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

Contact Person: Dr. Richard Itzen
Title: Director, Continuous Improvement
E-mail RichardJI@LeeSchools.Net
Phone Number: 239-335-1448
Fax: 239-337-8664

Last Modified on: 18-10-2012

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 completion of the District Improvement and Assistance Plan was a collaborative process that involved input from the Curriculum & Staff Development content experts for reading, mathematics, writing, science, English language learners, and exceptional student education to establish the achievement objectives, identified academic problems of low-achieving students, the teaching and learning needs of each subgroup of students, and strategies to address those needs. The plan was then reviewed to obtain feedback and suggestions for improvement by school-based administrators, teachers and parents through the district's various advisory groups including the District Advisory Committee (DAC), the Continuous Systemic Improvement Advisory Committee (CSI) and the Superintendent's Executive Leadership Team.

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	Targeted reading instruction in Next Generation Sunshine State Standards in appropriate grade level	Large influx of new students to district High mobility rates Economic downturn Not enough resources to provide individual instruction Unfunded mandates	Targeted instruction based on identified student academic needs	Curriculum implementation (focus on Academic Plan) Data Analysis RtI NGCAR-PD	CSDC Accountability Schools Teachers
Total	Mathematics	Targeted math instruction in Sunshine State Standards in appropriate grade level	Large influx of new students to district High mobility rates Economic downturn Not enough resources to provide individual instruction Unfunded mandates	Targeted instruction based on identified academic needs	implementation (focus on academic plan) Next Generation Standards, Textbook series overviews, Content-based workshops, MTSSS Data Analysis	CSDC Accountability Schools Teachers
White	Reading	Targeted reading instruction in Next Generation Sunshine State Standards in appropriate	Large influx of new students to district High mobility rates Economic downturn Not enough resources to provide individual	Targeted instruction based on identified student acadeic needs	Curriculum implementation (focus on Academic Plan) Data Analysis MTSSS NGCAR-PD	CSDC Accountability Schools Teachers

		grade level	instruction Unfunded mandates			
White	Mathematics					
Black	Reading	Targeted reading instruction in Next Generation Sunshine State Standards on appropriate grade level	Large influx of new students to district High mobility rates Economic downturn Not enough resources to provide individual instruction Unfunded mandates	Targeted instruction based on academic needs	Curriculum implementation (focus on academic plan) Next Generation Standards Data Analysis MTSSS NGCAR-PD	CSDC Accountability Schools Teachers
Black	Mathematics	Targeted math instrution in Sunshine State Standards on appropriate grade level	Large influx of new students to district High mobility rates Economic downturn Not enough resources to provide individual instruction Unfunded mandates	Targeted instruction based on academic needs	Curriculum implementation (focus on academic plan Next Generation Standards Data Analysis RtI New textbook series orientation/training	CSDC Accountability Schools Teachers
Hispanic	Reading	Targeted reading instruction in Next Generation Sunshine State Standards on appropriate grade level	Large influx of new students to district High mobility rates Economic downturn Not enough resources to provide individual instruction Unfunded mandates	Targeted instruction based on academic needs	Curriculum implementation (focus on academic plan) Next Generation Standards Data Analysis MTSSS NGCAR-PD	CSDC Accountability Schools Teachers
			Large influx of new students to			

Hispanic	Mathematics	Targeted math instruction in Sunshine State Standards on appropriate grade level	district High mobility rates Economic downturn Not enough resources to provide individual instruction Unfunded mandates	Targeted instruction based on academic needs	Curriculum implementation (focus on academic plans) Next Generation Standards Data Analysis MTSSS	CSDC Accountability Schools Teachers
Asian	Reading					
Asian	Mathematics					
American Indian	Reading	Trageted reading instruction in Next Generation Sunshine State Standards in appropriate grade level	Large influx of new students to district High mobility rates Economic downturn Not enough resources to provide individual instgruction Unfunded mandates	Targeted instruction based on identified academic needs	Curriculum implementation (focus on academic plan) Next Generation Standards Data Analysis MTSSS NGCAR-PD	CSDC Accountability Schools Teachers
American Indian	Mathematics					
Economically Disadvantaged	Reading	Trageted reading instruction in Next Generation Sunshine State Standards in appropirate grade level	Large influx of new students to district High mobility rates Economic downturn Not enough resources to provide individual instgruction Unfunded mandates	Targeted instruction based on identified academic needs	Curriculum implementation (focus on academic plan) Next Generation Standards Data Analysis MTSSS NGCAR-PD	CSDC Accountability Schools Teachers
			Large influx of new			

Economically Disadvantaged	Mathematics	Targeted math instruction in Sunshine State Standards in appropriate grade level	students to district High mobility rates Economic downturn Not enough resources to provide individual instruction Unfunded mandates	Targeted instruction based on identified academic needs	Curriculum implementation (focus on academic plan) Next Generation Standards Data Analysis MTSSS New textbook series orientation/training	CSDC Accountability Schools Teachers
English Language Learners	Reading	Targeted reading instruction in Next Generation Sunshine State Standards in appropriate grade level	Large influx of new students to district High mobility rates Economic downturn Not enough resources to provide individual instruction Unfunded mandates	Targeted instruction based on identified academic needs	Curriculum implementation (focus on academic plan) Next Generation Standards SIOP MTSSS NGCAR-PD	CSDC Accountability Interventions Schools Teachers
English Language Learners	Mathematics	Targeted math instruction in Sunshine State Standards in appropriate grade level	Large influx of new students to district High mobility rates Economic downturn Not enough resources to provide individual instruction Unfunded mandates	Targeted instruction based on identified academic needs	Curriculum implementation (focus on academic plan) Next Generation Standards SIOP MTSSS	CSDC Accountability Interventions Schools Teachers
			Large influx of new			

Students with Disabilities	Reading	Targeted reading instruction in Next Generation Sunshine State Standards in appropriate grade level	students to district High mobility rates Economic downturn Not enough resources to provide individual instruction Unfunded mandates	Targeted instruction based on identified academic needs	Curriculum implementation (focus on academic plan) Next Generation Standards MTSSS NGCAR-PD	CSDC Accountability ESE Schools Teachers
Students with Disabilities	Mathematics	Targeted math instruction in Sunshine State Standards in appropriate grade level	Large influx of new students to district High mobility rates Economic downturn Not enough resources to provide individual instruction Unfunded mandates	Targeted instruction based on identified academic needs	Curriculum implementation (focus on academic plan) Next Generation Standards MTSSS	CSDC Accountability ESE Schools Teachers
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)
	Macmillan McGraw-Hill Treasures is the Comprehensive Core Reading Programs utilized in most Lee County School District Elementary Schools for grades 1-5. Sopris West Read Well is utilized in most of the Kindergarten classrooms across the district. The School District of Lee County is following the state of Florida Common Core State Standards implementation timeline. Currently, in the school district, there is a full implementation of the English Language Arts CCSS in grade K (2011-2012 school year) and grade 1 (2012-2013 school year) and of the Content Area Literacy standards in grades 6-12. Additionally, grades 2-5 are implementing the text complexity and reading informational and reading literature strands from the English Language Arts CCSS in order to transition and build awareness for Common Core full implementation and prepare students for the complexity levels required for future assessments and college and career.

ELEMENTARY	Through this district-wide CCSS implementation initiative the school district will provide curriculum and instruction resources and professional development in order to ensure a successful implementation and assure systematic and explicit instruction, and the use of text-based instruction, with an emphasis on complex text. • Curriculum and Instruction resources: The district Academic Plans serve as a home-base for all curriculum and instruction in the district. Each course code offering has a district designed Academic Plan that includes Essential Skills, Key Vocabulary, CCSS/NGSSS, Instructional Resources and Assessments. The Instructional Resources column for all K-12 Reading Academic Plans specifically identifies the use of text-based instruction, and includes an emphasis on the use of complex text. The Essential Skills column for all K-12 Reading Academic Plans specifically identifies the skills for systematic and explicit instruction and how to differentiate and target instruction based on data. • Professional Development: The district will provide a four day CCSS Train-the-Trainer during June 2012. The teachers attending the CCSS ToT will deliver the CCSS Training in a three-day training package to all teachers within their school building. The delivery of this CCSS Training is a requirement for SINI schools. The training is scheduled to be delivered during three of their five SINI training days in July 2012. Non-SINI schools are encouraged to provide the CCSS Training to their teachers throughout the school year via school-based training plans. The focus of the CCSS Training at the K-1 level will address how to align instruction in order to meet the Common Core State Standards for English Language Arts.
MIDDLE	The School District of Lee County does not require Level 3 students to take a Reading class, but many middle schools opt to schedule all students into a reading course. This is most common in 6th grade, but often carries into 7th and 8th grade.The Instructional Resources column for all K-12 Reading Academic Plans specifically identifies the use of text-based instruction, and includes an emphasis on the use of complex text. The 6-12 Reading Plans include Comprehension Instructional Sequence modules and references to Appendix B from the CCSS in order to increase the amount and variety of complex text. For the 2011-2012 Social Studies adoption, close attention was paid to the qualitative and quantitative dimensions of text complexity. The processes implemented by the adoption cadre will be continued into future adoption protocol. In addition, the district provides access to several media library resources in which teachers can find and access additional complex text. Directions on how to use these media library resources, and tools for identifying text as complex, are included in the Common Core State Standard/Content-Area Literacy training which will be delivered during SINI week and Pre-school training.
HIGH	The Instructional Resources column for all K-12 Reading Academic Plans specifically identifies the use of text-based instruction, and includes an emphasis on the use of complex text. The 6-12 Reading Plans include Comprehension Instructional Sequence modules and references to Appendix B from the CCSS in order to increase the amount and variety of complex text. Also, for the 2011-2012 Social Studies adoption, close attention was paid to the qualitative and quantitative dimensions of text complexity. The processes implemented by the adoption cadre will be continued into future adoption protocol. In addition, the district provides access to several media library resources in which teachers can find and access additional complex text. Directions and how to use these media library resources, and identify text as complex, is included in the CCSS Training which will be delivered during SINI week and Pre-school. Additionally, please note that within Chart I, Block Scheduling (every-other-day) is implemented thus fluent students receive intervention 2 times per week for an extended period of time within the Block Scheduling model.
	Middle School CCRP: The School District of Lee County will continue to implement the LANGUAGE! SBRR program by Voyager/Cambium Learning for district-wide Intensive Reading instruction at the middle school level. This program was implemented during the 2005-06 school year. A complete description of the LANGUAGE! program is available at: http://www.teachlanguage.com/program_overview.asp?PageID=312 The research base for the LANGUAGE! program may be reviewed at: http://www.voyagerlearning.com/language/research.jsp This program has been reviewed by FCRR and has been found to be appropriate for addressing student

needs in the five major areas of reading.

According to the district-wide plan, students are placed into these materials, at their instructionally appropriate level (one of three possible levels) based on the LANGUAGE! Placement Test. Students are given the LANGUAGE! Placement Test (a combination of the DRP, TSWRF, and Spelling Inventory) and/or an oral fluency assessment as appropriate to confirm initial placements. Additionally, the Florida Assessments for Instruction in Reading are used to diagnose further student needs. Teachers will be trained in the use of the FCAT Explorer program to be used as part of their classroom activities as well.

Read 180 is an alternative program to be used with targeted students in a very limited number of schools. Read 180 uses a three-center instructional delivery design. There is a teacher direct instruction center, technology center, and a silent reading center. Read 180 is a research-based program and provides instruction and practice in the areas of fluency, spelling, grammar, vocabulary, and comprehension. Schools using Read 180 have a daily time block for these classes.

High School CCRP:
The Lee County School District will continue to implement the LANGUAGE! SBRR program by Voyager/Cambium Learning or the Reader's Handbook along with the Reading and Writing Sourcebook, for high school students performing at FCAT Reading Levels 1 and 2 during the school year. These programs were initiated during the 2005-06 school year.
A complete description of the LANGUAGE! program is available at:
http://www.teachlanguage.com/program_overview.asp?PageID=312

The research base for the LANGUAGE! program may be reviewed at:
http://www.voyagerlearning.com/language/research.jsp

This program has been reviewed by FCRR and has been found to be appropriate for addressing student needs in the five major skill areas of reading.

| Additional Information |

A complete description of the Reader's Handbook materials is available at:
http://www.greatsource.com/store/ProductCatalogController?
cmd=Browse&subcmd=LoadDetail&ID=1003600000006443&frontOrBack=&nextLevel=4&
division=G01&sortProductsBy=SEQ_TITLE

The research base for the Reader's Handbook is available at:
http://www.greatsource.com/store/ProductCatalogController?
cmd=Browse&subcmd=LoadDetail&ID=1003600000006443&frontOrBack=&nextLevel=4&
division=G01&sortProductsBy=SEQ_TITLE

A complete description of the Reading and Writing Sourcebook materials is available at:
http://www.greatsource.com/store/ProductCatalogController?cmd=Browse&
subcmd=LoadDetail&ID=1005400000012522&division=G01&frontOrBack=F&sortEntriesBy=
SEQ_NAME&sortProductsBy=SEQ_TITLE

The research base for the Reading and Writing Sourcebook is available at:
http://www.greatsource.com/store/ProductCatalogController?cmd=Browse&
subcmd=LoadDetail&ID=1005400000012522&division=G01&frontOrBack=F&sortEntriesBy=
SEQ_NAME&sortProductsBy=SEQ_TITLE

According to the district-wide plan, students are originally placed into these materials, at their instructionally appropriate level (one of four possible levels). Students scoring above the LANGUAGE! Placement Test Level E at the 9th – 12th grades are included in Intensive Reading classes using an integrated combination of the 9th – 12th grades Reader's Handbook materials and the 9th – 12th grades Reading and Writing Sourcebook from Great Source. Students are given the LANGUAGE! Placement Test (a combination of the DRP, TSWRF, and Spelling Inventory) and/or an oral fluency assessment to confirm initial placements. Based on an oral reading fluency assessment, 11th and 12th grade students scoring at a DSS of 1926 or

higher on the 10th grade FCAT Reading assessment are eligible to receive reading instruction through their content area courses. These courses must document instruction in vocabulary and comprehension with use of strategies in their lesson plans. Additional fluency assessments and the FAIR are used to diagnose further student needs. Students demonstrating further needs in the areas of phonics and phonemic awareness will be instructed using summary units from the A and B Levels of the LANGUAGE! materials. Teachers will also be trained in the use of the FCAT Explorer program to be used to support reading practice.

Read 180 is an alternative program to be used with targeted students in a very limited number of schools. Read 180 uses a three-center instructional delivery design. There is a teacher direct instruction center, technology center, and a silent reading center. Read 180 is a research-based program and provides instruction and practice in the areas of fluency, spelling, grammar, vocabulary, and comprehension. Schools using Read 180 have a daily block for these classes.

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	The district provides a multitude of options for students to receive additional reading intervention instruction outside of the school day. During the summer of 2012 the school district hosted a grade 2, 3, and 4 summer reading camp, many schools provide afterschool tutoring for students, Saturday Enrichment programs, monthly literacy nights, parent involvement activities related to literacy, specifically Parents as Partners, student mentoring programs, and student-led conferences. The research based materials used to provide reading intervention during the one hour extended day include materials from a variety of resources: Spalding phonics instruction, jell-well instruction from the Kindergarten and Grade 1 and 2 intervention program of Read Well, additional double-dosing of the CIRP SRA, targeted and prescriptive intervention instruction using FCRR Empowering Teachers lessons, and an integration of Social Studies, Science, and Mathematics text reading, text discussion, and writing in response to reading. These materials align with instruction that occurs during the rest of the school day in that some of the materials are used within the core and intervention components of the school day, but during the extended one hour session students receive their "triple-dose" of Read Well jell wells or SRA lessons. Additionally, the informational text reading during the extended one hour session relates to the common core integration of informational text in the 90 minute reading block. The Instructional Resources column for all K-12 Reading Academic Plans specifically identifies the use of text-based instruction, and includes an emphasis on the use of complex text. The K-5 Reading Plans include the use of content area non-fiction (Social Studies and Science) reading materials for the teaching of comprehension at the small-group teacher table. The district provides access to several media library resources in which teachers can find and access additional complex text. Directions and how to use these media library resources, and identify text as complex, is included in the CCSS Training described in question #3 of the District Leadership section. Students targeted for immediate intensive intervention receive services based upon the design and requirements of the Lee County School District K-2 and 3-5 Assessment and Curriculum Decision Trees: Chart D1 and Chart D2 of the K-12 Plan. The logistical arrangements for the delivery of services are determined at the school level based upon school resources and student needs, however all services are delivered in addition to the 90 minute reading block. Examples of logistical services include an extension of the reading block within the classroom daily schedule, a separate iii/enrichment time on the daily classroom schedule, a walk to iii/enrichment within the school, the utilization of instructional personnel as resources teachers for push-in or pull-out iii groups, and the suspension of exploratory (except PE) time for the delivery of iii.
MIDDLE	The Instructional Resources column for all K-12 Reading Academic Plans specifically identifies the use of text-based instruction, and includes an emphasis on the use of complex text. The 6-12 Reading Plans include Comprehension Instructional Sequence modules and references to Appendix B from the CCSS in order to increase the amount and variety of complex text. For the 2011-2012 Social Studies adoption, close attention was paid to the qualitative and quantitative dimensions of text complexity. The processes implemented by the adoption cadre will be continued into future adoption protocol. In addition, the district

	provides access to several media library resources in which teachers can find and access additional complex text. Directions on how to use these media library resources, and tools for identifying text as complex, are included in the Common Core State Standard/Content-Area Literacy training which will be delivered during SINI week and Pre-school training.
HIGH	The Instructional Resources column for all K-12 Reading Academic Plans specifically identifies the use of text-based instruction, and includes an emphasis on the use of complex text. The 6-12 Reading Plans include Comprehension Instructional Sequence modules and references to Appendix B from the CCSS in order to increase the amount and variety of complex text. Also, for the 2011-2012 Social Studies adoption, close attention was paid to the qualitative and quantitative dimensions of text complexity. The processes implemented by the adoption cadre will be continued into future adoption protocol. In addition, the district provides access to several media library resources in which teachers can find and access additional complex text. Directions and how to use these media library resources, and identify text as complex, is included in the CCSS Training which will be delivered during SINI week and Pre-school. Additionally, please note that within Chart I, Block Scheduling (every-other-day) is implemented thus fluent students receive intervention 2 times per week for an extended period of time within the Block Scheduling model.
Additional Information	Middle School Supplemental Programs: The School District of Lee County is a school-based decision making district. Supplemental reading programs are selected at each site with careful consideration paid to the unique reading needs of each school's population. Before schools purchase any reading materials they select, the district will review the purchase request to ensure the requested materials meet SBRR criteria. Schools may use additional or supplemental SBRR intervention materials based on availability, student diagnosed need, and student progress monitoring assessment data. A mixture of supplemental reading programs are currently being used in a variety of schools throughout the county based on availability. Some include: • Jamestown materials • Read 180 • SRA • Great Leaps. For additional information please see Chart F of the K-12 Comprehensive Research-Based Reading Plan for specific, identified materials utilized at each individual school site. Some school sites have decided not to purchase any supplemental reading materials. Specific implementations will be added to each school as completed. High School Supplemental Programs: The School District of Lee County will implement Vocabulary Through Morphemes as a supplemental reading program within the Great Source combination intensive reading class. Additionally, the School District of Lee County has been a school-based decision making district. Supplemental reading programs are selected at each site with careful consideration paid to the unique reading needs of each school's population. Before schools purchase any reading materials they select, the district will review the purchase request to ensure the requested materials meet SBRR criteria. Schools may use additional or supplemental SBRR intervention materials based on availability, student diagnosed need, and student progress monitoring assessment data. A mixture of supplemental reading programs are currently being used in a variety of schools throughout the county based on availability. Some include: • Fast ForWord • Jamestown materials • Read 180 • SRA • Great Leaps. For additional information, please see Chart I of the K-12 Comprehensive Research-Based Reading Plan for specific, identified materials utilized at each individual school site.

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.

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
ELEMENTARY	The district provides a multitude of options for students to receive additional reading activities outside of the school day (before, after and summer school). During the summer of 2012 the school district will host a grade 2, 3, and 4 summer reading camp, many schools provide afterschool tutoring for students, Saturday Enrichment programs, monthly literacy nights, parent involvement activities related to literacy, specifically Parents as Partners, student mentoring programs, and student-led conferences. The criteria for student eligibility for the 2012 Summer Reading Camp is as follows: all rising Kindergarten LY and retained Grade 1 LY students are eligible for the ELL Science Literacy Camp, all FY12 grade 2 students scoring substantially below on the SAT-10 are eligible for the Grade 2 Reading Camp, all FY12 grade 3 Level 1 students are eligible for the Grade 3 Summer Reading Camp, and all FY12 grade 4 principal-determined as at-risk and/or struggling students are eligible for the Grade 4 Summer Reading Camp. Additionally, individual schools across the district offer before and after school tutoring through the use of their SAI funds. The Title One Office of the School District of Lee County provides after school tutoring at Title One schools with funds designated for Schools in Need of Improvement. Also, Families Building Better Readers is implemented in the district by many elementary schools. Before school and after school activities may be linked to the reading instruction provided in the classroom during the day through tutoring programs and mentoring programs as funds are available for this purpose. Vocabulary and concepts taught during the day's reading instruction may be reinforced through activities and materials provided during tutoring and mentoring programs. Communication between classroom teachers and tutors and mentors will facilitate appropriate reinforcement to meet student needs during before and after school activities. Reading Intervention teachers in elementary schools and Summer Reading Camp teachers are expected to have experience as successful classroom teachers. These teachers are expected to exhibit knowledge of scientifically based reading research, special expertise in quality reading instruction and infusing reading strategies into content area instruction, and data management skills. They should have a strong knowledge base in reading intervention. The		Chief Academic Officer

	teacher must have a minimum of a bachelor's degree and advanced coursework in reading is highly recommended. It is also highly recommended that the teacher become reading endorsed, NGCAR-PD endorsed or K-12 certified in the area of reading or be working toward endorsement or K-12 certification for a total of six semester hours or 120 inservice hours per year. The district provides a reading endorsement program free of charge to assist these teachers in meeting this goal. The district provides a multitude of options for students to receive additional reading intervention instruction outside of the school day. During the summer of 2012 the school district will host a grade 2, 3, and 4 summer reading camp, many schools provide afterschool tutoring for students, Saturday Enrichment programs, monthly literacy nights, parent involvement activities related to literacy, specifically Parents as Partners, student mentoring programs, and student-led conferences. The district will ensure the provision of an additional hour of intensive reading instruction beyond the normal school day for students in the 100 lowest-performing elementary schools based on the state reading assessment by altering the Bell Schedule (approved by the School Board), providing for transportation (Board-approved Bus Schedule), and extending the teacher contract for teachers at these schools. Additionally, the district has a Transformation Officer assigned to work with the Zone Executive Director's for these schools as well.		
MIDDLE	This is guaranteed through scheduling. In all middle schools, L1 and L2 students are scheduled into a double-block of reading if placement tests determine they have either decoding or text reading efficiency needs. The double-block ensures daily reading in either a traditional or block schedule. The district provides summer school classes for all middle school students who have failed the FCAT Reading Assessment. Courses use content area reading materials and reading remediation materials that address the current Reading and Language Arts standards. In middle school, the district makes Compass Learning available for before, after, and summer school home use for targeted students. The district routinely reviews data from the summer school program and shares information with each student's school to assist in placement and instruction. Before school and after school activities are designed to meet the reading instruction needs of each school, through tutoring programs and mentoring programs as funds are available for this purpose. Vocabulary and concepts, taught during reading instruction, may be reinforced through activities and materials provided during tutoring and mentoring programs. Communication between classroom teachers, tutors, and mentors will facilitate appropriate reinforcement to meet student needs during, before, and after school activities. FCAT Reading Level 1 and Level 2 students will be targeted for these activities, with additional students served as funding is available.		Chief Academic Officer
	This is guaranteed through scheduling. In all high schools, L1 and L2 students are scheduled into a double-block of reading if placement tests determine they have either decoding or text reading efficiency		

| HIGH | needs. The double-block ensures daily reading in either a traditional or block schedule.

A variety of reading remediation opportunities are available after school, including SAT-prep, FCAT remediation and PERT preparedness. Further, the district has Achieve3000 available for after school and summer school home use for targeted students. The district routinely reviews data sources from Achieve3000, etc. and shares information with each student's school to assist in placement and instruction.

After school activities are designed to meet the reading instruction needs of each school, through tutoring programs and mentoring programs as funds are available for this purpose. Vocabulary and concepts, taught during reading instruction, may be reinforced through activities and materials provided during tutoring and mentoring programs, such as FCAT Explorer and FOCUS. Communication between classroom teachers, tutors, and mentors will facilitate appropriate reinforcement to meet student needs during, before, and after school activities. In addition, schools use blogs, summer reading lists, Accelerated Reader, and when funds are available, additional extended time to increase reading opportunities and extend learning beyond the reading classroom.

For students who have Achieve3000 as a part of their classroom instructional program, they will have extension activities and additional practice activities available after school and during the summer. FCAT Reading Level 1 and Level 2 students will be targeted for these activities, with additional students served as funding is available. | | Chief Academic Officer | |
| | Middle School:
The district provides summer school classes for targeted middle school students. The summer school program foces on required course credit retrieval.

In addition, schools are investigating the ability to provide after school tutoring or cross-age tutoring programs as needed to address students' specific needs.

All of these opportunities are offered based on available funding.

Before school and after school activities may be linked to the reading instruction provided in the classroom during the day through tutoring programs and mentoring programs as funds are available for this purpose. Vocabulary and concepts, taught during reading instruction, may be reinforced through activities and materials provided during tutoring and mentoring programs. Communication between classroom teachers, tutors, and mentors will facilitate appropriate reinforcement to meet student needs during, before, and after school activities.

FCAT Reading Level 1 and Level 2 students will be targeted for these activities, with additional students served as funding is available.

High School: | | | |

	The district provides summer school classes for all high school students who have failed the FCAT Reading Assessment. This is an FCAT remediation tutorial that meets for one week. They use FCAT remediation materials that address reading and Language Arts standards. In addition, schools are investigating the ability to provide after school tutoring or cross-age tutoring programs as needed to address students' specific needs. Further, the district has Empower3000 available for before, after, and summer school home use for targeted students.	Varies at each school site	
Additional Information	The district plans to review the summer school program and identify appropriate resources during the upcoming school year.		
	Before school and after school activities may be linked to the reading instruction provided in the classroom during the day through tutoring programs and mentoring programs as funds are available for this purpose. Vocabulary and concepts, taught during reading instruction, may be reinforced through activities and materials provided during tutoring and mentoring programs. Communication between classroom teachers, tutors, and mentors will facilitate appropriate reinforcement to meet student needs during, before, and after school activities. For students who have Empower3000 as a part of their classroom instructional program, they will have extension activities and additional practice activities available before or after school and during the summer.		
	FCAT Reading Level 1 and Level 2 students will be targeted for these activities, with additional students served as funding is available.		

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	Lowest performing students (level 1, 2) Some programs implemented for all students	variable	Chief Academic Officer
MIDDLE	Lowest performing students (level 1, 2) Some programs implemented for all students	variable	Chief Academic Officer
HIGH	Lowest performing students (level 1, 2) Some programs implemented for all students	variable	Chief Academic Officer

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	The District's standards-based Elementary Math Instructional Program aligns the curriculum, instruction, and assessment at each grade level. - All schools currently use the District-adopted and state-approved textbook series for mathematics. - An Elementary Math Curriculum Cadre has created and regularly reviews the District's grade-level Academic Plans for mathematics. Revisions are made annually using feedback from classroom teachers. Each grade-level document provides a consistent curricular scope and sequence, as well as an alignment to District-adopted textbooks, supplemental materials, instructional strategies, assessment, and technology. Academic Plans provide a common curriculum for all students. - Standards-based math assessments have been created for the District and are being implemented in all elementary schools. Data is collected and analyzed to, determine question validity and student progress toward mastery of the content. - Baseline assessments have been developed to assist teachers in identifying the strengths and weaknesses of student and to monitor student progress.	FASTT Math, a research-based program to assist students in the mastery of basic facts is currently being used in 75% of our elementary schools. -Strategies for problem solving are modeled and practiced. Instruction should focus on understanding math concepts as well as memorization of basic facts -An emphasis has been placed on higher-level questions through modeling on the District Assessments. Teachers have attended training on using the District Assessments to drive instructional planning -Students are encouraged to solve problems using multiple methods. Allowing a variety of solution strategies increases student understanding and improves student attitudes toward mathematics. -The use of manipulatives is encouraged and teacher training is offered throughout the school year. Long term use and. availability of manipulatives increases student understanding and improves student attitudes toward math -Calendar Math is strongly encouraged in all primary classrooms. -Vocabulary development and communicating in mathematics is emphasized in the District-adopted	Teachers continue to attend training on the Next Generation Sunshine State Standards and enVisionMATH textbook series. Textbook Overview training includes information on the use of technology, lesson planning, and strategies needed for successful implementation of the program. Professional development opportunities in elementary mathematics have been and continue to be offered at the District level. "Teaching to the Standards" workshops (i.e., Fractions, Algebraic Thinking, Time and calendar, Polygons to Polyhedron, etc.) increase teachers' knowledge of math content and their ability to teach the NGSSS in depth. Other workshops include, Primary Math, Math and Literature, Teaching Basic Facts through Games, and Using Manipulatives in Mathematics. Teachers across the District have received professional development on classroom implementation of Robert Marzano's High-Yield Strategies. Classroom implementation of the NCTM Process Standards is encouraged and modeled in all professional development offerings. Incorporating the NCTM Process Standards into math lessons is essential for mastery of the NGSSS. The use of emerging technology (i.e., SmartBoards, Document Cameras, etc.) is encouraged and on-line and face-to-face training is available. A Professional Development Resource Teacher is employed to model best practices in the classroom and to coach/mentor teachers through the	

		textbook and all math professional development training. Students should be able to justify their thinking in written and verbal form using the appropriate vocabulary -New teachers to the District are provided training on the Elementary Mathematics programs which includes an overview of the District-adopted textbook, required District Math Assessments, and grade-level specific vocabulary.	implementation of identified strategies. Modeling of lessons from the enVisionMATH series is an important component of this position.
	All schools currently use the District-adopted and state-approved textbook series for mathematics. - High school math courses taken on a middle school campus now follow the same Academic Plans/Curriculum Guides and. use the same textbooks as their high school counterparts. - Instructional Strategies used throughout the District include:	The needs of our advanced and gifted students are being addressed through implementation of the Laying the Foundation curriculum enhancement program. - Students are exposed	

MIDDLE	- Incorporating technology (PowerPoints, graphing calculators, Smartboards, etc.) into the math classroom is encouraged and various training opportunities are provided. - All schools currently use District-adopted and state-approved textbooks for each math course. - A Secondary Math Curriculum Cadre has created and regularly reviews the District's Academic Plans for most math courses. Revisions are made annually using feedback from classroom teachers. Each document provides a consistent curricular scope and sequence, as well as an alignment to District-adopted textbooks, supplemental materials, instructional Strategies, assessment, and technology. Academic Plans provide a common curriculum for all students. - While not required, middle school Intensive Math classes are available for students scoring significantly below grade level on standardized tests. A number of middle schools are double-blocking students into Intensive and regular mathematics which totals 84-minutes a day in class. - Middle school students recommended for advanced placement into Algebra 1 classes are tested using the Sopris West Algebra Readiness Assessment. Scores from this test, the FCAT, and teacher recommendations are used to appropriately place students.	to more activity-based learning than found in a traditional classroom. Strategies for problem solving are modeled and practiced. Instruction should focus on understanding instead of rote memorization. - Students are encouraged to solve problems using multiple methods. Allowing a variety of solution strategies increases student understanding and improves student attitudes toward mathematics. - Vocabulary development and communicating in mathematics is emphasized in the District-adapted textbook and all math professional development training. Students should be able to justify their thinking in written and verbal form using the appropriate vocabulary. -The use of graphic organizers and appropriate manipulatives are encouraged and modeled through the district-adopted textbooks	A Professional Development Resource Teacher is employed to model best practices in the classroom and .coach/mentor teachers through the implementation process. Teachers involved in the Laying the Foundation project are receiving extensive training to implement this program with fidelity. - Reading in the content area is a District focus and strategies most appropriate for mathematics (i.e., Marzano) are shared with middle and high school math teachers. Implementation is reviewed through department chairs at each school. - Mathematics for substitutes provides strategies and activities for teaching math with examples from elementary, middle, and high school levels. Strategies will be presented to facilitate effective mathematics instruction based on NCTM standards. - New teachers to the District receive an overview of District-adopted math textbooks, ancillaries, and technology components during their New Teacher Orientation. All secondary teachers receive training during pre-school on best practices and appropriate lesson planning for instruction.
	- All schools currently use District-adopted and state-approved textbooks for each math course. - A Secondary Math Curriculum Cadre has created and regularly reviews the District's Academic Plans for most math courses. Revisions are made annually using feedback from classroom teachers. Each document provides a consistent curricular scope and sequence, as well as an alignment to	- The needs of our advanced and gifted students are being addressed through implementation of the Laying the Foundation curriculum enhancement program. - Students are exposed to more activity-based learning than found in a traditional classroom. Strategies for problem	Teachers involved in the Laying the Foundation project are receiving extensive

HIGH	District-adopted textbooks, supplemental materials, instructional Strategies, assessment, and technology. Academic Plans provide a common curriculum for all students. - While not required, eight high schools are double-blocking FCAT Level 1 and Level 2 students in Algebra 1. This provides 84-minutes a day of mathematics instruction which includes intensive mathematics concepts and a full Algebra 1 course. - While not required, eight high schools are double-blocking FCAT Level 1 and Level 2 students in Algebra 1. This provides 84-minutes a day of mathematics instruction which includes intensive mathematics concepts and a full Algebra 1 course. An Intensive Math curriculum developed by Johns Hopkins University is being used in 5 high schools to address the needs of low achieving students in mathematics.	solving are modeled and practiced. Instruction should focus on understanding instead of rote memorization. - Students are encouraged to solve problems using multiple methods. Allowing a variety of solution strategies increases student understanding and improves student attitudes toward mathematics. - Vocabulary development and communicating in mathematics is emphasized in the District-adapted textbook and all math professional development training. Students should be able to justify their thinking in written and verbal form using the appropriate vocabulary.	training to implement this program with fidelity. - Reading in the content area is a District focus and strategies most appropriate for mathematics (i.e., Marzano) are shared with middle and high school math teachers. Implementation is reviewed through department chairs at each school. - New teachers to the District receive an overview of District-adopted math textbooks, ancillaries, and technology components during their New Teacher Orientation. All secondary teachers receive training during pre-school on best practices and appropriate lesson planning for instruction.

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
Summer School	Elementary, Middle, High	15 days	Selected principals at specific sites
Extended day	elementary	daily	selected principals
Math Teams	High	Once a week	Department chairs
Tutoring	Middle/High	determined by teacher	principal
Saturday FCAT workshops	High Schools	3-4 hours prior to FCAT administration	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	National Geographic School Publishing/Hampton-Brown, National Geographic Science, Florida Edition	Florida Digital Educator Program; Lee County Aquatics/Mosquito Education Program; Elementary Science Expo	Florida Digital Educator Training
MIDDLE	Holt McDougal, Florida Science Fusion	Laying the Foundation; Science and Engineering Fair; Lee County Aquatics/Mosquito Education Program	Laying the Foundation
HIGH	Various instructional materials systems depending on course (17 District-wide adopted courses)	Laying the Foundation; Science and Engineering Fair; Lee County Aquatics/Mosquito Education Program	Laying the Foundation

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
Elementary Science Expo Inventors Fair Science Fair SRO- Summer Research Opportunity Compass Learning (summer school) Summer school high school science courses	Individual students and teams (fairs) Students needing credit recovery in middle and high (summer school)	Variable	CSDC Chief Academic Officer

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
			• New Teacher Orientation: overview of district textbooks, curriculum,

ELEMENTARY	• Comprehensive core balanced literacy program: Macmillan Treasures series and SRA, and Read Well, from the state adopted list. Including: writer's craft lessons integrating reading and writing, writing mini-lessons for targeted skills, essay development, and text examples used for writing models. • Direct, explicit, systematic instruction in the writing process, skills, and grammar, usage, and mechanics • Elementary K-5 Academic Plans based on students developmental needs, incorporating the Sunshine State Standards, aligned textbook materials, instructional resources and strategies. • Writing instructional goals and strategies listed in lesson plans • Marzano's research based instructional strategies for student support	• Elementary Schools' supplemental programs available: Kathy Robinson, SMILE, Writers in Control, and Craft Plus (Additional): • District writing assessments in grade 2-5, including essay assessments using the DOE Florida rubric, for baseline data and progress monitoring • Achievement Series web site and Analytics software for tracking writing assessments and analyzing student data • Elementary Reading/Language Arts Contacts meetings throughout the school year to improve communication among schools and the with the district and to address students' writing achievement	instructional strategies, and formal/informal assessments • Training for: Kathy Robinson, Writers in Control (PDA), and Craft Plus • District Pre-School training: one day of training designed around critical elementary reading/writing issues • Lee Writes! 4th Grade FCAT Writing Rubric training: information on essay assessments and practice applying the Florida Writing Rubric to essay evaluations • FCAT Writing Updates for 2012 • Online Informational Videos, Anchor Paper and Exemplar Sets for the 2012 Standards
MIDDLE	• Comprehensive core balanced literacy program; Glencoe Literature series, and Barrett Kendall English from the state adopted list • Direct, explicit, systematic instruction in the writing process, skills, and grammar, usage, and mechanics • Middle 6-8 Academic Plans incorporating the Sunshine State Standards, aligned textbook materials, instructional resources and strategies. • Writing instructional goals and strategies listed in lesson plans • Marzano's instructional strategies for student support • Compass Learning Site	• Middle Schools' supplemental programs available: Criterion, and Craft Plus (Additional): • Middle School Language Arts Department meetings throughout the school year to improve communication among schools and the with the district and to address students' writing achievement • District Writing Quarterly Assessments grade 6-8 for baseline data and progress monitoring including essay assessments using the DOE Florida rubric, • Achievement Series web site and Analytics software for tracking writing assessments and analyzing student data	• New Teacher Orientation: overview of district textbooks, curriculum, instructional strategies, and formal/informal assessments • Training for: Criterion, and Craft Plus • District Pre-School training: one day of training designed around critical middle school reading/writing issues • Lee Writes! 8th Grade FCAT Writing Rubric training: information on essay assessments and practice applying the Florida Writing Rubric to essay evaluations • FCAT Writing Updates for 2012 Training • Online Informational Videos, Anchor Papers and Exemplar Sets for the 2012 Standard

HIGH	• Comprehensive core balanced literacy program; Holt Elements of Literature series, and Holt Elements of Language from state adopted list • Direct, explicit, systematic instruction in the writing process, skills and grammar, usage, and mechanics • High School 9-12 Academic Plans incorporating the Sunshine State Standards, aligned textbook materials, instructional resources and strategies. • Writing instructional goals and strategies listed in lesson plans • Marzano's instructional strategies for student support • E2020	• High Schools' supplemental programs available: Criterion, Writer's Workbench, and Six Traits, (Additional): • District Writing Quarterly Assessments for baseline data in grades 9-10 and progress monitoring including essay assessments using the DOE Florida rubric, • Achievement Series web site and Analytics software for tracking writing assessments and analyzing student data • High School Language Arts Department meetings throughout the school year to improve communication among schools and the with the district and to address students' writing achievement	• New Teacher Orientation: overview of district textbooks, curriculum, instructional strategies, and formal/informal assessments • District Pre-School training: one day of training designed around critical middle school reading/writing issues • Lee Writes! 10th Grade FCAT Writing Rubric training: information on essay assessments and practice applying the Florida Writing Rubric to essay evaluations • FCAT Writing Updates for 2012 Training. • Online Informational Videos, Anchor Paper and Exemplar Sets for the 2012 Standards.

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
Saturday FCAT Camp	Gr 3-4	2 weekends prior to FCAT	schools
Individual tutors	Gr K-4	throughout school year	schools
After school programs	Gr 3-4	throughout school year	schools
Compass Intervention computer labs	Gr 6-8	throughout School Year	Schools
Summer school	Gr 6-8	15-days	schools
After school programs	Gr 6-8	throughout school year	schools
Credit retrieval classes	Gr 6-8	throughout school year	schools
Intervention Computer Labs	Gr 9-12	thoughout school year	schools
Writing for College Success Course	Gr 12	throughout school year	schools
Credit retrieval classes	Gr 9-12	throughout school year	schools
Summer school	Gr 9-12	Summer	schools

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 sets aside 10% of its allocation "off the top" for professional development. District staff meet with the administrative staff at all Title I schools to assist with the requirement for all Title I schools plan and implement a 5-day extended year for professional development. District Title I staff further ensure this requirement by approving the content of the training and the attendance of all instructional and administrative staff members. Additionally, schools implement staff development throughout the year as approved by district Title I staff. We expend more than the required 10% when fully implemented.

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
Homework help FCAT analysis Strategies for working with their child to be successful Curriculum nights NCLB information Math & reading support	Parent Involvement Plans are developed with the collaboration of parents and staff. Data regarding the participation of parents and families is submitted to the district for determine ongoing needs and areas of improvement.	Curriculum nights FCAT workshops MAPPS training TIPS training Passport to Success training Parenting strategies Family literacy nights FBBR/ROC/Mysteries in the Middle PIRC workshops. Parenting Partners is the most current pilot program which involves 6 train-the-trainer teams to deploy a variety of topics that are specific to the needs of each school and their parent community.	Parent surveys Workshop evaluation forms District customer satisfaction survey	District Intervention Programs-Parent Involvement Specialists and the Coordinator of the Parent Assistance Center.

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)

Inconsistent data analysis from school to school
Limited solutions after data analysis
Limited time for ESOL training
Limited district level support for school-based staff
Limited differentiated instruction options
Limited interactive teaching/learning
No consistent systemic or systematic ESOL methods used district-wide

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
FastForword, English Language Literacy Through Civics Education and Citizenship are programs that include strategies to improve language proficiency for high school and middle school ELLs.	ESOL contacts ESOL administrators	October 2011	Title III
Professional development for SIOP is offered to all schools with a concentration on specific schools with larger ELL populations. SIOP strategies are reviewed during ESOL Specialists trainings for schools and modeled upon request of teachers and/or administrators. Professional development for SIOP coaching is implemented and required for all ESOL Specialists to assist and support schools to improvement effective instruction for ELLs.	ESOL Administrators, ESOL Specialists, teachers	August 2011 - May 2012	Title I ARRA
Mentoring/Tutoring of ELL students at specific schools with larger ELL populations.	District ESOL Specialists	October 2011 - May 2012	Title III
ELL Summer Camp at selected pilot sites to assist ELL students in the areas of content vocabulary and comprehension using science-based curriculum and activities.	District ESOL Specialists, ESOL Administrators, Teachers	June, 2012	Title III

3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)		Personnel Responsible	Timeline	Funding Source
Grade Level	**Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)**			
K-2	Grade K-2 Chart	ESOL contacts ESOL administrators	Aug. 2011- May 2012	Title III
3-5	Grade 3-5 Chart			
6-8	Grade 6-8 Chart			
9-12	Grade 9-12 Chart			

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
Implementation of SIOP (Sheltered Instruction Observational Protocol)	ESOL contacts ESOL administrators	Aug. 2011- May 2012	Title III

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
Implementation of SIOP (Sheltered Instruction Observational Protocol) Implementation of research-based instructional strategies AVID program After school tutorial programs SES	ESOL contacts ESOL administrators	Aug. 2011- May 2012	Title III Title I, Part A Title I, Part C Title II SAI

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
Curriculum nights FCAT workshops MAPPS training TIPS training Passport to Success training Parenting strategies Family literacy nights FBBR/ROC/Mysteries in the Middle PIRC workshops COW (Classroom on Wheels) bus Parent Leadership Council Parent Component in the ELL Summer Camp	Parent Specialists/representatives in each school District Parent Specialists ESOL Specialists Migrant recruiters	Aug., 2011 - June, 2012	Title III Title I, Part A Title I, Part C

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.