FLORIDA DEPARTMENT OF EDUCATION
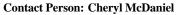## Differentiated Accountability
2012-2013 District Improvement and Assistance Plan
District: Jackson

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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.

A district committee representing each of the schools, as well as the district office administrators, were involved in gathering information and evaluating programs and strategies for the 2011-2012 school year, as addressed in our district plan. District strengths and weaknesses were considered in the development of the improvement plan. This plan is comprised of information included in the school improvement plans from each school in our district. Local plans were developed by the School Advisory Council at each school (including school staff, parents, and community members). Disaggregation of data, needs assessment surveys and input from all focus groups form the basis of this plan.

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 Ttaching 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	These students need a coherent instructional program that encompasses the five components of reading: phonemic awareness, systematic explicit phonics , vocabulary development, fluency and comprehension	More oversight needs to be done in the area of progress monitoring and differentiated instruction. Teachers knowledge of using data for differentiated instruction needs to be strengthened.	Using assessment to drive instruction; Use of data notebooks; Learning center activities that align with the reading standards being taught; More use of higher order questioning; Small group, differentiated instruction; Teach reading across the content areas; Focus resources to increase teacher knowledge base in reading through onsite professional development; administrative oversight of use of data and differentiated instruction	Onsite professionaldevelopment and administrative professional development development, combined with classroom observation and classroom modeling along with building deeper content knowledge in a workshop environment. Increasing teacher knowledge base in this subject areas will allow for increased student achievement in reading	District and school-based leadership teams

Total	Mathematics	These students need a math program that builds conceptual understanding, skill proficiency, problem solving ability and logical reasoning. Skills and concepts should be tied to real world applications as well as connections with other disciplines.	A need for more oversight in the area of meaningful small group, differentiated instruction. Progress monitoring was occurring but the data was not being used to drive instruction. Increase teacher knowledge base in math.	Curriculum mapping of new math curriculum/standards; Using assessment to drive instruction; Learning center activities that align with the math standards being taught; More use of higher order questioning; Small group, differentiated instruction; Use of Larry Bell's Math Unravel Strategies; Focus resources to increase teacher knowledge base in mathematics through onsite professional development	Onsite professional development and administrative professional development, combined with classroom observation and classroom modeling along with building deeper content knowledge in a workshop environment. Increasing teacher knowledge base in new standards and effective instructional strategies will allow for increased student achievement.	District and school-based leadership teams
White	Reading	These students need a coherent instructional program that encompasses the five components of reading: phonemic awareness, systematic explicit phonics , vocabulary development, fluency and comprehension	More oversight needs to be done in the area of progress monitoring and differentiated instruction. Teachers knowledge of using data for differentiated instruction needs to be strengthened	Using assessment to drive instruction; Use of data notebooks; Learning center activities that align with the reading standards being taught; More use of higher order questioning; Small group, differentiated instruction; Teach reading across the content areas; Focus resources to increase teacher knowledge base in reading through onsite professional development; administrative oversight of use of data and differentiated instruction	Onsite professionaldevelopment and administrative professional development development, combined with classroom observation and classroom modeling along with building deeper content knowledge in a workshop environment. Increasing teacher knowledge base in this subject areas will allow for increased student achievement in reading	District and school-based leadership teams
White	Mathematics					
		These students	More	Using assessment to drive instruction; Use of data notebooks; Learning center activities that align with the reading standards being taught; Use of Larry	Onsite	

Black	Reading	need a coherent instructional program that encompasses the five components of reading: phonemic awareness, systematic explicit phonics , vocabulary development, fluency and comprehension	oversight needs to be done in the area of progress monitoring and differentiated instruction. Teachers knowledge of using data for differentiated instruction needs to be strengthened	Bell's Unravel Strategies and The 12 Most Powerful Words ; higher order questioning; Small group, differentiated instruction; Teach reading across the content areas; Focus resources to increase teacher knowledge base in reading through onsite professional development; administrative oversight of use of data and differentiated instruction; use of LEXIA Reading Program for progress monitoring and instruction	professionaldevelopment and administrative professional development development, combined with classroom observation and classroom modeling along with building deeper content knowledge in a workshop environment. Increasing teacher knowledge base in this subject areas will allow for increased student achievement in reading	District and school-based leadership teams
Black	Mathematics	These students need a math program that builds conceptual understanding, skill proficiency, problem solving ability and logical reasoning. Skills and concepts should be tied to real world applications as well as connections with other disciplines.	A need for more oversight in the area of meaningful small group, differentiated instruction. Progress monitoring was occurring but the data was not being used to drive instruction. Increase teacher knowledge base in math.	Curriculum mapping of new math curriculum/standards; Using assessment to drive instruction; Learning center activities that align with the math standards being taught; More use of higher order questioning; Small group, differentiated instruction; Use of Larry Bell's Math Unravel Strategies; Focus resources to increase teacher knowledge base in mathematics through onsite professional development	Onsite professional development and administrative professional development, combined with classroom observation and classroom modeling along with building deeper content knowledge in a workshop environment. Increasing teacher knowledge base in new standards and effective instructional strategies will allow for increased student achievement.	District and school-based leadership teams
		These students need a coherent	More oversight needs to be	Using assessment to drive instruction; Use of data notebooks; Learning center activities that align with the reading standards being taught; Use of Larry Bell's Unravel Strategies and The	Onsite professionaldevelopment and administrative	

Hispanic	Reading	instructional program that encompasses the five components of reading: phonemic awareness, systematic explicit phonics , vocabulary development, fluency and comprehension	done in the area of progress monitoring and differentiated instruction. Teachers knowledge of using data for differentiated instruction needs to be strengthened	12 Most Powerful Words ; higher order questioning; Small group, differentiated instruction; Teach reading across the content areas; Focus resources to increase teacher knowledge base in reading through onsite professional development; administrative oversight of use of data and differentiated instruction; use of LEXIA Reading Program for progress monitoring and instruction	professional development development, combined with classroom observation and classroom modeling along with building deeper content knowledge in a workshop environment. Increasing teacher knowledge base in this subject areas will allow for increased student achievement in reading	District and school-based leadership teams
Hispanic	Mathematics	These students need a math program that builds conceptual understanding, skill proficiency, problem solving ability and logical reasoning. Skills and concepts should be tied to real world applications as well as connections with other disciplines.	A need for more oversight in the area of meaningful small group, differentiated instruction. Progress monitoring was occurring but the data was not being used to drive instruction. Increase teacher knowledge base in math.	Curriculum mapping of new math curriculum/standards; Using assessment to drive instruction; Learning center activities that align with the math standards being taught; More use of higher order questioning; Small group, differentiated instruction; Use of Larry Bell's Math Unravel Strategies; Focus resources to increase teacher knowledge base in mathematics through onsite professional development	Onsite professional development and administrative professional development, combined with classroom observation and classroom modeling along with building deeper content knowledge in a workshop environment. Increasing teacher knowledge base in new standards and effective instructional strategies will allow for increased student achievement.	District and school-based leadership teams
Asian	Reading					
Asian	Mathematics					
American Indian	Reading					
American Indian	Mathematics					
				Using assessment to drive instruction; Use of data notebooks; Learning center activities that align		

| Economically Disadvantaged | Reading | These students need a coherent instructional program that encompasses the five components of reading: phonemic awareness, systematic explicit phonics , vocabulary development, fluency and comprehension | More oversight needs to be done in the area of progress monitoring and differentiated instruction. Teachers knowledge of using data for differentiated instruction needs to be strengthened | with the reading standards being taught; Use of Larry Bell's Unravel Strategies and The 12 Most Powerful Words ; higher order questioning; Small group, differentiated instruction; Teach reading across the content areas; Focus resources to increase teacher knowledge base in reading through onsite professional development; administrative oversight of use of data and differentiated instructionUsing assessment to drive instruction; Use of data notebooks; Learning center activities that align with the reading standards being taught; Use of Larry Bell's Unravel Strategies and The 12 Most Powerful Words ; higher order questioning; Small group, differentiated instruction; Teach reading across the content areas; Focus resources to increase teacher knowledge base in reading through onsite professional development; administrative oversight of use of data and differentiated instruction; use of LEXIA Reading Program for progress monitoring and instruction | Onsite professionaldevelopment and administrative professional development development, combined with classroom observation and classroom modeling along with building deeper content knowledge in a workshop environment. Increasing teacher knowledge base in this subject areas will allow for increased student achievement in reading | District and school-based leadership teams |

Economically Disadvantaged	Mathematics	These students need a math program that builds conceptual understanding, skill proficiency, problem solving ability and logical reasoning. Skills and concepts should be tied to real world applications as well as connections with other disciplines	A need for more oversight in the area of meaningful small group, differentiated instruction. Progress monitoring was occurring but the data was not being used to drive instruction. Increase teacher knowledge base in math.	Curriculum mapping of new math curriculum/standards; Using assessment to drive instruction; Learning center activities that align with the math standards being taught; More use of higher order questioning; Small group, differentiated instruction; Use of Larry Bell's Math Unravel Strategies; Focus resources to increase teacher knowledge base in mathematics through onsite professional development	Onsite professional development and administrative professional development, combined with classroom observation and classroom modeling along with building deeper content knowledge in a workshop environment. Increasing teacher knowledge base in new standards and effective instructional strategies will allow for increased student achievement	District and school-based leadership teams
English Language Learners	Reading					
English Language Learners	Mathematics					
				Using assessment to drive instruction; Use of data notebooks; Learning center activities that align with the reading standards being taught; Use of Larry Bell's Unravel Strategies and The 12 Most Powerful Words ; higher order questioning; Small		

Students with Disabilities	Reading	These students need a coherent instructional program that encompasses the five components of reading: phonemic awareness, systematic explicit phonics , vocabulary development, fluency and comprehension; students with processing difficulties need instruction focused on processing needs; students with cognitive deficits need special consideration in instruction for building background knowledge	More oversight needs to be done in the area of progress monitoring and differentiated instruction. Teachers knowledge of using data for differentiated instruction needs to be strengthened	group, differentiated instruction; Teach reading across the content areas; Focus resources to increase teacher knowledge base in reading through onsite professional development; administrative oversight of use of data and differentiated instruction Using assessment to drive instruction; Use of data notebooks; Learning center activities that align with the reading standards being taught; Use of Larry Bell's Unravel Strategies and The 12 Most Powerful Words ; higher order questioning; Small group, differentiated instruction; Teach reading across the content areas; Focus resources to increase teacher knowledge base in reading through onsite professional development; administrative oversight of use of data and differentiated instruction; use of LEXIA Reading Program for progress monitoring and instruction	Onsite professionaldevelopment and administrative professional development development, combined with classroom observation and classroom modeling along with building deeper content knowledge in a workshop environment. Increasing teacher knowledge base in this subject areas will allow for increased student achievement in reading	District and school-based leadership teams

Students with Disabilities	Mathematics	These students need a math program that builds conceptual understanding, skill proficiency, problem solving ability and logical reasoning. Skills and concepts should be tied to real world applications as well as connections with other disciplines	A need for more oversight in the area of meaningful small group, differentiated instruction. Progress monitoring was occurring but the data was not being used to drive instruction. Increase teacher knowledge base in math.	Curriculum mapping of new math curriculum/standards; Using assessment to drive instruction; Learning center activities that align with the math standards being taught; More use of higher order questioning; Small group, differentiated instruction; Use of Larry Bell's Math Unravel Strategies; Focus resources to increase teacher knowledge base in mathematics through onsite professional development	Onsite professional development and administrative professional development, combined with classroom observation and classroom modeling along with building deeper content knowledge in a workshop environment. Increasing teacher knowledge base in new standards and effective instructional strategies will allow for increased student achievement	District and school-based leadership teams
Other (e.g. Migrant) [as needed]	Reading					
Other (e.g. Migrant) [as needed]	Mathematics					

Title I District Improvement Plan - (Part3_1)

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

Grade Level	Core Reading and Scientifically Research-Based Program(s)
	Harcourt StoryTown, Scott Foresman Reading Street and SRA Imagine It are the three reading programs used in Jackson County. Harcourt is used by Golson Elementary; Scott Foresman is used by Riverside Elementary, Cottondale Elementary, and Graceville Elementary; Imagine It is used at Sneads Elementary for grades K-5, Malone School for grades K-3, and Grand Ridge School for K-5. Each core program offers systematic, explicit instruction and appropriate practice in the critical elements of reading growth for each grade level from kindergarten through fifth grade. The programs provide clear guidance for teachers about strategies for reading, iii strategies, and strategies for ELL students and progress monitoring tools. All lessons are correlated to the Next Generation State Standards and grade level expectations. For 2011-2012, kindergarten reading curriculum was evaluated and changes were made to correlate kindergarten reading instruction to the Common Core Standards. During the summer of 2012, first grade reading curriculum will be evaluated and necessary changes will be made to correlate first grade reading instruction to the Common Core Standards. Teachers in second through fifth grade will also become famililar with the new Common Core Standards and meet within their schools to start blending both the Next Generation Sunshine State Standards with the new Common Core. The core reading programs' solid explicit and systematic instruction in the five reading component areas of phonemic awareness, phonics, vocabulary development, reading fluency (including oral language), and reading

comprehension strategies will ensure important scaffolding for teachers to use so that their instructional behaviors are more consistent with the principles of effective instruction. Teachers will learn to maximize the effectiveness of instructional delivery through scaffolding, differentiating instruction, flexible grouping, and assessment-driven instruction. Scientifically based supplemental materials will be used for students who are reading one or more grade levels below their grade level assignment. By implementing a high-quality core reading program, plus a high-quality intensive intervention program, students reading achievement will be optimized and the predictable consequences of early reading difficulties will dramatically decrease, thereby enabling teachers to catch students before they fall into reading failure.

To insure that the elements of reading instruction are integrated into a "coherent instructional design with high-quality and fidelity of implementation", schools will incorporate the findings of the National Reading Panel (NRP) Report (2000) into its core program. Each core reading program provides curricular and instructional practice opportunities, intervention strategies, and alignment of students' materials needed to deliver a coherent instructional program in reading that encompasses each of the five essential elements. The five basic reading components are:

ELEMENTARY

• Phonemic Awareness—Daily explicit instruction in phonemic awareness is delivered in the brief oral sessions beginning in Grade K with review in succeeding grades. The instruction links phonemes to letters rather than limiting instruction to phonemes alone. Explicit teaching about the manipulation of phonemes is provided in the two core reading programs by focusing only on one or two types of phoneme manipulation at a time, such as blending, manipulating, or segmenting.
• Systematic Explicit Phonics—Systematic instruction in phonics is a vital component of K-3 instructional design. Phonics refers to the understanding that there is a predictable relationship between phonemes (sounds) and graphemes (letters and spellings). Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words. The two core reading programs include systematic explicit phonics instruction to improve word recognition, accuracy in decoding, spelling, and comprehension.
• Vocabulary Development—Jackson County teachers will incorporate daily, explicit vocabulary instruction as designated in the core reading program, in subject area teaching and in activities with high quality literature. Vocabulary instruction will address four types of vocabulary: 1) Listening, 2) Speaking, 3) Reading, and 4) Writing. Each of the four types of vocabulary is addressed in the two core reading programs. Scientific research on vocabulary instruction reveals that 1) most vocabulary is learned "indirectly," and 2) some vocabulary must be taught "directly." The two core reading programs use a variety of strategies recognized by the National Reading Panel to address the four types of vocabulary and incorporate both direct and indirect instruction methods.
• Reading Fluency—Reading fluency is the ability to read a text accurately and quickly. Fluency provides a bridge between word recognition and comprehension. Teachers will model fluent expressive reading by reading aloud to their students. Other proven fluency strategies the teachers will engage students in will include: repeated guided oral reading, reading decodable text, access to leveled classroom libraries which match each student's instructional level, partner reading, echo reading, and choral reading to provide practice in fluency. Each of the core programs provide for fluency checks at regular intervals. Assessment forms will be used to gauge student progress.
• Comprehension—Daily comprehension strategy instruction as well as high-level questioning and in-depth conversation about meaningful, complex texts (both narrative and expository/informational) is essential for building understanding and teaching children to think. The NRP research states that combining reading comprehension techniques is the most effective way to prepare children to become good readers. Students learn to use comprehension strategies through teacher modeling. The teacher will encourage students to stop and ask questions and use strategies during reading instruction. For increased student metacognition, it is important for the teacher to move from teacher directed questions to student generated questions and responses. Webs, concept maps, story plot lines and other graphic organizers are found in teaching transparencies and workbooks provided through the core reading programs. In summary, through explicit instruction, cooperative learning, and by helping students use comprehension strategies in combination, the core reading program will provide a comprehensive and appropriate model that will improve student reading.

An initial lesson from the CCRP usually consists of 30-40 minutes per day of the required 90 minute uninterrupted reading block. For the remainder of the block, the teacher should then differentiate instruction focusing on the needs of students using the CCRP or SIRP. This differentiated instruction may be on grade level with special attention to the needs of each student or groups of students. In addition to the 90 minutes, the

Grade Level	
	classroom teacher, special education teacher, or reading resource teacher will provide immediate intensive intervention (iii) to children in need as determined by screening and/or diagnostic assessments.
MIDDLE	Middle grades reading course is not required for students scoring Level 3 and above on FCAT Teading. However, most Middle Schools within Jackson County offer developmental reading programs for students who are reading on and above grade level. Research-based vocabulary and comprehension strategies for the secondary content areas are presented in reading classes offered to middle grade students using various texts or teacher made materials (see Chart F). Teachers will develop lesson plans and videotape vocabulary and comprehension lessons taught in their specific content area classroom. Teachers present reading, writing, and critical thinking as interrelated skills and processes necessary for success in the upper grades. The courses are designed to enhance basic reading skills and to develop higher level vocabulary and comprehension skills, textbook reading techniques and learning strategies needed for success in the upper grades. The content of the courses moves beyond traditional sentence and paragraph exercises, offering a wide variety of activities and opportunities for journaling, supplemental readings, quick reference guides, and unique step-by-step writing assignments. The district will require that the offerings in our SIRP(s) and CIRP(s) introduce and increase the amount of complex text provided for our students in order to learn how to extract and use information from increasingly complex text. Additional exposure will be addressed in content area classes. Training will be provided to content area teachers so they can provide exposure to deep reading of complex texts as part of their classroom instruction. Shorter, challenging texts that elicit close reading and re-reading will be provided to students regularly at each grade to provide in the close analysis of more demanding text. Schools will place a high priority on the close, sustained reading of complex text.
HIGH	The district will support schools as they provide professional learning opportunities for teachers to study how to determine text complexity and how to make that complex text accessible for students with close readings and the Comprehension Instructional Sequence. This training will enable teachers to effectively use complex text as part of their instruction. The district will locate and/or purchase and distribute text exemplars for each grade band,using Appendix B of the Common Core State Standards as a resource. The district will encourage teachers through curriculum meetings and inservices to pull text for student use from a variety of sources, including but not limited to the Florida Electronic Library (Gale). The district may also explore a subscription to a database that offers a wide variety of complex texts on many different subject areas.
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
	At the present time, the district does offer a variety of after school reading intervention programs at most elementary schools. Some elementary schools offer SES (Supplemental Educational Services) tutoring, which is a state approved program, and other elementary schools (that do not qualify for SES) may offer teacher led after school interventions. Both types of after school services use research based materials, and in many cases, lessons are pulled from the CCRP, SIRP, or CIRP. The after school programs offer individual and/or small group instruction and strive for individualization to meet reading needs. The district is encouraging schools to increase additional exposure to complex text. The district will provide professional development in how to choose complex text and how to measure text complexity. The district will work to find and/or purchase and distribute text exemplars for each grade level. For the 2012-2013 school year, the district will start by purchasing books and poem text exemplars published in Appendix B in the Common Core standards. In addition to books, the district will encourage teachers through curriculum meetings and inservices to pull text for student use from a variety of sources, including but not limited to ReadWorks, science and social studies program sites, Gale, and other school based materials. The district may also explore a subscription to a database that offers a wide variety of complex texts on many different subject areas. Schools will also be encouraged to use a balanced approach using both literary and informational texts and be encouraged to pair the two different genres together when able.

ELEMENTARY	Planning for immediate intensive intervention can be accomplished by reducing the student/teacher ratio and/or providing instructional time beyond the regular scheduled 90 minutes. According to the district K-2 and 3-5 decision tree, students who do not meet specific levels of performance as determined by the district [Jackson County Primary Assessment in Reading (JCPA)] and state (FCAT) tests will be targeted for iii using a diagnostic assessment, such as the BDI and TDI assessments on FAIR. In cases where BDI and TDI assessment scores are of concern, further diagnostic assessments may take place, such as ERDA and DAR. Students will then be placed in iii groups according to specific needs. On-going progress monitoring, such as but not limited to FAIR, ThinkLink, STAR, STAR Early Literacy and program assessments, will be used to determine further instruction. If after frequent monitoring, it becomes evident that the student's goals are not being met, the School Response to Intervention (RtI) Team will convene to problem solve and determine if there are outside resources that can be utilized. Additional assistance could begin as early as the first semester of kindergarten for some students and will be available for as long as needed in order to maintain adequate progress in reading. Intervention efforts to address students instructional needs will be organized, recorded, and monitored through an Academic Improvement Plan. Each student's intervention plan will be reviewed at least three times a year and documented in his/her Academic Improvement Plan (AIP). If deemed necessary, the student's remediation plan may include suspension of special area classes or curriculum other than reading and math. All iii sessions will occur after students have participated in the full 90 minutes of the core reading curriculum instruction for the day.
MIDDLE	The district will require that the offerings in our SIRP(s) and CIRP(s) introduce and increase the amount of complex text provided for our students in order to learn how to extract and use information from increasingly complex text. Additional exposure will be addressed in content area classes. Training will be provided to content area teachers so they can provide exposure to deep reading of complex texts as part of their classroom instruction. Shorter, challenging texts that elicit close reading and re-reading will be provided to students regularly at each grade to provide in the close analysis of more demanding text. Schools will place a high priority on the close, sustained reading of complex text.
HIGH	The district will support schools as they provide professional learning opportunities for teachers to study how to determine text complexity and how to make that complext text accessible for students with close readings and the Comprehension Instructional Sequence. This training will enable teachers to effectively use complex text as part of their instruction. The district will locate and/or purchase and distribute text exemplars for each grade band,using Appendix B of the Common Core State Standards as a resource. The district will encourage teachers through curriculum meetings and inservices to pull text for student use from a variety of sources, including but not limited to the Florida Electronic Library (Gale). The district may also explore a subscription to a database that offers a wide variety of complex texts on many different subject areas.
Additional Information	

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	
MIDDLE	**Click here to Professional Development in Reading web page**
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.

		Frequency	Person/Department

Grade Level	Type (before- or after-school, extended day, extended year, etc)	and Duration	Responsible for Monitoring
ELEMENTARY	Schools may provide reading remediation before school, which may include access to technology driven reading curriculum in a computer lab setting. At the present time, the district does offer a variety of after school reading intervention programs at most elementary schools. Some elementary schools offer SES (Supplemental Educational Services) tutoring, which is a state approved program, and other elementary schools (that do not qualify for SES) may offer teacher led after school interventions. Both types of after school services use research based materials, and in many cases, lessons are pulled from the CCRP, SIRP, or CIRP. The after school programs offer individual and/or small group instruction and strive for individualization to meet reading needs. Over the summer, the district offers a variety of summer reading camps, which may include instruction for K-2 students and will include instruction for grade 3 students. In addition, students with an active IEP may be offered extended year programs. Schools may use students from the local college and staff from local businesses to serve as mentors for students during the day. The mentors will work with assigned students on increasing reading skills. Students will be assigned to the mentors based on weekly tests, timed readings, teacher observations, and teacher made assessments. All elementary school teachers are required to have at minimum a bachelor's degree and certification in the grade levels they teach. Reading coaches are expected to have a bachelor's degree and advanced coursework in reading is highly recommended. The district recommends that coaches and reading intervention teachers be reading endorsed or certified K-12. Coaches and intervention teachers should have experience as successful classroom reading teachers. Coaches are expected to exhibit knowledge of scientifically based reading research, special expertise in quality reading instruction, and ability to infuse reading strategies into content area instruction, and data management skills. Teachers for summer reading camps or extended day programs are required to have a record of successful classroom reading instruction. The Jacksn County School District presently provides after school remediataion for students in the elementary grades through the Title One allocations. The district contracts with approved SES providers to provide after school intensive reading instruction beyond the normal school day. The district also uses funds from other grants to provide after school initiates in reading intervention.		District and school-based leadership teams
	The district will require that students at the middle school level needing intervention in the area of decoding and text reading efficiency will have an extended time for reading class. This will be determined by FAIR scores. All 6-8 schools will offer preschool, after school and/or summer school activities that provide the opportunity for added instruction for lower scoring students. These schools will offer after school programs which provide additional instruction in reading. FCAT scores will be		

		District and school-based leadership teams
MIDDLE	downloaded into the district's Classwork software and prescribed selections from Classworks will be assigned to the students in the after school program. The schools will also work on FCAT Explorer activities, Read Alouds, complex text, Lexia, and shared reading activities. The district has a subscription with Discovery Learning that will offer students additional materials to work on skills not mastered in FCAT reading and math. Schools will offer tutoring programs staffed by higher performing secondary students (level 3 or above) needing community service hours for scholarships. Schools will implement positive mentoring programs (Character First) utilizing area businesses and individuals. Supplemental Educational Services (SES) is also offered to grades 6-8. These programs are state approved. They tutor students one or two days a week after school.	
HIGH	The district will ensure that extended intervention time is provided for high school students whose FAIR data indicates a deficit in decoding and text reading efficiency by providing extended time for reading instruction. Students will be identified using FAIR data (see Chart J). All 9-12 schools will offer preschool, after school and/or summer school activities that provide the opportunity for added instruction for lower scoring students. Schools will offer tutoring programs staffed by higher performing secondary students (level 3 or above) needing community service hours for scholarships. Schools will implement positive mentoring programs (Character First) utilizing area businesses and individuals. Programs will be offered to all students and a particular focus will be placed on recruiting struggling students to participate	District and school-based leadership teams
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	Level 1 & 2 students, bubble level 3 students	Differentiated instruction and remediation services as needed	Teacher and school-based leadership
MIDDLE	Level 1 & 2 students	Differentiated instruction and remediation services as needed	Teacher and school- based leadership
HIGH	Level 1 & 2 students	Differentiated instruction and remediation services as needed	Teacher and school-based leadership

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 Go Math	Everyday Counts, Destination Math, FCAT Explorer, ClassWorks, Curriculum Pathways, Brainchild, WebAchiever, FCAT Coach, Think Link , FCAT TestMaker, Education City, NCTM Navigation Series	Summer math academies; onsite professional development provided by a math consultant; onsite professional development provided by lead teachers; learning communities and lesson study groups; new teacher program.
MIDDLE	Larson Big Ideas Math, Florida Edition	Middle School Math(McDougal Litel), Passports (McDougal Litel), Sci-Tech, Brainchild, Sharpen Up, Buckle Down, FCAT Math Coach, FCAT Explorer, ThinkLink, FCAT TestMaker, NCTM Navigation Series	Summer math academies; onsite professional development provided by a math consultant; onsite professional development provided by lead teachers; learning communities and lesson study groups; new teacher program.
HIGH	McDougall/Litel,Algebra I,Algebra II Geometry by Heath; Geometry (McDougal,Litel);PreAlgebra (McDougalLitel) Glencoe Notables and Mathematics/Application and Concepts Course I and II	SciTech; SharpenUp; Buckle Down; FCAT Math Coach; Glencoe Math; The Harcourt Math Program; ClassWorks; Curriculum Pathways; Brainchild; WebAchiever; FCAT Explorer; Preparing for FCAT(Amsco); The Math Playbook (Martin N. Mooney; Plato; ThinkLink; FCAT Testmaker	Onsite professional development provided by lead teachers; learning communities and lesson study groups; new teacher program.

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 Remediation: SES for Title I SINI schools and District after school tutoring	Grades 3-10 Level 1 and 2 FCAT Math	throughout the year.2-4 days a week	School based administrator or designee
Saturday School	Grades 3-5	throughout the year, 2-3 hours or whole day "boot camp"	Teacher and school based administrator
Extended School Year	Exceptional students as needed for regression, recoupment, progress behaviors..., as determined by the IEP goals	4 weeks in the summer	ESE Director, School-based administrator, ESE teacher
Credit Recovery	Students who are behind in credits/grade level mastery	After school and 6 weeks in the summer	Director of Secondary Education/Designee, School-based administrator

In-class and pull-out in school remediation	Grades K-5 at risk students, FCAT Level 1,2 students	Daily, throughout the year	Teacher, School-based administrator, RtI Team

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	ScottForesman Science; Harcourt Science	Modular Units endorsed by the National Science Foundation; AIMS Books; FCAT TestMaker;United Streaming;SRA Science; Measuring Up- Science; ThinkLink, Classworks	PAEC PROMISE Institutes; EETT Science Grant Professional Learning; Science consultant at the schools modeling lessons, walkthroughs and providing school-based professional development
MIDDLE	MCDougalLittel Science Series grades 6-8	Sciencesaurus Resource Books; FCAT TestMaker; United Streaming;Think Link, Classworks	PAEC PROMISE Institutes; Science consultant at the schools modeling lessons, walkthroughs and providing school-based professional development
HIGH	Glencoe Merrill Science; Glencoe Science Physical Science; Basic Chemeistry PrenticeHall;Biology Johnson and Raven Holt Rinehart Winston	LIFE"Learning FLorida's Environment;Water's Journey;Study Island; FCAT TestMaker; United Streaming, Classworks	PAEC PROMISE Institutes; Science consultant at the schools modeling lessons, walkthroughs and providing school-based professional development

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 Remediation	Grades 5-11	throughout the year, 2-3 days a week	school-based administrator

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	6 Traits Writing	Melissa Forney Razzle Dazzle writing curriculum;SRA ImagineIt! writing component; Scott Foresman REading Program; Elements of Reading: Vocabulary; Writing Coach	6-Traits Training by lead teacher at each school; writing consultant onsite classroom walkthroughs and professional development; Melissa Forney workshop

MIDDLE	6 Traits Writing	Six Plus One Traits of Writing; Writers Express; FCAT Coach Writing; Elements of Writing	6-Traits Training by lead teacher at each school; writing consultant onsite classroom walkthroughs and professional development
HIGH	6 Traits Writing	Six Plus One Traits of Writing; Writers Express; FCAT Coach Writing; Elements of Writing	6-Traits Training by lead teacher at each school; writing consultant onsite classroom walkthroughs and professional development

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
After School/Saturday Remediation and Writing "Boot Camp"	Students scoring 3 and below on Jackson County Writes (progress monitoring test); Students in grades 4,8,and 10	Throughout the year (1-2 days a week); Boot Camp in February/March Saturdays or week long afterschool	School-based administrator, lead writing teacher

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.

Title I funds are budgeted so that they can be monitored through the district's financial system. Reports will be monitored frequently to ensure that money is being targeted correctly and that at least the required amounts are being spent on professional development programs. A district fund manager is assigned specifically to Title I to ensure that funds are spent and managed correctly.

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
		The Jackson County School Board will continue to employ a staff member to coordinate partnerships between the school and the community; continue the use of an on-line communication with parents that allow them to check their child's attendance, school grades, teacher assignments, access to calendars that list district and school information, and communicate with the school or		

Communication between the home and school	Parent surveys are tabuleted each year to determine the greatest needs of parents	school staff via email; school web sites; Title I schools will hold, at least annually, a Title I Parent Night; continue to invite parents and community members to visit their schools and eat lunch with the students. Some other strategies to involve parents include: parent nights to introduce parents to new standards and give strategies for assisting students at home; grade level parent orientations; parent organizations which encourage parents to join during orientation and throughout the year; newsletters sent home to parents; meetings in which parents are involved in developing AIP, IEP, and Reading Success plans; conferences with teachers; ESE parent support groups; student work sent home to keep parents informed of student assignments and progress; opportunities to volunteer in classrooms; Parent-Community/Child Read-Aloud night; agenda books sent home also promote daily communication between parents and teachers; work with PIRC representative to involve community agencies to gain parental involvement in the schools.	End of the year surveys; parent conferences; SAC and District Advisory Councils; Interested Parent Groups such as PTO and booster clubs	Distric and school level leadership teams

Title III District Improvement Plan

Title III, Section 3122(b)(2)

This section addresses the requirements for a district that did not make progress towards meeting Annual Measurable Achievement Objectives for 2 consecutive years. These districts shall develop an improvement plan that will ensure that the district meets such objectives. The improvement plan shall specifically address the factors that prevented the district from achieving such objectives.

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

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

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	**Personnel Responsible**	**Timeline**	**Funding Source**

3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)	**Personnel Responsible**	**Timeline**	**Funding Source**

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	**Personnel Responsible**	**Timeline**	**Funding Source**

5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.	**Personnel Responsible**	**Timeline**	**Funding Source**

6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.	Personnel Responsible	Timeline	Funding Source

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

District Assistance and Intervention Plan: Differentiated Accountability

Section 1001.42(18), Florida Statutes

This section addresses how the district will provide assistance and intervention to schools in danger of not meeting state standards or not making Adequate Yearly Progress by implementing the required support and interventions under Differentiated Accountability.

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

No Attached district's Differentiated Accountability Checklist of Compliance.