closely with the site-based administrators to make certain that specific written plans are included to insure that teacher classroom observations, effective evaluation of best practices used in the teaching of specific standards, and support for continued improvement of classroom instruction are in place. In addition, the team monitors current school improvement goals and ensures that additional goals are written, which are based on current data from school-based and statewide testing instruments.

o Community-based business and organizations. The community is informed each year of the progress of schools in the district. As school grades and AMO status is reported, news articles are printed in the local weekly newspaper to explain to the community how to interpret the data and what this means to each school. This information is also printed in the Annual Parent Guide and distributed to every parent in the district. Also, the information is available on the district website and can be accessed at [www.madison.k12.fl.us](http://www.madison.k12.fl.us). The Superintendent welcomes input from the community as they vocalize their concerns for student achievement.

## **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.”**

<b>Subgroup not making satisfactory progress.</b>	<b>Subject Area</b>	<b>Specific Teaching and learning needs of students not making satisfactory progress</b>	<b>Why the prior plan did not sufficiently meet needs</b>	<b>Strategies/actions with the greatest likelihood of improving student achievement</b>	<b>Professional development to support strategies/actions</b>	<b>Person/department responsible</b>
			Need			

Total	Reading	Use of disaggregated data to Differentiate Instruction and align curriculum to match up with individual students needs.	continuous and ongoing Professional Development with followup. Appropriate staff were not matched up to skills they taught to students.	Ensure that teacher's skills are aligned to students needs. Get more professional development for teachers so they can teach skills.	DOE Content Specialists, District Specialists; Instructional Coaches; Teachers; Publisher consultants; Expert consultants	Director of Teaching and Learning, Title I Coordinator; District RtI and Reading Specialist; Principals; Curriculum Coordinators; Instructional Coaches; Teachers
Total	Mathematics	Use of disaggregated data to Differentiate Instruction and align curriculum to match up with individual students needs; especially in basic skills.	Need continuous and ongoing Professional Development with followup	Retrain, Refocus with continuous classroom support in RtI; Inquiry Based Learning; Increasing Rigor in the Classroom; and Computer Assisted Instruction	DOE Content Specialists, District Specialists; Instructional Coaches; Teachers; Publisher consultants; Expert Consultants	Director of Teaching and Learning; Title I Coordinator; District RtI and Reading Specialist; Principals; Curriculum Coordinators; Instructional Coaches; Teachers
White	Reading	Identify and teach to the deficit skills; Need for additional interesting reading materials.	Need tiered interventions for deficit skills; An understanding of the reading interests of students.	Reading across content areas; Reinforcement of RtI Interventions; Standarized Reading Curriculum; Increase time on Pearson SuccessMaker	Teachers; Instructional Coaches; Publisher Consultants; Expert Consultants	Director of Teaching and Learning; District RtI and Reading Specialist, Principals; Curriculum Cooridnators; Instructional Coaches, Teachers
White	Mathematics	Identify and teach to deficit skills; Use munipulatives to teach basic skills.	Need tiered interventions for deficit skills; Use of hands on activities in math.	Use of manipulatives; Use of Centers to address different learning styles; Reinforcement of RtI Interventions; Inquiry Based Learning; Increase time on Pearson SuccessMaker	Teachers, Instructional Coaches; Expert Consultants;SREB Consultants; Publisher Consultants;	Director of Teaching and Learning; Principals, Curriculum Coordinators; Instructional Coaches; Teachers
Black	Reading	High Interest Reading materials. Identify and teach to deficit skills	Students did not read what interested them. Need tiered interventions for deficit skills	Help teachers see the connection between how they teach, what they teach, and the learning environment of the classroom. Reinforcement of RtI Interventions; Inquiry Based Learning; Increase time on Pearson	Teachers; Instructional Coaches; Expert Consultants; SREB Consultants; Publisher Consultants	Director of Teaching and Learning; Principals; Curriculum Coordinators; Instructional Coaches; Teachers

				SuccessMaker.		
Black	Mathematics	Identify and teach to the deficit skills; align math curriculum to students needs.	Need a stronger background in basic skills; Need tiered interventions for deficit skills	Use Cooperative Learning to develop positive interdependence, accountability, interpersonal skills and small-group skills and group processing in math; Reinforcement of RtI Interventions; Inquiry Based Learning; Increase time on Pearson SuccessMaker	Teachers; Instructional Coaches; Expert consultants; SREB consultants; Publisher Consultants.	Director of Teaching and Learning; Principals; Curriculum Coordinators; Instructional Coaches; Teachers
Hispanic	Reading	Identify and teach to the deficit skills; Reduce distractions in the classroom for those who want to learn.	Students need for culturally diverse reading materials; Need tiered interventions for deficit skills.	Improve communication and language barriers; Increase cultural diverse reading materials; Reinforcement of RtI Interventions; Inquiry Based Learning; Increase time on Pearson SuccessMaker; Utilize resources from Migrant Education Program such as Rosetta Stone.	Teachers, Instructional Coaches; Expert consultants; SREB consultants; Publisher Consultants	Director of Teaching and Learning; Principals; Curriculum Coordinators; Instructional Coaches; Migrant Parent Liaison
Hispanic	Mathematics	Teachers need to engage students in their culture; Identify and teach to the deficit skills.	Students need more hands on manipulatives in basic math skills; Need tiered interventions for deficit skills.	Use translator to improve communication with parents; Extend learning time through homework that include use of flash cards and other manipulatives from the Migrant Resource Center; Reinforcement of RtI Interventions; Inquiry Based Learning; Increase time on Pearson SuccessMaker; Utilize resources from Migrant Education Program	Teachers, Instructional Coaches; Expert consultants; SREB consultants; Publisher Consultants	Director of Teaching and Learning; Principals; Curriculum Coordinators; Instructional Coaches; Migrant Parent Liaison
Asian	Reading	NA	NA	NA	NA	NA

Asian	Mathematics	NA	NA	NA	NA	NA
American Indian	Reading	NA	NA	NA	NA	NA
American Indian	Mathematics	NA	NA	NA	NA	NA
Economically Disadvantaged	Reading	Create a safe learning environment for students to learn; Need to increase high interest reading materials; Identify and teach to the deficit skills; Need to monitor free tutoring programs closely to make sure the skills taught match to the deficit skills the students need.	Students were not engaged with teachers or reading materials; Students did not make any progress with afterschool tutoring programs.	Provide students with tools for identifying and understanding the most important aspects of what they are learning through summarizing and notetaking skills; Reinforcement of RtI Interventions; Inquiry Based Learning; Increase time on Pearson SuccessMaker; Monitor free tutoring providers throughout program to make sure students are getting remediation.	Teachers, Instructional Coaches; Expert consultants; SREB consultants; Publisher consultants	Director of Teaching and Learning; Principals; Curriculum Coordinators; Instructional Coaches
Economically Disadvantaged	Mathematics	Need more cooperative groups; Need parent workshops on how to help their children with basic math skills; Teachers need to identify and teach to the deficit skills; Need to monitor free tutoring programs closely to make sure the skills taught match to the deficit skills the students need.	Too much taught out of the textbook and not enough teacher engagement; Need tiered interventions for deficit skills; Students did not make any progress with afterschool tutoring programs.	Generate a problem solving environment; Help activate prior knowledge, stimulate analytical thinking and promote deeper learning; Cultivate a love for mathematics; Reinforcement of RtI Interventions; Inquiry Based Learning; Increase time on Pearson SuccessMaker; Monitor free tutoring providers throughout program to make sure students are getting remediation.	Teachers; Instructional Coaches; Expert Consultants; SREB Consultants; Publisher Consultants	Director of Teaching and Learning; Principals; Curriculum Coordinators; Instructional Coaches
English Language	Reading	NA	NA	NA	NA	NA

Learners						
English Language Learners	Mathematics	NA	NA	NA	NA	NA
Students with Disabilities	Reading	Need to improve the integration of resources (IDEA); Cultivate a love for special needs children; Identify and teach to the deficit skills	Engagement with teacher and reading materials; Too many distractions; Need tiered interventions for deficit skills	Closely monitor what students and how much students are understanding reading assignments; Reinforcement of RtI Interventions; Inquiry Based Learning; Increase time on Pearson SuccessMaker	Teachers; Instructional Coaches; ESE staff; Expert Consultants; SREB Consultants	Director of Teaching and Learning; ESE Coordinator; Principals; Curriculum Coordinators; Instructional Coaches
Students with Disabilities	Mathematics	Need to improve the integration of resources; Need to use available resources; Identify and teach to the deficit skills	Use of hands on materials in the classroom; Need tiered interventions for deficit skills	Work in small groups with more hands on materials; Reinforcement of RtI Interventions; Inquiry Based Learning; Increase time on Pearson SuccessMaker	Teachers; Instructional coaches, ESE staff; Expert Consultants; SREB Consultants	Director of Teaching and Learning; ESE Coordinator; Principals; Curriculum Coordinators; Instructional Coaches
Other (e.g. Migrant) [as needed]	Reading	NA	NA	NA	NA	NA
Other (e.g. Migrant) [as needed]	Mathematics	NA	NA	NA	NA	NA

### 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	For the current school year, the comprehensive core reading program used in the district's elementary classrooms will be SRA Imagine It which will serve as the base for all K-5 reading instruction. Imagine It is aligned with Common Core State Standards with guidelines available to assist teachers with CCSS implementation. Teachers will implement reading instruction following Imagine It guidelines for whole group and small group instruction. Progress monitoring data acquired through curriculum-based assessment, FAIR, Discovery Assessment (Thinklink), Successmaker, teacher observation, and diagnostic assessment will provide guidance for differentiating instruction in small, flexible groups. For students requiring intensive remediation, Imagine It Intervention materials and other supplemental and intensive reading instructional materials as listed on Chart C will support RtI Tier 2 and Tier 3 instruction.
	An overall Developmental Reading program is not offered in the district. Students scoring Level 3 on FCAT Reading will be further screened using FAIR, Discovery Assessment (Thinklink) assessments and teacher input to determine reading proficiency and strength. These students will be scheduled into a single period



MIDDLE	<p>reading class with an instructional focus of novel study implemented through reciprocal teaching and enhanced by informational text sets. McDougal Language of Literature or Great Source Reader's Handbook will also be used as instructional resources. Students scoring Level 4 and 5 on FCAT Reading will be further screened using FAIR, Discovery Assessment (Thinklink) assessments and teacher input to determine reading proficiency and strength. Level 4 and Level 5 students will be scheduled either into a single period of reading instruction as above or scheduled into a content area course taught by an NGCAR-PD qualified instructor. The Reading Coach will provide support to NGCAR-PD teachers in implementing the Comprehension Instructional Sequence (CIS) and all reading strategies included in NGCAR-PD training. This will ensure rigorous integration of reading instruction into content area courses.</p> <p>In novel study the focus will be to support increased time with eyes on text and teaching students to think as they read, with text specific questions and tasks that reinforce focus on the text and cultivating independence implemented. Emphasis will be on reading text closely with recommended reading and writing strategies and broad questions embedded in the actual reading of the text. Students will spend a significant portion of time in independent and small group work analyzing text. Teachers will use shorter, challenging supplemental texts in instructional activities that elicit close reading with a purpose, rereading for meaning, writing and discussion among students to support gaining knowledge from text. The highest priorities of instruction will be (1) A significant percentage of questions or tasks are to be text dependent; (2) Questions and tasks require the use of textual evidence and explaining the evidence orally and in writing; (3) Questions and tasks require careful comprehension of the text. Students will demonstrate understanding of what they read through discussion and writing. Instructional coaches will assist teachers in implementing effective scaffolding during literacy instruction to allow all students to experience complexity of text meeting their individual instructional needs in reading.</p> <p>Option 3) Level 4 and Level 5 students will be scheduled into a rigorous course such as a foreign language or journalism etc.,.</p> <p>District staff will assist school media specialists and/or the School Reading Leadership Team inventory the current library collection to identify the amount, variety, and levels of complex text immediately available for instructional use. Titles recommended in the Common Core Standards Appendix B will be used for initial identification. District staff will ensure these titles of grade level band appropriate complex text are shared with teachers. Secondly, district staff will assist schools in utilizing complex text exemplars developed by Achieve, and teachers from around the state this summer. Additionally, District staff will ensure that Media Specialists and the School Reading Leadership Team receive training in qualitative and quantitative text analysis and will lead them as they work as a cadre for additional identification of complex text immediately available in school libraries. District staff will work with schools to help ensure that new purchases of books for the library and classroom meet the criteria for appropriate complex text for grades six through eight. To ensure adequate exposure to complex text teachers in grades six through eight will receive professional development in text-based instruction and Common Core Literacy Standards to ensure understanding of how to integrate text-based instruction with an emphasis on complex text into content instruction. Instructional coaches will provide year-long support to content teachers through job-embedded professional development. Media Specialists and teachers will assist students in book selection for independent reading to assure additional exposure to complex text outside of the classroom.</p>
HIGH	<p>District staff will assist school media specialists and/or the School Reading Leadership Team inventory the current library collection to identify the amount, variety, and levels of complex text immediately available for instructional use. Titles recommended in the Common Core Standards Appendix B will be used for initial identification. District staff will ensure these titles of grade level band appropriate complex text are shared with teachers. Secondly, district staff will assist schools in utilizing complex text exemplars developed by Achieve, and teachers from around the state this summer. Additionally, District staff will ensure that Media Specialists and the School Reading Leadership Team receive training in qualitative and quantitative text analysis and will lead them as they work as a cadre for additional identification of complex text immediately available in school libraries. District staff will work with schools to help ensure that new purchases of books for the library and classroom meet the criteria for appropriate complex text for grades six through eight. To ensure adequate exposure to complex text teachers in grades six through eight will receive professional development in text-based instruction and Common Core Literacy Standards to ensure understanding of how to integrate text-based instruction with an emphasis on complex text into content instruction. Instructional coaches will provide year-long support to content teachers through job-embedded professional</p>

	development. Media Specialists and teachers will assist students in book selection for independent reading to assure additional exposure to complex text outside of the classroom.
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>Students will receive explicit instruction using Curriculum Associates Florida Ready, STARS, Options or other approved supplemental materials to review both vocabulary and comprehension strategies and skills. In novel study using grade band appropriate texts recommended in CCSS Appendix B or otherwise analyzed to determine appropriate complexity students will practice essential reading skills through literature and informational text. Novel Study will utilize the reciprocal teaching strategy which incorporates several individual reading strategies organized for specific purpose in helping the reader to make meaning of text. Students will identify and discuss text features and visual information, make predictions, clarify, visualize and summarize in rotating roles during reciprocal teaching. Throughout reading students will be reading, listening, discussing and writing to the text which will be aligned with reading topics in the core program SRA Imagine It.</p> <p>District staff will assist school media specialists and/or the School Reading Leadership Team inventory the current library collection to identify the amount, variety, and levels of complex text immediately available for instructional use. Titles recommended in the Common Core Standards Appendix B will be used for initial identification. District staff will ensure these titles of grade level band appropriate complex text are shared with teachers. Secondly, District staff will ensure that Media Specialists and the School Reading Leadership Team receive training in qualitative and quantitative text analysis and will lead them as they work as a cadre for additional identification of complex text immediately available in school libraries. District staff will work with schools to help ensure that new purchases of books for the library and classroom meet the criteria for appropriate complex text for grades K-5. To ensure adequate exposure to complex text teachers in grades K-5 will receive professional development in text-based instruction and Common Core Literacy Standards to ensure understanding of how to integrate text-based instruction with an emphasis on complex text into content instruction. Instructional coaches will provide year-long support to content teachers through job-embedded professional development. Media Specialists and teachers will assist students in book selection for independent reading to assure additional exposure to complex text outside of the classroom.</p> <p>In all K-5 reading instruction all students remain in the classroom to be part of the instructional core program. Additional instructional time is provided daily for immediate intensive instruction (iii) in small group teacher directed instruction. Screening data identifies students needing (iii) and close progress monitoring assures students continue to receive appropriate remedial reading instruction based on their identified needs and with appropriate intensity; frequency, duration, group size. Intensive reading instruction utilizes SRA Imagine It intervention instructional materials ensuring alignment with core instruction; supplemental reading materials as entered on Chart C and skill appropriate materials available through the FCRR grade specific notebooks as well as the FCRR website.</p>
MIDDLE	<p>District staff will assist school media specialists and/or the School Reading Leadership Team inventory the current library collection to identify the amount, variety, and levels of complex text immediately available for instructional use. Titles recommended in the Common Core Standards Appendix B will be used for initial identification. District staff will ensure these titles of grade level band appropriate complex text are shared with teachers. Secondly, district staff will assist schools in utilizing complex text exemplars developed by Achieve, and teachers from around the state this summer. Additionally, District staff will ensure that Media Specialists and the School Reading Leadership Team receive training in qualitative and quantitative text analysis and will lead them as they work as a cadre for additional identification of complex text immediately available in school libraries. District staff will work with schools to help ensure that new purchases of books for the library and classroom meet the criteria for appropriate complex text for grades six through eight. To ensure adequate exposure to complex text teachers in grades six through eight will receive professional development in text-based instruction and Common Core Literacy Standards to ensure understanding of</p>



	<p>how to integrate text-based instruction with an emphasis on complex text into content instruction. Instructional coaches will provide year-long support to content teachers through job-embedded professional development. Media Specialists and teachers will assist students in book selection for independent reading to assure additional exposure to complex text outside of the classroom.</p>
HIGH	<p>District staff will assist school media specialists and/or the School Reading Leadership Team inventory the current library collection to identify the amount, variety, and levels of complex text immediately available for instructional use. Titles recommended in the Common Core Standards Appendix B will be used for initial identification. District staff will ensure these titles of grade level band appropriate complex text are shared with teachers. Secondly, district staff will assist schools in utilizing complex text exemplars developed by Achieve, and teachers from around the state this summer. Additionally, District staff will ensure that Media Specialists and the School Reading Leadership Team receive training in qualitative and quantitative text analysis and will lead them as they work as a cadre for additional identification of complex text immediately available in school libraries. District staff will work with schools to help ensure that new purchases of books for the library and classroom meet the criteria for appropriate complex text for grades six through eight. To ensure adequate exposure to complex text teachers in grades six through eight will receive professional development in text-based instruction and Common Core Literacy Standards to ensure understanding of how to integrate text-based instruction with an emphasis on complex text into content instruction. Instructional coaches will provide year-long support to content teachers through job-embedded professional development. Media Specialists and teachers will assist students in book selection for independent reading to assure additional exposure to complex text outside of the classroom.</p>
Additional Information	

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

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

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

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
	<p>During the school year, after school tutoring programs are established at each elementary school through Supplemental Educational Services (SES). After school tutoring programs are designed by the SES provider and the program is monitored by the district. Each student is given an initial placement assessment and an Individual Learning Plan is established and reported to the district. Additional assessment information for each student is available from the school administrator (s), teachers and/or reading coach(es). The SES provider meets regularly with after school teachers for progress reports on student achievement.</p>		

ELEMENTARY	<p>Teachers must be highly qualified by having elementary education certification, reading certification or have the Florida Reading Endorsement.</p> <p>If the Madison School District contains an elementary school in the 100 lowest-performing schools based on the state reading assessment the District the school will examine the master schedule and determine where extra time in addition to the 90-minute reading block and triple I (iii) may be available to dedicate to intensive reading instruction. Content area reading will be explicitly defined for grades three through five science and social studies classes following the NGCAR-PD model. Language arts classes in all K-5 classes will be closely monitored by school administration ensuring that instruction follows an interdisciplinary approach with a balance of literature and informational texts in appropriate grade level bands following Common Core guidelines. Content area classes and Language Arts classes will incorporate daily text based reading, discussion and writing. Funding sources will be explored to provide an extended school day to provide extra instructional time for intensive reading. If the one of the district schools were identified in the lowest 100 schools, the funding would be prioritized to serve the school and provide the additional instructional time. These schools would also allocate funding for certified teachers to provide intervention beyond the school day.</p>	Monthly throughout the program	<p>title I will monitor SES tutorials.</p> <p>Reading Coaches</p>
MIDDLE	<p>Students with needs in the areas of decoding and/or text reading efficiency will be placed in a double block of reading to accelerate foundational reading skills and to apply them as they relate to increasingly complex text. This intervention course will include on a daily basis: whole group explicit and systematic instruction; small group differentiated instruction; independent reading practice monitored by the teacher;a focus on increasingly complex literary and informational texts at a ratio mirroring FCAT. Students will maintain a daily reading log monitored by the classroom teacher and spot checked by school and district administrators to ensure that wide reading actually takes place.</p> <p>During the school year, an after school tutoring program is established for middle school students at Madison Central School school through Supplemental Educational Services (SES) and Boys and Girls Club of America. The after school tutoring programs is designed by the provider with input explaining students' academic needs. Each student is given an initial placement assessment and an Individual Learning Plan is established with response back to the teacher. Additional assessment information for each student is available from the school administrator(s), teachers and/or reading coach(es). The SES provider meets regularly with after school teachers for progress reports on student achievement. The Safe Schools Healthy Students (Safe Zone) grant provides the middle school the service of a district mentor coordinator and volunteer mentors.</p> <p>Summer school will be available for overage middle school students giving them an opportunity for credit retrieval to attain the grade level of their peers.</p>	Monthly	Reading Coaches
	Students with needs in the areas of decoding and/or text reading efficiency will be placed in a double block of reading to accelerate		

HIGH	foundational reading skills and to apply them as they relate to increasingly complex text. This intervention course will include on a daily basis: whole group explicit and systematic instruction; small group differentiated instruction; independent reading practice monitored by the teacher;a focus on increasingly complex literary and informational texts at a ratio mirroring FCAT. Students will maintain a daily reading log monitored by the classroom teacher and spot checked by school and district administrators to ensure that wide reading actually takes place.  There will be no before, after or summer school reading activities offered during the current school year.	Monthly	Reading Coaches
Additional Information			

### Title I District Improvement Plan - (Part 3\_3)

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

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	All subgroups not meeting Target AMOs in grades 3-5 on Free and/or Reduced Lunch	Regular schedule from SES providers; 5 days a week from Boys and Girls Club	Title I Coordinator; Director of Teaching and Learning
MIDDLE	All subgroups not meeting Target AMOs in grades 6-8 on Free and/or Reduced Lunch	5 days a week from Boys and Girls Club	Title I Coordinator; Director of Teaching and Learning
HIGH	All subgroups not meeting Target AMOs in grades 9-10 on Free and/or Reduced Lunch.	Regular schedule from SES providers.	Title I Coordinator; Director of Teaching and Learning

### 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	Go Math	K-2 RiverDeep 3-5 Pearson Success Maker Acaethtics (GES)	McGraw Hill; Riverdeep: Publisher Consultant; Successmaker: Publisher Consultant; Acaethtics: Publisher Consultant; School based Instructional Math Coaches
MIDDLE	Go Math	Pearson Success Maker	Prentice Hall: Publisher Consultant; Pearson Successmaker: Publisher Consultant; School based Instructional Math Coaches
HIGH	Prentice Hall	Pearson Success Maker	Prentice Hall: Publisher Consultant; Pearson Successmaker: Publisher Consultant; School based Instructional Math Coaches

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

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
After School,	Level 1 and 2;	Two days a week two hours a day for a total of 20 hours.	Title I Coordinator -SES Providers (afterschool for elementary, middle, and high school); Julia Waldrep, Director of Teaching and Learning (summer school for 3-10 grades)

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

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

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	K-2 SRA Imagine It 3-5 McGraw/Hill 1-5 SRA Snapshot	Kid Biz	SRA: Publisher Consultant; School based Instructional Science Coach; Kid Bizz: Publisher Consultant
MIDDLE	FI Science Glencoe	Kid Biz/Teen Biz	Kid Biz/Teen Biz: Publisher Consultant; School based Instructional Coaches
HIGH	IIM	Teen Biz; Progress Energy Science Fair grant; Race to the Top CAPE STEM Industrial BioTechnology grant	Teen Biz: Publisher Consultant; School Based Science Instructional Coach; Race to the Top CAPE STEM project.

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

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
After school for science students to work on Progress Energy Science Fair Projects	Level 3+	Once a week for 18 weeks for high school students	Director of Teaching and Learning, Principal and Teacher

#### Title I District Improvement Plan - (Part 6)

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

Grade Level	Core Writing and Scientifically Research-Based Program(s)	Supplemental Writing and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies

ELEMENTARY	Six Traits	District Writing Plan; School Writing Plan	Director of Teaching and Learning
MIDDLE	Six Traits	District Writing Plan; School Writing Plan	Director of Teaching and Learning
HIGH	Six Traits	District Writing Plan; School Writing Plan	Director of Teaching and Learning

**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.**

<b>Type (before- or after-school, extended day, extended year, etc)</b>	<b>Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)</b>	<b>Frequency and Duration</b>	<b>Person/Department Responsible for Monitoring</b>
After school for 4th and 8th graders; extension of the school day for 10th graders	4th, 8th, and 10th graders	Once a week	Director of Teaching and Learning

#### **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.**

Although this is not a requirement under the Florida Waiver for 2012-2013, Madison County School District has assured, under Section 1113, that no less than 10% of Title I, Part A funds are committed to support the professional development activities described in this plan. For 2012-2013, Title I Professional Development funds are allocated to fund positions for instructional coaches at the DA schools. All Professional Development for instructional and administration directly addresses the academic achievement problems of the school and/or district. The district goals are reflected in the school goals, and the professional development identified in the teachers' IPDPs parallel to these goals. The District Director of Finance earmarks this Title I Part A funds and funds are monitored by the District Title I Coordinator.

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

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

<b>Specific Parent Needs</b>	<b>Data to Support Parent Needs</b>	<b>Activities/Strategies to Address Parent Needs</b>	<b>Evaluation Mechanism</b>	<b>Person/Department Responsible for Monitoring</b>
		The District Parent Advisory Committee (DPAC) will develop a Parent Satisfaction survey instrument; Parents will be given the opportunity to review the survey		



Involvement in planning, implementation, and evaluation of all programs	Parent Satisfaction Surveys	instrument during the DPAC meetings; school meetings; District will develop a partnership of family and school that provides continuous and ongoing support for students and parents; Provide parents with meaningful opportunities to participate in the education of their children; The Parent Involvement contacts from each school will provide inservice each fall concerning Parent rights, the district-wide Title I policy, parent/school compacts, and the School Improvement Plan.	Parent Satisfaction Survey; Agendas, Parent Sign-In forms; and report of activities; Annual review of SIP	Title I Parent Liaison; Title I Coordinator; Principals; SAC Chair; District Parent Advisory Committee
Parents need to feel empowered, engaged & encouraged	Parents indicate that they do not know how to help their children with their homework.	Parent workshops on Homework Anxiety for Parents; Basic Math Skills for Parents; Using District Education Software for Parents	Agenda; Sign-in sheets; evaluation forms from each workshop	Title I Parent Liaison; Title I Coordinator
Improvement of students/parents/and teachers relationships.	Parents indicate that teachers do not take the time to get to know them or the students personally.	Arrange more focus group occasions for students, parents, and teachers to communicate.	Flyers announcing communication workshops.	Title I Parent Liaison; Title I Coordinator

### 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)

Madison County School District does not receive Title III funds.

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

### **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.](#)