

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Dixie



Contact Person: Denee Hurst
Title: Director of Curriculum
E-mail: deneehurst@dixie.k12.fl.us
Phone Number: 352-498-6138
Fax: 352-498-1308

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John L. Winn,
Commissioner
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida 32399

Title I District Improvement Plan

Title I, Section 1116(c)(7)

This section addresses the requirements for districts that have been identified as in need of improvement.

Directions: Address each item below and provide your response in the appropriate cell or text box.

Title I District Improvement Plan - (Part1_1)

1) Summarize the process used to write this plan. Include how parents, school staff, and others were involved.

The district school improvement plan was written with the involvement of all four district's School Advisory Council (SAC). The parent stakeholders of each of these SAC's provided input that was implemented into the district plan. Instructional staff also provided invaluable information that was included into the plan.

Title I District Improvement Plan - (Part1_2)

STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

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Title I District Improvement Plan - (Part 2)

2) Based on the 2011-2012 AMO data and the 2012-2013 achievement objectives, identify the specific academic problems of low-achieving students, the fundamental teaching and learning needs of each subgroup, and how these will be addressed. Also, include why the prior plan did not sufficiently meet these needs. Complete for each subgroup/subject area not making satisfactory progress. Add additional strategies as needed. For English Language Learners (ELL), if the district receives Title III funds see section "Title III District Improvement Plan."

Subgroup not making satisfactory progress.	Subject Area	Specific Teaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
Total	Reading					
Total	Mathematics					
White	Reading	<p>1. Most of the low achieving students have a major deficiency in reading comprehension.</p> <p>2. Many of the low achieving students do not receive the needed intensive remediation in a timely manner.</p>	The progress monitoring instrument used district-wide was not reliable in reporting students' progress.	The district will implement a new progress monitoring instrument (Discovery Education Assessment).	1. Professional Development training for instructional personnel will be provided in the use of Discovery Education Assessment. 2. Professional Development training for instructional personnel will be provided on Common Core Standards.	Denee Hurst, Director of Curriculum
White	Mathematics	<p>1. Most of the low achieving students, at the elementary school level, do not have a solid foundation of math skills.</p> <p>2. Many of the low achieving students do not receive the needed intensive remediation in a timely manner.</p>	The progress monitoring instrument used district-wide was not reliable in reporting students' progress.	The district will implement a new progress monitoring instrument (Discovery Education Assessment).	1. Professional Development training for instructional personnel will be provided in the use of Discovery Education Assessment. 2. Professional Development training for instructional personnel will be provided on Common Core Standards.	Denee Hurst, Director of Curriculum
		<p>1. Most of the low achieving students have a major deficiency in reading comprehension.</p>	The progress monitoring instrument used	The district will implement a new progress monitoring	1. Professional Development training for instructional personnel will be provided in the use of Discovery Education	Denee Hurst,

Black	Reading	2. Many of the low achieving students do not receive the needed intensive remediation in a timely manner.	district-wide was not reliable in reporting students' progress.	instrument (Discovery Education Assessment).	Assessment. 2. Professional Development training for instructional personnel will be provided on Common Core Standards.	Director of Curriculum
Black	Mathematics	1. Most of the low achieving students, at the elementary school level, do not have a solid foundation of math skills. 2. Many of the low achieving students do not receive the needed intensive remediation in a timely manner.	The progress monitoring instrument used district-wide was not reliable in reporting students' progress.	The district will implement a new progress monitoring instrument (Discovery Education Assessment).	1. Professional Development training for instructional personnel will be provided in the use of Discovery Education Assessment. 2. Professional Development training for instructional personnel will be provided on Common Core Standards.	Denee Hurst, Director of Curriculum
Hispanic	Reading					
Hispanic	Mathematics					
Asian	Reading					
Asian	Mathematics					
American Indian	Reading					
American Indian	Mathematics					
Economically Disadvantaged	Reading	1. Most of the low achieving students have a major deficiency in reading comprehension. 2. Many of the low achieving students do not receive the needed intensive remediation in a timely manner.	The progress monitoring instrument used district-wide was not reliable in reporting students' progress.	The district will implement a new progress monitoring instrument (Discovery Education Assessment).	1. Professional Development training for instructional personnel will be provided in the use of Discovery Education Assessment. 2. Professional Development training for instructional personnel will be provided on Common Core Standards.	Denee Hurst, Director of Curriculum

Economically Disadvantaged	Mathematics	<p>1. Most of the low achieving students, at the elementary school level, do not have a solid foundation of math skills.</p> <p>2. Many of the low achieving students do not receive the needed intensive remediation in a timely manner.</p>	The progress monitoring instrument used district-wide was not reliable in reporting students' progress.	The district will implement a new progress monitoring instrument (Discovery Education Assessment).	<p>1. Professional Development training for instructional personnel will be provided in the use of Discovery Education Assessment.</p> <p>2. Professional Development training for instructional personnel will be provided on Common Core Standards.</p>	Denee Hurst, Director of Curriculum
English Language Learners	Reading					
English Language Learners	Mathematics					
Students with Disabilities	Reading	<p>1. Most of the low achieving students have a major deficiency in reading comprehension.</p> <p>2. Many of the low achieving students do not receive the needed intensive remediation in a timely manner.</p>	The progress monitoring instrument used district-wide was not reliable in reporting students' progress.	The district will implement a new progress monitoring instrument (Discovery Education Assessment).	<p>1. Professional Development training for instructional personnel will be provided in the use of Discovery Education Assessment.</p> <p>2. Professional Development training for instructional personnel will be provided on Common Core Standards.</p>	Denee Hurst, Director of Curriculum
Students with Disabilities	Mathematics	<p>1. Most of the low achieving students, at the elementary school level, do not have a solid foundation of math skills.</p> <p>2. Many of the low achieving students do not receive the needed intensive remediation in a timely manner.</p>	The progress monitoring instrument used district-wide was not reliable in reporting students' progress.	The district will implement a new progress monitoring instrument (Discovery Education Assessment).	<p>1. Professional Development training for instructional personnel will be provided in the use of Discovery Education Assessment.</p> <p>2. Professional Development training for instructional personnel will be provided on Common Core Standards.</p>	Denee Hurst, Director of Curriculum
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)
ELEMENTARY	<p>Pearson Scott Foresman Reading Street (K-2) and Harcourt Storytown (3-5) will be the heart of our reading instruction. These series will be used during the core reading block as our initial instruction in grades K-5.</p> <p>Pearson Scott Foresman Reading Street and Harcourt Storytown address all five areas of reading and correlate to all Reading and Language Arts Sunshine State Standards. These two series will provide differentiated instruction and will be used to instruct students on grade level. Teachers will analyze texts from these reading series and incorporate additional texts of varying levels of complexity into their reading instruction as needed.</p> <p>Read 180 is a research-based comprehensive intervention reading program. Daily lessons consist of a whole group instructional session rich in read alouds, modeling, and reading strategies; three small-group rotating sessions where phonics, fluency, vocabulary, and comprehension skills are incorporated; and a whole group wrap-up session.</p> <p>Read 180 will be used for students in 4th and 5th grade reading one to two years below grade level or scoring a 1 or 2 on FCAT.</p> <p>Failure Free is an intervention/remedial program that will be used for the lowest performing (bottom 15 percent) readers to accelerate reading growth.</p> <p>In K-2 teachers will align instruction to meet the CCSS for English Language Arts by correlating the CCSS to the Scott Foresman series. Focusing on these standards they will fill the gaps found in the reading series as necessary.</p> <p>In addition to the programs listed above the following materials will be used to fill gaps in student knowledge or skill and will be used to provide additional instruction and practice throughout the school day as needed:</p> <p>Secret Stories: Secret Stories provides learners with the necessary phonics tools to effectively manipulate phonemic patters.</p> <p>Reading A-Z: Reading A-Z can be used with students that have phonics, fluency, vocabulary or comprehension needs.</p> <p>Elements of Reading Kits: These kits are designed to provide reinforcement instruction in one of the following areas of reading-PA, phonics, vocabulary, fluency.</p> <p>Great Leaps: Great Leaps is a supplementary program used to improve fluency in phonics, sight words, sight phrases, and sight stories.</p> <p>Junior Great Books: JGB is a literature-based program designed to develop critical thinking and reading comprehension. It includes a balance or oral and written language.</p>
	<p>The focus of our reading program for level 3 and above students will be delivered in a variety of ways. Students will be enrolled in either a critical thinking class or a virtual school class. The critical thinking (CT) classes are structured much like a grade level reading class for students who are on or above grade level in reading. Springboard English Textual Power by The College Board and The Daybook of Critical Reading and Writing by Houghton Mifflin will be used for curriculum in CT classes, along with Steck Vaughn Rev-It</p>

Up Vocabulary Kits and Teenbiz3000. This curriculum provides instruction which deepens students' critical thinking, writing, and text comprehension skills. In addition, reading instruction will be incorporated across the curriculum in content area classes for all students at all levels. Content area classes will make close reading and rereading of texts a central part of their lessons. Several content area teachers plan to become NGCAR-PD trained in 2012-2013, and will be able to incorporate a wide variety of reading skills and strategies into their classroom content. Language arts teachers will follow grade level NGSSS by incorporating writing prior to and in response to textual reading, and modeling and scaffolding as needed (without preempting or replacing text) based on students needs. Core classes will continue to be five (5) days per week and will emphasize vocabulary development and comprehension strategies through the content area curriculum. Using the progress monitoring instruments Thinkgate and FAIR, all students will be progress monitored on reading skills and appropriate interventions will be implemented according to students' individual needs. Students who are L4 or L5 may have the option of taking a virtual school class in place of the Critical Thinking class.

Dixie District Virtual:

Intensive Language Arts: An intensive "whole group instruction" course with content that specifically targets identified decoding and/or fluency deficiencies. This consists primarily of PACE, Fast ForWord, additional supplemental programs as needed (e.g., Study Island, HeadSprout®, Skills Tutor, Raz-Kids), and specific LiveLessons for "small group differentiated instruction." It provides daily:

- Whole group explicit instruction
- Small group differentiated instruction
- Independent reading practice, using classroom library materials, monitored by the teacher
- Infusion of Sunshine State Standards (SSS) benchmarks specific to the subject area blocked with the intensive reading course and
- A focus on informational text at a ratio matching FCAT

PACE or "The Program for All Children to Excel" reading was created to ensure that all eligible students attain proficiency in reading. In this course, students are assigned a personalized course of study that allows for increased learning time in reading. In addition to an increased focus on core curricular content and the SSS reading standards, PACE teachers incorporate additional online resources to monitor student performance and address students' instructional needs. Study Island, a web-based test preparation program, is used as part of the course to pre- and post-test students to identify and help remediate academic skill weaknesses. This well-known program is also used to introduce and reinforce the state's tested language arts skills. In addition and as explained earlier, PACE teachers increase the occurrence of live, synchronous direct instruction through the extensive use of LiveLesson sessions. PACE has been found to foster a strong foundation in basic skills and increases self-confidence as students succeed in the program. PACE also includes independent reading practice through Study Island (which also includes a focus on informational text in accordance with the FCAT) as well as the regular reading materials in the course which vary by grade. Students will also be required to read from assigned trade books, reading texts, other subject area texts, or other teacher-approved materials (which will also be selected with attention to the informational text requirement). Students will keep a log of this reading which will be submitted to the teacher each week.

Fast ForWord® program developed by Scientific Learning, Inc. (www.scientificlearning.com) accelerates learning by improving the processing efficiency of the brain. The program is based on more than 30 years of neuroscience and cognitive research. Fast ForWord simultaneously builds the cognitive skills of memory, attention, processing rate, and sequencing, along with the foundational reading skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension - skills essential for reading intervention program success. The strengthening of these skills will result in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar, and other skills necessary to learn how to read or to become a better reader. Fast ForWord is a proven leader in reading intervention and is recognized throughout Florida and the nation as a top product for improving reading outcomes through documented research on test score performance. The Fast ForWord program may be supplemented, as appropriate, through the use of other proven reading intervention tools, including but not limited to, Study Island, HeadSprout®, Skills Tutor, and Raz-Kids.

Students will be assigned specific modules from the Fast ForWord family of products based on the

MIDDLE

evaluation described earlier. A specific schedule will be assigned to each student and student engagement with the program will be monitored. Teachers will also frequently review the detailed progress reports provided by the product and will then communicate with the student by phone (and online or by phone with the parent) concerning the results and will implement the specific interventions which are recommended by the products based on the student's performance. Teachers will also modify which product the student is using based on their progress until the student has remedied the deficiency. It is important to note that teachers are actively engaged with the Fast ForWord program through monitoring its regular progress reports and interacting with students based on the results obtained, including changing the Fast ForWord content that is assigned as the student progresses.

Junior Great Books: FLVSCA has an exclusive partnership with the Great Books Foundation to provide instruction and facilitated discussion with students in an online setting. We offer this Junior Great Books program to our gifted and talented students in grades 3–8 language arts courses. In this highly regarded program, students deepen their critical thinking, writing, and comprehension skills by reading great literary works, completing online activities, and engaging in Shared Inquiry™, a method of actively interpreting a text with others in a group. Using the Junior Great Books message board, gifted students can also socialize while sharing insights about great books.

Discovery Education: Discovery Education streaming is the only digital video-based learning resource scientifically proven to increase student achievement with comprehensive K-12 curriculum coverage in six core subject areas and correlated to state standards. Discovery Education streaming provides increased choice of resources appropriate to what educators are teaching.

Brain Pop: BrainPOP® is a leading producer of educational animated movies targeted to students in grades K–8, but enjoyed by students of all ages. BrainPOP movies explain concepts in a voice and visual style that is accessible, educational, and entertaining.

Compass Learning: Compass Learning®, a leading provider of educational technology, provides a browser-based curriculum and assessments to promote differentiated instruction. The program allows students to move forward at their own pace, and provide opportunities for students who need remediation or enrichment.

Take Me To Your Readers: The Little Planet Learning series "Take Me To Your Readers" contains videos to help students become better readers. Research-based reading themes come alive with variety and fun for emergent readers. Skills include thoughtful conversation, building vocabulary and knowledge, and comprehension of material.

Educational Technology and Online Learning Course Description: K to the 8th Power provides an easy-to-use platform for developing computer literacy and applied technology skills. The curriculum develops computer-literate and technology-savvy students while reinforcing national and state academic standards.

Keyboarding: In this course, the student will explore a variety of keyboarding strategies including learning the function of all the keys, how to find them quickly, and the importance of keyboarding for his future career.

Major concepts of this course include the alphabetic and numeric keyboard, history of the keyboard and new technology, and keyboard skill building (speed and accuracy). Read 180 Enterprise Edition will be used to accelerate growth in reading for Level 1 and Level 2 disfluent students. This program provides skills and strategies that align with the NGSSS for Reading. There will be 4-8 blocks of 100 minutes per day to provide Level 1 and Level 2 disfluent students the appropriate remedial opportunities based on diagnostic information. Read 180 Enterprise Edition will be used to provide whole group instruction and targeted small group instruction with three small group rotating sessions. Students will use the READ 180 r-book, the classroom library, and the Read 180 computer program, along with various other supplemental teacher resources in the READ 180 classroom. The teacher, with the assistance of a paraprofessional, will use progress monitoring data to assist students in transitioning from lower level text to increasingly more complex and challenging text as they work through both the small group teacher center and the independent reading center. Reading teachers of Level 1 and Level 2 disfluent students will also work in conjunction with language arts teachers to insure that students are learning appropriate strategies and techniques which will allow them to extract and use information from increasingly complex text. Based on need (as demonstrated by progress monitoring assessment data) some of the Level 1 and Level 2 disfluent students will receive additional instruction through the Read Naturally or Failure Free Reading programs. Both Read Naturally and Failure Free Reading incorporate small group differentiated instruction, as well as independent reading practice monitored by the teacher or classroom paraprofessional. Student instruction includes a scaffolding process that guides students to learn and use appropriate strategies and techniques which allow them to extract and use information from increasingly complex text levels.

	<p>Level 2 fluent students will be placed in either an intensive reading classroom or in a content area classroom with a reading endorsed or NGCAR-PD trained teacher for 50 minutes of instruction per day. Research-based reading skills and strategies which are aligned with the benchmarks assessed by FCAT 2.0 will be used to provide intensive instruction to students through the use of READ XL by Scholastic or through the state approved curriculum of the content area class taught by the NGCAR-PD trained teacher. These classes will also incorporate vocabulary instruction through the use of Steck Vaughn Rev-It-Up Vocabulary Kits and comprehension skill instruction and practice through Teenbiz3000. The 50 minute reading intervention course will include whole group explicit instruction, small group differentiated instruction, and independent reading practice monitored by the teacher. In content area classes where Level 2 fluent students are being served by a NGCAR-PD trained teacher, reading and language arts benchmarks specific to the subject area will be incorporated into the content area curriculum. All students receiving remediation will be progress monitored regularly. The progress monitoring results will allow students the opportunity to receive instruction that serves their individual needs. READ 180, READ XL, and content area classrooms with NGCAR-PD trained teachers all provide appropriate scaffolding through the incorporation of various reading strategies which allow students the opportunity to experience the deeper complexity of the text being used. This scaffolding provides support that guides the students to focus on the text, rather than preempt or replace the text. The reading strategies taught to students during the scaffolding process then effectively transfer across the curriculum into the other content area classes.</p> <p>Language Arts classes will provide students with comprehensive instruction in order to meet learning needs in specific areas of reading. Students will use Junior Great Books, which provides the scaffolding needed to analyze great literary words and assists in deepening the students' critical thinking, writing, vocabulary and text comprehension skills. Other materials that will be used in language arts classes are Jamestown Signature and Critical Reading Series, Jamestown Literature Adapted Reader, and Impact books. A variety of additional supplemental materials will also be used to target vocabulary and comprehension needs, as determined based on progress monitoring assessments. Scaffolding is provided by teachers in all Language Arts classes in order to enable all students the opportunity to experience complex text. The scaffolding is provided by the teachers as a guide to assist students in focusing on the deeper meaning of the complex text. The skills and strategies taught with effective scaffolding align with the benchmarks that are assessed by FCAT 2.0. In addition, follow-up support is provided by the teachers in order for the students to continue to be able to experience other forms of complex text. This follow-up support includes using questioning to probe students knowledge and understanding of what they have read, as opposed to providing students with explanations of the textual content.</p>
HIGH	<p>The core and supplemental reading programs are comprised of different components depending on the level of instruction of each individual student. All core and supplemental reading programs have been screened in order to provide an increase in the number of complex texts offered to students. An emphasis in the programs is placed on reading more complex, challenging texts. In addition, teachers will use complex texts as instructional tools for student learning by implementing Junior Great Books and the CIS model. Teachers have been instructed of the impact of text complexity in reading. Therefore, all teachers will use the Comprehension Instructional Sequence as a means of providing student success with complex text through an integrated and interdisciplinary approach. The model provides the necessary scaffolds for students in order to successfully extract meaning from challenging texts. All students will be supported through the reading of complex texts by teacher modeling and scaffolding from the teacher. Lastly, students will be expected to successfully draw meaning from complex texts through individual text interaction. The CIS model and Junior Great Books will be used in addition to all other supplemental and core reading programs.</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
	<p>At this time we are not required to have a one hour extended day, however, we currently provide SES services, an after-school program provided by corrective action \$ and a weekly family learning night.</p> <p>If in the future we are required to provide the one hour extended day we will plan on using the intervention</p>

ELEMENTARY

materials from our CCRP to ensure that intervention will align with reading instruction provided during the school day. Other supplemental materials would include Achieve 3000, Study Island, Kid's College and the Failure Free Reading program.

Students will be intrinsically motivated to be successful readers through a variety of methods including instruction designed to meet individual needs to assure success and progress toward mastery. Teachers will provide differentiated instruction using varied modalities and learning styles to ensure positive instruction to intrinsically motivate students to become successful readers.

The district will provide inservice for teachers on text complexity. Teachers will analyze texts and incorporate additional texts of increased levels of complexity as needed.

Additional exposure to complex text will also occur during content area classes.

Students targeted to receive immediate intensive intervention will be provided differentiated instruction after the Core Reading Block. Assessment data (FAIR, DAR, FAIR Toolkit) will be used to determine appropriate intervention needs for each student. Individual academic needs will be addressed in small groups or on an individual basis. During the iii small group instruction the focus will be on acquiring the needed reading skills and then applying them to progressively more complex text. The teacher may utilize explicit instruction using ancillary materials from the CCRP, research-based protocols, or supplemental materials to differentiate the instruction presented in the whole group lesson while making sure the materials used are of an appropriate level of text complexity.

Learning Centers or Cooperative Learning Groups will be used to practice and reinforce instruction incorporating activities that promote high student engagement for students who are not meeting with the teacher. Student placement in groups is flexible, differentiated and will include clearly articulated academic goals connected to the five essential components of reading. A minimum of 20 minutes per day will be designated for iii per student.

MIDDLE

Read 180 Enterprise Edition will be used to accelerate growth in reading for Level 1 and Level 2 disfluent students. This program provides skills and strategies that align with the NGSSS for Reading. There will be 4-8 blocks of 100 minutes per day to provide Level 1 and Level 2 disfluent students the appropriate remedial opportunities based on diagnostic information. Read 180 Enterprise Edition will be used to provide whole group instruction and targeted small group instruction with three small group rotating sessions. Students will use the READ 180 r-book, the classroom library, and the Read 180 computer program, along with various other supplemental teacher resources in the READ 180 classroom. The teacher, with the assistance of a paraprofessional, will use progress monitoring data to assist students in transitioning from lower level text to increasingly more complex and challenging text as they work through both the small group teacher center and the independent reading center. Reading teachers of Level 1 and Level 2 disfluent students will also work in conjunction with language arts teachers to insure that students are learning appropriate strategies and techniques which will allow them to extract and use information from increasingly complex text. Based on need (as demonstrated by progress monitoring assessment data) some of the Level 1 and Level 2 disfluent students will receive additional instruction through the Read Naturally or Failure Free Reading programs. Both Read Naturally and Failure Free Reading incorporate small group differentiated instruction, as well as independent reading practice monitored by the teacher or classroom paraprofessional. Student instruction includes a scaffolding process that guides students to learn and use appropriate strategies and techniques which allow them to extract and use information from increasingly complex text levels.

Level 2 fluent students will be placed in either an intensive reading classroom or in a content area classroom with a reading endorsed or NGCAR-PD trained teacher for 50 minutes of instruction per day. Research-based reading skills and strategies which are aligned with the benchmarks assessed by FCAT 2.0 will be used to provide intensive instruction to students through the use of READ XL by Scholastic or through the state approved curriculum of the content area class taught by the NGCAR-PD trained teacher. These classes will also incorporate vocabulary instruction through the use of Steck Vaughn Rev-It-Up Vocabulary Kits and comprehension skill instruction and practice through Teenbiz3000. The 50 minute reading intervention course will include whole group explicit instruction, small group differentiated instruction, and independent reading practice monitored by the teacher. In content area classes where Level 2 fluent students are being served by a NGCAR-PD trained teacher, reading and language arts benchmarks specific to the

	<p>subject area will be incorporated into the content area curriculum. All students receiving remediation will be progress monitored regularly. The progress monitoring results will allow students the opportunity to receive instruction that serves their individual needs. READ 180, READ XL, and content area classrooms with NGCAR-PD trained teachers all provide appropriate scaffolding through the incorporation of various reading strategies which allow students the opportunity to experience the deeper complexity of the text being used. This scaffolding provides support that guides the students to focus on the text, rather than preempt or replace the text. The reading strategies taught to students during the scaffolding process then effectively transfer across the curriculum into the other content area classes.</p> <p>Language Arts classes will provide students with comprehensive instruction in order to meet learning needs in specific areas of reading. Students will use Junior Great Books, which provides the scaffolding needed to analyze great literary words and assists in deepening the students' critical thinking, writing, vocabulary and text comprehension skills. Other materials that will be used in language arts classes are Jamestown Signature and Critical Reading Series, Jamestown Literature Adapted Reader, and Impact books. A variety of additional supplemental materials will also be used to target vocabulary and comprehension needs, as determined based on progress monitoring assessments. Scaffolding is provided by teachers in all Language Arts classes in order to enable all students the opportunity to experience complex text. The scaffolding is provided by the teachers as a guide to assist students in focusing on the deeper meaning of the complex text. The skills and strategies taught with effective scaffolding align with the benchmarks that are assessed by FCAT 2.0. In addition, follow-up support is provided by the teachers in order for the students to continue to be able to experience other forms of complex text. This follow-up support includes using questioning to probe students knowledge and understanding of what they have read, as opposed to providing students with explanations of the textual content.</p>
HIGH	The core and supplemental reading programs are comprised of different components depending on the level of instruction of each individual student. All core and supplemental reading programs have been screened in order to provide an increase in the number of complex texts offered to students. An emphasis in the programs is placed on reading more complex, challenging texts. In addition, teachers will use complex texts as instructional tools for student learning by implementing Junior Great Books and the CIS model. Teachers have been instructed of the impact of text complexity in reading. Therefore, all teachers will use the Comprehension Instructional Sequence as a means of providing student success with complex text through an integrated and interdisciplinary approach. The model provides the necessary scaffolds for students in order to successfully extract meaning from challenging texts. All students will be supported through the reading of complex texts by teacher modeling and scaffolding from the teacher. Lastly, students will be expected to successfully draw meaning from complex texts through individual text interaction. The CIS model and Junior Great Books will be used in addition to all other supplemental and core reading programs.
Additional Information	

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Click here to Professional Development in Reading web page
MIDDLE	
HIGH	
Additional Information	

Title I District Improvement Plan - (Part 3_2)

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

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
ELEMENTARY	<p>Outside provider options will be offered through Title 1 for after-school programs. At Anderson Elementary there is a Family Learning Nights offered to all students which enables parents and children the opportunity to come to school to read together, use Accelerated Reader, and use technology resources such as Achieve 3000, Kid's College and FCAT Explorer.</p> <p>Since the ultimate goal of these activities is reading comprehension, they link nicely to the reading instruction provided during the school day.</p> <p>Summer school will be offered for 3rd graders who scored a Level 1 on FCAT only. The Intervention component of Harcourt, Read Naturally, Failure Free, AR, Achieve 3000, FCAT Explorer, and Study Island are some of the reading activities that will be used.</p> <p>Reading intervention teachers must be teachers that are reading-certified in the grade(s) they are teaching.</p> <p>Neither of our elementary schools have been identified among the 100 lowest-performing schools based on reading assessment. Both elementary schools are currently "A" schools and will continue to utilize the SES after school providers to provide additional time outside the school day. School administrators encourage instructional staff to teach for the various SES after school providers.</p>		Title I Director/School Principal
MIDDLE	<p>Ruth Rains Middle School recognizes the value of extended intervention time for students in need of decoding and text reading efficiency at the middle school level. When planning master schedules the school insures that there are at least 2 elective classes available for students. When building individual student schedules, students in need of extended reading intervention time will not have the option of taking these elective classes. These students' schedules will consist of a combination of core classes and intensive reading intervention classes. Elective classes will only be added after core and intensive reading intervention classes have been scheduled where necessary. Our school recognizes that the need for extended reading intervention courses supersedes their choice of taking elective courses. Students who demonstrate a deficiency in decoding and text reading efficiency may also be placed in a separate RTI class where they will receive instruction designed to improve their fluency. The programs we use to build their decoding and text reading efficiency are Failure Free Reading, Great Leaps, and Read Naturally.</p> <p>Ruth Rains Middle School plans to implement four weeks of summer school classes for struggling students. Summer School will be provided unless budget constraints prohibit it. Students will also be provided before, after, and summer reading activities through the Achieve 3000 and Kids College programs. These are independent reading computer programs in which students can log on and work at home as well as at school at their independent reading level. Teachers will be able to access reports of all work completed by their students and track their participation and progress.</p> <p>Mentoring or tutoring opportunities are also available for struggling students. Some teachers offer before or after school tutoring</p>		Title I Director/School Principal

	<p>assistance. During these tutoring sessions they may assist kids with instruction, depending on student needs. Some teachers have working lunches where students are invited to join them. These working lunches provide an opportunity for students to share any problems or concerns they are having with schoolwork, and teachers provide appropriate guidance to assist students in getting back on track. We also open our school library early each morning, providing students the opportunity to check out books for independent reading. Our library is staffed with a trained paraprofessional who assists students in checking out appropriate level books based on progress monitoring data from STAR that indicates the independent reading level of the student. This ensures that struggling students are reading at an appropriately challenging level. This year we also plan to implement FCAT "bootcamps". Students who are in intensive reading remediation will be invited to attend these bootcamps after school for intensive tutoring/strategy sessions on specific reading comprehension skills, in hopes of boosting their academic success on FCAT in the 2012-2013 school year.</p>		
HIGH	<p>All students who score a level 1 or 2 on FCAT will be screened in order to provide the necessary individual intervention. If a student's assesment data indicates a need for decoding and/ or text reading efficiency intervention, then the student will receive an extended block of intervention time which is built into the master schedule. All screening data will include FCAT results, FAIR data, weekly progress monitoring data, and teacher recommendation.</p> <p>Reading remediation tutoring opportunities will be offered before or after school and during the summer. The groups will range from individual instruction to small groups with a maximum of five students. Summer school will be available subject to budget constraints. The curriculum will be based on the individual needs of the students. Any student in 9th-12th grades, who is not deemed as being on grade level per assesment data collected will be eligible for tutoring. Additionally, students have the oppurtunity to participate before and after school in the Achieve 3000 program, which is a computer based program that provides individualized reading practice for students. Reading reports are then generated to assess each student's strengths and weaknesses, and individualized instruction is developed based on those needs in the reading classrooms.</p>		School Principal
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 and Level 2 students	3 days a week; 3-5 weeks (Summer)	Title I Director/School Principal
MIDDLE	Level 1 and Level 2 students	3-5 weeks	Title I Director/School Principal
HIGH	Level 1 and Level 2 students	3-5 weeks	School Principal

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!	Students Understanding Math and Science (SUMS) Acaletics Math program	SUMS training Acaletics training Common Core State Standards
MIDDLE	Holt	Incredible Tutor Odyssey	Common Core State Standards STEM
HIGH	Holt	None	Common Core State Standards STEM

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
Extended year: Grades 6-8	Level 1 and 2 students	3-5 weeks	School Principal
Extended year: Grades 9-12	Level 1 and 2 students	3-5 weeks	School Principal
Extended year: Grade 3-5	Level 1 and 2 students	3-5 weeks	School Principal

Title I District Improvement Plan - (Part 5)

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

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Harcourt	Students Understanding Math and Science (SUMS)	SUMS Training
MIDDLE	Integrated Science	IQWST	STEM
HIGH	None	None	STEM

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
None	None	None	None

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	Collins writing		Title I Director/School Principal
MIDDLE	Collins writing		Title I Director/School Principal
HIGH	Collins writing		School Principal

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
None	None	None	None

Title I District Improvement Plan - (Part 7)

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

The district Title I Director has committed funds to support the professional development training for instructional personnel assigned to our district's Title I schools (75% of our schools are Title I). This training would include FAIR, Discovery Education, Common Core State Standards, SpringBoard (middle and high schools).

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
Information pertaining to FCAT & EOC Testing	Parent Evaluation Survey 2011-2012	Newsletters, Local Newspapers, District website, and "FCAT" Nights	Parent Evaluation Survey 2011-2012	Director of Student Services & Director of Curriculum

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)

N/A

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
No data			
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
No data			
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
No data			
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
No data			
7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
No data			

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.