

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



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Title I District Improvement Plan

Title I, Section 1116(c)(7)

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

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

Title I District Improvement Plan - (Part1_1)

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

The development of this plan was facilitated by the Senior Coordinator of Accountability: School Improvement in the Polk County School District under the supervision of the Sr. Director of Assessment, Accountability, and Evaluation and through the leadership of the Associate Superintendent of Learning. Since the district has collaborated significantly over the last two years, determining through the (SWOT) processes the strengths, weaknesses, opportunities and threats, at our doorstep, the initial framework for this year has been established. The cross curricular teams that encompass the Learning Division: K-12 Curriculum, Title I, Title III, Exceptional Student Education (ESE), and Professional Development, along with the personnel who operationalize the efforts, Senior Directors, Directors, Senior Coordinators of Curriculum and Instruction, and Teacher Resource Specialists from E.S.E., E.S.O.L, School Technology, FDLRS, Title I coordinators, collaboratively engaged, once again, in moving forward and offering schools specificity with barriers and strategies in their subject areas.

In addition, student performance for specific subgroups: white, black, Hispanic, Asian, American Indian, and economically disadvantaged, English Language Learners and students with disabilities, were addressed, within each cell to determine barriers and strategies that may be uncovered by addressing educational, social and emotional needs from this perspective. However, as has been the district precedent, and within the scope of the Multi-tiered System of Support (MTSS), the most solid bridge to focus academic achievement through will continue to be the tiers.

Finally, the delivery of the generative processes were undergirded through a new delivery system entitled: SIP Seminars (SIP training). Through a series of thirteen break out sessions, each cross curricular team, initially met with every school leadership team in the district. Within this time period, the district leadership was prepared to address each of the schools individually, in order to coach their educators to set a trajectory leading them to success. Through the Peer Review process, once again, district leadership met with each school team and through discourse continued to build the generative interactions that mark both sides with the knowledge to ascertain the needs of all constituency.

The collected input was organized and assimilated into the 2012/2013 District Improvement and Assistance Plan and the final document was reviewed before submission to the Florida Department of Education by the Sr. Coordinator of Accountability. Any questions regarding the DA checklist should be addressed to the District Coach.

Title I District Improvement Plan - (Part1_2)

STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

[Click here to see a Detailed Report](#)

Title I District Improvement Plan - (Part 2)

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

Subgroup not making satisfactory progress.	Subject Area	Specific Teaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
		<p>Total/Tier 1: Elementary a.Lack of engagement b.Minimal time spent with “eyes on text” and active engagement with text c.Interventions do not address specific student needs. d.Lack of differentiated instruction in small groups e.Lack of differentiated tasks in literacy centers/ independent activities</p>		<p>Total/Tier 1: Elementary a.Cooperative learning strategies/collaborative pairs with accountability,Collaborative groups using Google Apps (mypolkapps.net),Think-alouds b.Independent exploration of the text prior to formal instruction, extended reading passages used all year to develop cognitive endurance (updated for 2011-2012) c. Use progress monitoring data to match intervention to individual student needs, PD-specific intervention implementation d. Flexible grouping, Guided reading, PD-flexible grouping; PD-Guided reading, PD-how to tier lessons and activities, scaffolding e. Develop literacy activities to support LEQ / UEQ, PD-how to tier activities and assignments, Resource: K-5 FCRR Student Center Activities http://www.fcrr.org/Curriculum/SCAindex.shtm f. Modeling, Think- alouds, Guided Practice, Graphic Organizers PD – lesson planning/unit planning, PD – Six specific reading components g.Incorporate content area text through multiple reading resources and materials / authentic text, match student interest with appropriate grade level text, read alouds, provide students with choice of reading material h.Vocabulary: Marzano’s 6-Step Process, academic vocabulary notebooks, PD – Marzano’s 6 Step, Vocabulary - Presentation/ Slide Show (PowerPoint, Prezi, or Google Apps), SMART Notebook word match activities, Video on demand - Learn360 i. Written summarization aligned with grade level writing expectations, oral summarizing, PD-variety of summarizing strategies j. Daily instruction must be scheduled and implemented effectively with fidelity k. Extended thinking, FCAT Reading Stems / HOT questions, use critical thinking skills with STEM (Science, Technology, Engineering, Math) activities PD – Extended thinking strategies, PD – FCAT 2.0 Reading Item Specifications for 3-5th grades, FCAT 2.0 Reading Stem Questions l. PD- Collaborative Planning and Teaching m. Structured writing block / Writers’ Workshop which includes: brief skill mini-lesson, time for independent writing, Teacher circulates and provides feedback to students, students share their written ideas with the class, Graphic Organizers PD - Polk Writes! for pilot schools in 2011-2012 (The process of writing is taught outside of the literacy block.) n. Strengthen the foundational reading skills taught in K, 1st, and 2nd grade, looping or vertical teaming from K to 1st or from 2nd to 3rd saves time and increases student learning o. Think Aloud strategies p. A framework is incorporated in the acquisition lesson (EATS) for guided practice. If the lesson has students learning a skill, their skill practice is spread out across time through</p>		<p>Total/Tier 1: Elementary a. Teacher, Administration, School Leadership Team, District Supports b. Teacher, Administration, K-12 Curriculum &</p>

Total	Reading	<p>f.Lack of explicit, systematic instruction of six components of reading instruction: oral language, phonological awareness, phonics, fluency, vocabulary, comprehension</p> <p>g.Lack of motivation or interest in reading</p> <p>h.Lack of background knowledge and vocabulary</p> <p>i.Lack of writing in response to reading</p> <p>j.Lack of effective iii instruction</p> <p>k.Weak critical thinking skills</p> <p>l. Ineffective use of classroom support staff (e.g. paraeducator, resource teacher)</p> <p>m. Lack of explicit writing instruction that is grade level appropriate: prewriting, plan, draft, revise, edit, publish</p> <p>n. Students enter third grade reading below grade level.</p> <p>o. Minimal instructional time spent modeling and thinking aloud for students.</p> <p>p. Minimal time for guided practice provided for students. Oftentimes, modeling is brief and then immediately followed by independent practice.</p> <p>q. Instructional time lost/misused during the literacy block.</p> <p>r. Selective use of Polk County curriculum maps and pacing guide</p> <p>Tier 2 (iii) Elementary a. Struggling readers need additional time. b. Struggling readers need immediate intensive instruction.</p> <p>Tier 3 Elementary a. Struggling readers need additional time. b. Struggling readers need immediate intensive instruction.</p> <p>Seacondary: a.Majority of teaching, tasks, & assignments in reading and content areas are at the basic not proficient or advanced level.</p>	<p>Polk is working toward full implementation of a district improvement process which will encompass all departments in order to build a comprehensive plan that instills core competancies, fluid communication,and true benchmarking practices to strategically align the district's resources.</p>	<p>Distributed Guided Practice. When learning new information, students periodically summarize what they have learned and work to answer the given Assessment Prompt through the use of Distributed Summarizing. These practices are also known as the Gradual Release Process of I Do, We Do, You Do. (Click here to access the necessary documents.)</p> <p>q. Protect instructional time in the literacy block with 100% of teachers' time being spent instructing and working with students. Clerical duties, checking email, and other nonessential duties fall outside of instructional time, PD-Understanding and implementing the structured elementary literacy block (90 or 120 minutes)</p> <p>r. Comprehensive, effective use of maps and pacing guide in all grade levels</p> <p>*STRATEGY TO ADDRESS ALL BARRIERS: Monitoring and accountability of effective use of Professional Learning Communities.</p> <p>Tier 2 (iii) Elementary All strategies listed in Tier 1 apply to students receiving Tier 2 services. a.30 additional minutes on a daily basis outside of the literacy block (iii) but within the instructional day. b. Group size: 3-5 students c. Utilize diagnostic assessments to determine specific student needs. ERDA (K-3), DAR (K-5), Fox in a Box (K-3), FAIR (K-5), Odyssey (3-5), Discovery (K-5) PD-Administer, interpret and plan instruction based on diagnostics</p> <p>d. Plan instruction based on specific student need.</p> <p>e. Ongoing progress monitoring to determine if strategies used are effective – if not, adjust strategies.</p> <p>f. Consistent intensive reading instruction</p> <p>g. Extended Learning Program, Tutoring, Saturday School, Evening Workshops</p> <p>Tier 3 Elementary All strategies listed in Total/Tier 1 and Total/Tier 2 apply to students receiving Tier 3 services. a. Strategic Instruction Model (SIM) Learning Strategies (grades 4-5) http://kucl.org/sim/ Click here to access FDLRS website. b. Additional support is provided as soon as the need is identified in very small groups of 1-3 students.</p> <p>Tier 3 Elementary All strategies listed in Total/Tier 1 and Total/Tier 2 apply to students receiving Tier 3 services. a. Strategic Instruction Model (SIM) Learning Strategies (grades 4-5) http://kucl.org/sim/ Click here to access FDLRS website.</p> <p>b. Additional support is provided as soon as the need is identified in very small groups of 1-3 students.</p> <p>Secondary: a. Provide PD for EATS lesson plan for reading, LA, social studies, and science teachers, teachers of English Language</p>	<p>Polk County Professional Development is targeted through both district wide initiatives, school site needs and individual needs of each classroom teacher.The Teacher Action Research Goals and Educational Timeline or TARGET facilitates individualization of needs of teachers, so they may focus on the sub-groups that did not make AYP. The district employs PD 360 Professional Development On-Demand, which is a web-based, learning resource that supports the establishment of a systemic, job-embedded program that emphasizes classroom implementation for teachers. The K-12 curriculum will be facilitating school based Professional Learning Communities for specific needs. In addition, ongoing training with Learning Focused Strategies are offered. Finally, PS/RtI is being implemented throughout the district in phases respective of information available by grade levels.</p>	<p>Instruction c. Teacher, Administration, K-12 Curriculum & Instruction d. Teacher, Administration, K-12 Curriculum & Instruction e. Teacher, Administration, K-12 Curriculum & Instruction f. Teacher, Administration, K-12 Curriculum & Instruction g. Teacher, Media Specialist h. Teacher, Technology Support Staff, District Supports i. Grade Level Team, District Supports j. Teacher, Administration, District Supports k. Teacher, Administration, District Supports l. Teacher, Administration, School Support Staff m. Grade Level Teams, District Support n. Teacher, Administration, District Supports o. Teacher, Grade Level Teams p. Teacher, Administration, District Supports q. Teacher, Administration, School Leadership Teams, District Supports r. Teacher, Grade Level Team, Administration Tier 2 (iii) Elementary a. Leadership Team b. Grade level team, Administration c. Grade level team, Administration d. Teacher e. Teacher, School Psychologist, Guidance Counselor f. Teacher, Administrator, Leadership Team g. Teacher, Administration, District Supports Tier 3 Elementary</p>
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		<p>b. Students are not actively or authentically engaged in instruction in reading and in reading in the content areas.</p> <p>c. Majority of teachers in reading and in reading in the content areas are not assigning grade level work to all of their students.</p>		<p>Learners, and teachers of Students with Disabilities.</p> <p>b. Provide PD for Instructional Processing for reading, LA, social studies, and science teachers, teachers of English Language Learners, and teachers of Students with Disabilities.</p> <p>c. Provide PD for HOT/FCAT Reading Stems for reading, LA, social studies, and science teachers, teachers of English Language Learners, and teachers of Students with Disabilities.</p> <p>d. Integrate effective instructional strategies to increase student engagement (such as HOT/FCAT Reading Stems, Writing, Collaborative Pairs, 6 step vocabulary, summarizing, graphic organizers, SSR, Think-Alouds, student use of technology, and Call on All Learners (COAL)) into EATS lesson planning and delivery.</p> <p>e. Teach the assessed curriculum & make grade level assignments for all Tier 1 students; Scaffold the assessed curriculum for the majority of Tier 2 & 3 students.</p> <p>f. Provide PD for Reading in the Content Areas for reading, LA, social studies, and science teachers, teachers of English Language Learners, and teachers of Students with Disabilities.</p> <p>g. Implement Reading in the Content Areas to make reading materials and reading and writing activities relevant to all students.</p> <p>h. Have students read at least 1 Extended Reading Passage weekly from September through December, and April until June, and 2 Extended Reading Passages from January through April.</p> <p>i. Formative assessments in reading will be administered to students in September, December, and February. Teachers will meet in collaborative content area teams to analyze their students results to determine the following:</p> <ul style="list-style-type: none"> • Which students are proficient? • Which students are basic? • Which students are below basic? • What instructional changes need to be made to meet the needs of the above students? • Teachers adjust instruction and plan accordingly? <p>j. The Principal, APC, & APA walk through classrooms daily and do targeted observations monthly to coach and monitor teachers' implementation of EATS lesson planning and delivery including Instructional Processing, HOT/FCAT Reading Stems, teaching the assessed curriculum & making grade level assignments.</p> <p>k. The Principal, APC, & APA walk through classrooms daily and do targeted observations monthly to coach and monitor teachers' implementation of Reading in the Content Areas, and Extended Reading Passages.</p>		<p>a. Teacher, School Support Staff, District Supports</p> <p>b. Teacher, School Support Staff, School Psychologist, Guidance Counselor</p>
				<p>Tier 1 Global Strategies:</p> <ul style="list-style-type: none"> • Collaborative Pairs • Summarizing • Extending Thinking <p>Writing within Math</p> <ul style="list-style-type: none"> • Stem Questions/Higher Order Thinking Skills (HOTS)/ • FCAT Explorer 		

Total	Mathematics	<p>Tier 1: Fact Fluency</p> <p>Number operations, problems, statistics and fractions</p> <p>Measurement skills</p> <p>Number relationships (place value, whole numbers)</p> <p>Describing and analyzing shapes</p> <p>Lack of real-world application (how we use math on a day-to-day basis)</p> <p>Teacher content/pedagogical knowledge Tier 2: Interventions do not address specific student needs Lack of varied teaching strategies to meet the different learning styles Tier 3:Lack of sufficient rigor in instruction in successive grade levels to maintain Level 3 and above proficiency</p>	<ul style="list-style-type: none"> •Learning Focus Solutions (LFS) Strategies •Art/Music/Physical Education Integration •Technology-Assisted Instruction: SMART Board/SMART Response System/Learn360/Google Apps •Application of Skills to Real-World Situations <p>Tier 1:</p> <ul style="list-style-type: none"> •Build opportunities to practice math facts. •Modeled instruction(may include manipulatives) •Scaffold/Gradual Release (with intermittent practice/chunks of instruction/assessment prompts) <ul style="list-style-type: none"> •Vocabulary with nonlinguistic representations •On grade-level instruction with rigor/complexity <ul style="list-style-type: none"> •Modeled instruction (may include manipulatives) •Scaffold/Gradual Release (with intermittent practice/chunks of instruction/assessment prompts) •Vocabulary with nonlinguistic representations <ul style="list-style-type: none"> •Modeled instruction (may include manipulatives) •Scaffold/Gradual Release (with intermittent practice/chunks of instruction/assessment prompts) •Vocabulary with nonlinguistic representations <ul style="list-style-type: none"> •Modeled instruction (may include manipulatives) • Scaffold/Gradual Release (with intermittent practice/chunks of instruction/assessment prompts) •Vocabulary with nonlinguistic representations • Apply skills to real-world situations <ul style="list-style-type: none"> •Professional development in math content knowledge and teaching strategies • All of Tier 1 • Data driven decisions by screening and diagnostic assessment • Explicit instruction targeting specific skill deficits • Multiple opportunities for review and practice <ul style="list-style-type: none"> • Alternate instructional strategies • Differentiated instruction (small group) • Fluid Grouping • Reflection/Think Aloud Strategies (verbal and written) • Elementary students receive 30 minutes 3 to 5 times a week of homogeneous, differentiated small group. Tier 2 small group instruction within or without the math block as appropriate. <ul style="list-style-type: none"> • Use progress monitoring data to match intervention to individual student needs, PD – specific intervention implementation, varied instructional strategies • All of Tiers 1 and 2 • Data driven decisions by screening and diagnostic assessment • Explicit/Strategic instruction targeting specific skill deficits • Evidence Based Intervention Programs • Differentiated Instruction (small groups of 3 or less) • Elementary students receive 30 minutes 5 	<ul style="list-style-type: none"> • Progress Monitoring • Daily/Weekly timed math tests <ul style="list-style-type: none"> • Progress Monitoring • Professional Learning Communities (PLC)/ Lesson Study • Observations <ul style="list-style-type: none"> o Classroom Walkthroughs o Peer Observations o Formal/informal Observations • Progress Monitoring • Professional Learning Communities (PLC)/ Lesson Study • Observations <ul style="list-style-type: none"> ? Classroom Walkthroughs ? Peer Observations ? Formal/informal Observations • Progress Monitoring • Professional Learning Communities (PLC)/ Lesson Study • Observations <ul style="list-style-type: none"> ? Classroom Walkthroughs ? Peer Observations ? Formal/informal Observations 	<ul style="list-style-type: none"> • Teacher • Instructional Coaches <ul style="list-style-type: none"> • Teacher • Instructional Coaches • Site Administrators • District Coordinators/ Supervisors (where applicable) • Teacher • Instructional Coaches • Site Administrators • District Coordinators/ Supervisors (where applicable)
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			<p>times a week of homogeneous, differentiated small groups (3 or less) or individual instruction in addition to the math block.</p> <ul style="list-style-type: none"> • Enrichment opportunities using grade level/above grade level materials • Progress monitoring to determine continued grade level/above grade-level achievement 		
White	Reading	<p>Ethnicity Reading Total/Tier 1 Elementary Tier 2 Elementary</p> <p>Tier 3 Elementary</p>	<p>All strategies listed in Total/Tier 1 apply to all ethnic groups.</p> <p>All strategies listed in Total/Tier 1 and Total/Tier 2 apply to all ethnic groups.</p> <p>All strategies listed in Total/Tier 1, Total/Tier 2 and Total/Tier 3 apply to all ethnic groups.</p>		
White	Mathematics	<p>All barriers listed in Tiers 1, 2, and 3 apply to students of all ethnic groups</p>	<p>All strategies listed in Tiers 1, 2 and 3 apply to students of all ethnic groups</p>	<ul style="list-style-type: none"> • Progress Monitoring • Professional Learning Communities (PLC)/ Lesson Study • Observations <ul style="list-style-type: none"> o Classroom Walkthroughs o Peer Observations ? Formal/informal Observations 	<ul style="list-style-type: none"> • Teacher • Instructional Coaches • Site Administrators • District Coordinators/ Supervisors (where applicable)
		<p>Ethnicity Reading/ Writing Total/Tier 1 Elementary</p> <p>Tier 2 Elementary</p>	<p>All strategies listed in Total/Tier 1 apply to all ethnic groups.</p> <p>Secondary:</p> <ol style="list-style-type: none"> Provide PD for Instructional Processing for reading, LA, social studies, and science teachers. Provide PD for Writing to Learn strategies for reading, LA, social studies, science, math, and elective teachers. Provide PD for SMART technology strategies in reading & writing for reading, LA, social studies, and science teachers. Provide PD in strategies for Problem Based Learning for reading, LA, social studies, and science teachers. Increase student engagement to active &/or authentic levels by integrating cooperative learning, writing to learn, student use of technology, graphic organizers, problem based learning, etc., into reading and content area instruction. Provide PD for teaching vocabulary in context for reading, LA, social studies, and science teachers. Teach vocabulary in context. 		

Black	Reading	<p>Tier 3 Elementary Secondary:</p> <p>a. Students are not actively or authentically engaged in instruction in reading and in reading in the content areas.</p> <p>b. Students may experience difficulty in making connections to text they're expected to read and write about.</p> <p>c. Students may be subjected to negative peer pressure re: reading</p>		<p>h. Provide PD for building academic background knowledge for reading, LA, social studies, and science teachers.</p> <p>i. Build academic background knowledge by embedding technology (video &/or audio clips from United Streaming, iTunes, You Tube, etc..) into reading and reading in the content area instruction.</p> <p>j. Provide PD for differentiating instruction for reading, LA, social studies, and science teachers.</p> <p>k. Differentiate instruction.</p> <p>l. Assign students school based &/or community based mentors to meet with students at least weekly re: academics, attendance, behavior, etc...</p> <p>m. Schedule students into Extended Learning activities (Saturday Academy, additional tutoring).</p> <p>n. Increase # of Extended Reading Passages students read weekly.</p> <p>o. The Principal, APC, & APA walk through classrooms daily and do targeted observations monthly to coach and monitor teachers' implementation of integrating cooperative learning, writing to learn, student use of technology, graphic organizers, problem based learning, teaching vocabulary in context, building academic background knowledge , and differentiating instruction into reading and content area instruction.</p> <p>All strategies listed in Total/Tier 1 and Total/Tier 2 apply to all ethnic groups.</p> <p>All strategies listed in Total/Tier 1, Total/Tier 2 and Total/Tier 3 apply to all ethnic groups.</p>	
Black	Mathematics	All barriers listed in Tiers 1, 2, and 3 apply to students of all ethnic groups		All strategies listed in Tiers 1, 2 and 3 apply to students of all ethnic groups	<ul style="list-style-type: none"> • Progress Monitoring • Professional Learning Communities (PLC)/ Lesson Study • Observations <ul style="list-style-type: none"> o Classroom Walkthroughs o Peer Observations ? Formal/informal Observations <ul style="list-style-type: none"> • Teacher • Instructional Coaches • Site Administrators • District Coordinators/ Supervisors (where applicable)
				<p>All strategies listed in Total/Tier 1 apply to all ethnic groups.</p> <p>All strategies listed in Total/Tier 1 and Total/Tier 2 apply to all ethnic groups.</p> <p>All strategies listed in Total/Tier 1, Total/Tier 2 and Total/Tier 3 apply to all ethnic groups.</p> <p>Secondary:</p> <p>a. Provide PD for Instructional Processing for reading, LA, social studies, and science teachers, and teachers of English Language Learners.</p> <p>b. Provide PD for Writing to Learn strategies for reading, LA, social studies, science, math, and elective teachers, and teachers of English Language Learners.</p> <p>c. Provide PD for SMART technology strategies in reading & writing for reading, LA, social studies, and science teachers, and teachers of English Language Learners.</p> <p>d. Provide PD in strategies for Problem Based</p>	

Hispanic	Reading	<p>Ethnicity Reading/ Writing Total/Tier 1 Elementary</p> <p>Tier 2 Elementary</p> <p>Tier 3 Elementary Secondary: a. Some students' language skills in English are incomplete and/or not at grade level. b. Some students' content knowledge is incomplete and/or not at grade level.</p>	<p>Learning for reading, LA, social studies, and science teachers, and teachers of English Language Learners.</p> <p>e. Increase student engagement to active &/or authentic levels by integrating cooperative learning, writing to learn activities, student use of technology, graphic organizers, problem based learning, etc., into instruction.</p> <p>f. Provide PD for teaching vocabulary in context for reading, LA, social studies, and science teachers, and teachers of English Language Learners.</p> <p>g. Teach vocabulary in context.</p> <p>h. Teach root words.</p> <p>i. Provide PD for building academic background knowledge for reading, LA, social studies, and science teachers, and teachers of English Language Learners.</p> <p>j. Build academic background knowledge by embedding technology (video &/or audio clips from United Streaming, iTunes, You Tube, etc.) into reading and reading in the content areas instruction.</p> <p>k. Provide PD for differentiating instruction for reading, LA, social studies, and science teachers, and teachers of English Language Learners.</p> <p>l. Differentiate instruction.</p> <p>m. Schedule students into Extended Learning activities (Saturday Academy, additional tutoring).</p> <p>n. Increase # of Extended Reading Passages students read weekly.</p> <p>p. The Principal, APC, & APA walk through classrooms daily and do targeted observations monthly to coach and monitor teachers' implementation of integrating cooperative learning, writing to learn, student use of technology, graphic organizers, problem based learning, teaching vocabulary in context, teaching root words, building academic background knowledge, and differentiating instruction into reading and content area instruction.</p>	
Hispanic	Mathematics	All barriers listed in Tiers 1, 2, and 3 apply to students of all ethnic groups	All strategies listed in Tiers 1, 2 and 3 apply to students of all ethnic groups.	<ul style="list-style-type: none"> • Progress Monitoring • Professional Learning Communities (PLC)/ Lesson Study • Observations <ul style="list-style-type: none"> o Classroom Walkthroughs o Peer Observations ? Formal/informal Observations <ul style="list-style-type: none"> • Teacher • Instructional Coaches • Site Administrators • District Coordinators/ Supervisors (where applicable)
Asian	Reading			
Asian	Mathematics			
			<p>All strategies listed in Total/Tier 1 apply to all ethnic groups.</p> <p>All strategies listed in Total/Tier 1 and Total/Tier 2 apply to all ethnic groups.</p> <p>All strategies listed in Total/Tier 1, Total/Tier 2 and Total/Tier 3 apply to all ethnic groups. Secondary: a. Provide PD for Instructional Processing for reading, LA, social studies, and science teachers. b. Provide PD for Writing to Learn strategies</p>	

American Indian	Reading	<p>Ethnicity Reading/ Writing Total/Tier 1 Elementary</p> <p>Tier 2 Elementary</p> <p>Tier 3 Elementary Secondary: a. Students come from a different cultural heritage with different values.</p>		<p>for reading, LA, social studies, science, math, and elective teachers.</p> <p>c. Provide PD for SMART technology strategies in reading & writing for reading, LA, social studies, and science teachers.</p> <p>d. Provide PD in strategies for Problem Based Learning for reading, LA, social studies, and science teachers.</p> <p>e. Increase student engagement to active &/or authentic levels by integrating cooperative learning, writing to learn activities, student use of technology, graphic organizers, problem based learning, etc., into instruction.</p> <p>f. Provide PD for differentiating instruction for reading, LA, social studies, and science teachers.</p> <p>g. Differentiate instruction.</p> <p>h. Schedule students into Extended Learning activities (Saturday Academy, additional tutoring).</p> <p>i. Increase # of Extended Reading Passages students read weekly.</p> <p>o. Provide PD for building academic background knowledge for reading, LA, social studies, and science teachers.</p> <p>p. Build academic background knowledge by embedding technology (video &/or audio clips from United Streaming, iTunes, You Tube, etc.,) into reading and reading in the content area instruction.</p> <p>q. The Principal, APC, & APA walk through classrooms daily and do targeted observations monthly to coach and monitor teachers' implementation of integrating cooperative learning, writing to learn, student use of technology, graphic organizers, problem based learning, teaching vocabulary in context, building academic background knowledge, and differentiating instruction into reading and content area instruction.</p>		
American Indian	Mathematics	All barriers listed in Tiers 1, 2, and 3 apply to students of all ethnic groups		All strategies listed in Tiers 1, 2 and 3 apply to students of all ethnic groups	<ul style="list-style-type: none"> • Progress Monitoring • Professional Learning Communities (PLC)/ Lesson Study • Observations <ul style="list-style-type: none"> o Classroom Walkthroughs o Peer Observations ? Formal/informal Observations 	<ul style="list-style-type: none"> • Teacher • Instructional Coaches • Site Administrators • District Coordinators/ Supervisors (where applicable)
				<p>All strategies listed in Total/Tier 1 apply to economically disadvantaged students.</p> <p>a. Stimulate oral language skills through: conversations, use of descriptive words, rhymes, songs, puppets, literature (interactive read-alouds and shared reading), authentic realia, compare /contrast objects and concepts, use of wide variety of questioning techniques and levels of complexity</p> <p>b. Real or virtual field trips, hands on experiences, project based learning (extended thinking), realia, immersion in vocabulary instruction and games</p> <p>c. Encourage book checkout from school library, extended media center hours (book checkout & access to technology), publicize places with free access to technology: public library, community centers, churches –</p>		

Economically Disadvantaged	Reading	<p>Total/Tier 1 Elementary</p> <p>Tier 2 Elementary</p> <p>Tier 3 Elementary</p> <p>a. Students enter school with limited expressive and receptive language. b. Students have limited background knowledge and life experiences. c. Students have limited access to reading material and technology at home. d. Students are often not expected to succeed by family and staff.</p> <p>Secondary: a. Students have limited vocabulary b. Students have limited background knowledge c. Students have limited receptive/ expressive language skills d. Students have limited access to role models, who are educated & employed.</p> <p>e. Students have limited access to reading materials & technology at home. f. Students are often not expected to succeed in reading by family and sometimes by teachers.</p>	<p>Click here to see a list of Community Centers in Polk County</p> <p>d. Content presented equally with high expectations for all students, parent meetings to provide them with strategies and skills to help their children, PD - A Framework for Understanding Poverty</p> <p>All strategies listed in Total/Tier 1, Total/Tier 2 and Total/Tier 3 apply to economically disadvantaged students</p> <p>Secondary: a. Provide PD for Instructional Processing for reading, LA, social studies, and science teachers, teachers of English Language Learners, and teachers of Students with Disabilities. b. Provide PD for Writing to Learn strategies for reading, LA, social studies, science, math, and electives teachers, teachers of English Language Learners, and teachers of Students with Disabilities. c. Provide PD for SMART technology strategies in reading & writing for reading, LA, social studies, and science teachers, teachers of English Language Learners, and teachers of Students with Disabilities. d. Provide PD in strategies for Problem Based Learning for reading, LA, social studies, and science teachers, teachers of English Language Learners, and teachers of Students with Disabilities. e. Increase student engagement to active &/or authentic levels by integrating cooperative learning, writing to learn activities, student use of technology, graphic organizers, problem based learning, etc., into instruction. f. Provide PD for teaching vocabulary in context for reading, LA, social studies, and science teachers, teachers of English Language Learners, and teachers of Students with Disabilities. g. Teach vocabulary in context. h. Provide PD for building academic background knowledge for reading, LA, social studies, and science teachers, teachers of English Language Learners, and teachers of Students with Disabilities. i. Build academic background knowledge by embedding technology (video &/or audio clips from United Streaming, iTunes, You Tube, etc.,) into reading and reading in the content areas instruction. j. Increase access to reading materials and technology by opening media centers and computer labs to students and their families. k. Allow students to check out computers for use at home. l. Schedule Informational Parent Meetings to increase parents' skills in helping their children succeed in school. m. Assign students school based &/or community based mentors to meet with students at least weekly re: academics, attendance, behavior, etc... n. Provide PD for differentiating instruction for reading, LA, social studies, and science teachers, teachers of English Language Learners, and teachers of Students with Disabilities. o. Differentiate instruction. p. Schedule students into Extended Learning activities (Saturday Academy, additional tutoring). q. Increase # of Extended Reading Passages</p>	<p>a. Observation of student language growth b. Observation c. Gather information that tracks use of the Media Center and local Community Centers over time d. Schedule Parent Nights that include hands-on strategies/ materials that can be used at home</p>	<p>a. Teacher, grade Level Team b. Teacher, Grade Level Team c. Teacher, Media Specialist d. Teacher, Administration, District Supports</p>
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Economically Disadvantaged	Mathematics	All barriers listed in Tiers 1, 2, and 3 apply to students of all ethnic groups
English Language Learners	Reading	Total/Tier 1 Elementary a. Lack of English language proficiency b. Students may have had limited or interrupted schooling experiences. c. Administrators and/or teachers may have limited awareness of student culture and/or language level. d. Lack of accommodations All strategies listed in Total/Tier 1, Total/Tier 2 and Total/Tier 3 apply to all ELL students.
English Language Learners	Mathematics	

students read weekly. r. The Principal, APC, & APA walk through classrooms daily and do targeted observations monthly to coach and monitor teachers' implementation of integrating cooperative learning, writing to learn, student use of technology, graphic organizers, problem based learning, teaching vocabulary in context, building academic background knowledge, and differentiating instruction into reading and content area instruction.		
All strategies listed in Tiers 1, 2 and 3 apply to students of all ethnic groups	<ul style="list-style-type: none"> • Progress Monitoring • Professional Learning Communities (PLC)/ Lesson Study • Observations <ul style="list-style-type: none"> o Classroom Walkthroughs o Peer Observations ? Formal/informal Observations 	<ul style="list-style-type: none"> • Teacher • Instructional Coaches • Site Administrators • District Coordinators/ Supervisors (where applicable)
a. Visual aids, consistent academic language used by all staff b. Emphasize the need to students and parents; the importance of consistent attendance c. Follow ESOL instructional model provided in the district K-12 ESOL Plan d. ELL students will be provided with approved accommodations when participating in daily classroom instruction, district and statewide assessments.	a. Observation, lesson plans b. Parent engagement c. Refer to the K-12 ESOL plan when considering professional development, instructional materials, and scheduling guidelines for ELL students. d. Observation, planning	a. Teacher, Administration b. Teacher, Administration, District Supports c. Teacher, Administration, ESOL Support d. Teacher, Administration, ESOL Support, District Supports
All strategies listed in Total/Tier 1 apply to students with disabilities. a. PD-Accommodations Options: Face-to-face and online, PD-Assistive Technology Options: Face-to-face and online, PD-UDL- Universal Design for Learning, PD-AIM Accessible Instructional Material, IT Instructional Technology Click here to access FDLRS website. b. PD-Accommodations Options: Face-to-face and online Click here to access FDLRS website. c. PD- Disability Awareness: More Alike than Different Click here to access FDLRS website. Secondary: a. Provide PD for Instructional Processing for ESE, reading, LA, social studies, and science teachers, and teachers of Students with		

Students with Disabilities	Reading	<p>Elementary:</p> <p>a. Students not accessing the general education curriculum</p> <p>b. Students are often not expected to succeed.</p> <p>c. Administrators and/or teachers have limited awareness of student needs.</p> <p>Secondary:</p> <p>a. Students have limited or no access to grade level reading or content area curriculum.</p> <p>b. Students have limited or no access to grade level reading or content area materials.</p> <p>c. Students are often not expected to succeed in reading by teachers.</p> <p>d. Administrators and/or teachers have limited awareness of students with disabilities' (SWD) needs.</p> <p>e. Students have expressive and receptive language deficits.</p>		<p>Disabilities.</p> <p>b. Provide PD for Writing to Learn strategies for ESE, reading, LA, social studies, science, math, and elective teachers, and teachers of Students with Disabilities.</p> <p>c. Provide PD for SMART technology strategies in reading & writing for reading, LA, social studies, and science teachers, and teachers of Students with Disabilities.</p> <p>d. Provide PD in strategies for Problem Based Learning for reading, LA, social studies, and science teachers, and teachers of Students with Disabilities.</p> <p>e. Provide PD in Strategic Instructional Model (SIM) strategies for teachers of Students with Disabilities.</p> <p>f. Schedule SWD into regular education classes using grade level materials when appropriate.</p> <p>g. Increase student engagement to active &/or authentic levels by integrating cooperative learning, writing to learn activities, student use of technology, graphic organizers, problem based learning, etc., into instruction.</p> <p>h. Implement adaptive technology as appropriate.</p> <p>i. Provide PD for implementing and documenting accommodations for administrators, and guidance counselors.</p> <p>j. Implement SWD's IEP accommodations as soon as they are written &/or revised.</p> <p>k. Provide PD for teaching vocabulary in context for reading, LA, social studies, and science teachers, and teachers of Students with Disabilities.</p> <p>l. Teach vocabulary in context.</p> <p>m. Provide PD for building academic background knowledge for reading, LA, social studies, and science teachers, teachers of English Language Learners, and teachers of Students with Disabilities.</p> <p>n. Build academic background knowledge by embedding technology (video &/or audio clips from United Streaming, iTunes, You Tube, etc.) into reading and reading in the content areas instruction.</p> <p>o. Provide PD for differentiating instruction for reading, LA, social studies, and science teachers, and teachers of Students with Disabilities.</p> <p>p. Differentiate instruction.</p> <p>q. Schedule students into Extended Learning activities (Saturday Academy, additional tutoring).</p> <p>r. Increase # of Extended Reading Passages students read weekly.</p> <p>s. The Principal, APC, & APA walk through classrooms daily and do targeted observations monthly to coach and monitor teachers' implementation of integrating cooperative learning, writing to learn, student use of technology, graphic organizers, problem based learning, teaching vocabulary in context, building academic background knowledge, and differentiating instruction into reading and content area instruction.</p>	<p>a. Collaborative effort between school and PD providers-FDLRS, FIN, ESE</p> <p>b. Collaborative effort between school and PD providers-FDLRS, FIN, ESE</p> <p>c. Collaborative effort between school and PD providers-FDLRS, FIN, ESE</p>	<p>a. Teacher, Administration, FDLRS, FIN, ESE</p> <p>b. Teacher, Administration, FDLRS, FIN, ESE</p> <p>c. Teacher, Administration, FDLRS, FIN, ESE</p>
					a. The Polk County Individual Professional Development Plan (IPDP) has been revised to ensure	

Students with Disabilities	Mathematics	<p>a. Additional support to develop effective math skills is in process to assist the eighty one percent (81%) of the tested student population in Polk who did not meet Adequate Yearly Progress (AYP) criteria</p>	<p>a. The Exceptional Student Education (ESE) department is implementing an action plan that targets students more effectively in order to meet their individual academic needs.</p> <p>b. The ESE department is also implementing the district's initiatives which entail: full implementation of Problem Solving Response to Instruction/Intervention (PS/RtI), Florida Continuous Improvement Model (FCIM), and Learning Focused Strategies (LFS).</p> <p>c. The ESE department is also working in the implementation of the district's math initiatives.</p>	<p>a. District wide ESE Facilitators collaborated in the development of an action plan to identify specific needs of all students.</p> <p>b. Students not achieving proficiency will be notified at the school level and progress monitored quarterly within each grading period.</p> <p>c. The effectiveness of the interventions conducted within the PS/RtI model for individual students will be ascertained quarterly.</p> <p>d. Parental participation will assist in the development of the student's action plan for interventions.</p> <p>e. The ESE department is also working in the implementation of the district's math initiatives.</p>	<p>that the district complies with the Florida Differentiated Accountability Plan The Teacher Action Research Goals and Educational Timeline (TARGET) which will help facilitate individualization of needs of teachers, so they may focus on the sub-groups that did not make AYP.</p> <p>b. The district employs PD 360 Professional Development On-Demand, which is a web-based, professional learning resource that supports the establishment of a systemic, job-embedded program that emphasizes classroom implementation for teachers.</p> <p>c. The K-12 curriculum will be facilitating school based Professional Learning Communities for specific needs.</p> <p>d. Ongoing training with Learning Focused Strategies are offered.</p> <p>e. PS/RtI is being implemented throughout the district.</p> <p>f. FCIM trainings will occur for school administrations.</p> <p>*Note: This will occur at all grade levels.</p>	<p>a. Assistant Superintendent of Learning Support</p> <p>b. Director of ESE</p> <p>c. Sr. Directors of Elementary Education</p> <p>d. Sr. Director of Secondary Education</p> <p>e. Director of Title I</p> <p>f. Director of English Language Learners</p> <p>g. Sr. Curriculum Coordinators of Elementary and Secondary Math</p>
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)
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ELEMENTARY	<p>CCRP Harcourt Trophies</p> <p>This is a scientifically based research reading program. It is the tool that will be used to provide grade level initial and differentiated instruction. Supplemental, intervention and motivational materials will be utilized in addition to the CCRP to meet students' diagnosed areas of need. During the 90 or 120 minute uninterrupted reading block, teachers will use these support materials to differentiate instruction and provide immediate intensive intervention.</p>
MIDDLE	<p>Developmental reading programs provide students scoring at AL 3- AL 5 with the opportunity to grapple with grade-level text that increases in complexity over the course of the academic year. The goal of the curriculum is for the students to be presented challenging comprehension activities that require student to not only read, but to also deliberately re-read text multiple times with the intention of pondering and answering higher order questions resulting in engaging and productive discourse. Reading teachers received professional development in September 2011 for the Comprehension Instructional Sequence Module with the expectation of immediate implementation. A high priority is placed on the close, sustained reading of complex text with scaffolding in place that permits all students to experience the complexity of the text, rather than avoid it.</p> <p>Polk County's developmental reading classes are scheduled at the majority of our middle schools. They are a part of Tier 1 instruction provided for students reading at grade level. Some Polk County Schools offer Critical Thinking courses for grade-level readers.</p> <p>All developmental instructional materials are grounded in SBRR; they provide ranges of leveled, high interest texts to support differentiated reading instruction. The focus of the DRP classes is word study/vocabulary development, fluency, comprehension and writing. Students are presented with instructional strategies that enable them to transfer their skills into reading across the content areas.</p> <p>Daybooks of Critical Reading and Writing (Great Source) are district-adopted for developmental classes in Grades 6-8. The instructional plans included in this series introduces strategic reading in both fiction, non-fiction and poetry selections. It continues to build critical reading, writing and thinking skills through engaging reader-response lessons.</p> <p>IMPACT is also utilized in many classes. It is noted for its real-world relevance that "hooks" our students to read about current events, sports and entertainment stars and world issues. It specifically supports vocabulary development and comprehension instruction.</p> <p>Additionally, novel sets (on the District-Approved Instructional Reading List for Middle Schools) and newspapers are utilized for these students.</p> <p>Instruction reflects The Balanced Literacy model that utilizes whole group instruction, guided reading instruction with the gradual release model, and independent reading and practice with student accountability, such as journaling and conferencing with teacher.</p> <p>All students in DRP classes are provided time daily for independent reading that places students on a continuum of reading achievement throughout the year. The expectation for students to read at least one book every two weeks should be in place. Schools use Accelerated Reader and Reading Counts (Scholastic) for placing students in appropriate independent reading books. All independent reading requires student summarization of what was read that day. This may take the form of a written journal/dialogue (student-teacher) reading log.</p> <p>Several professional learnings have been facilitated this year for secondary schools to learn about text complexity. The reading coaches and contacts are charged with continuing the dialogue with the reading teachers in their departments. We are in the process of developing an extended reading passage matrix by grade level in which complex text that supports what is being studied will be linked to language arts, social studies and science for each week of the 2012-2013 year. The passages will increase in complexity and length throughout the year. Teachers have already selected several passages from our SIRPs and CIRPs that are deemed to be complex text for the creation of CISM lessons for their students. These lessons are being collected and posted by grade level in our district Moodle site for teacher sharing. Teachers are becoming more aware of the importance of quality instruction at grade level and above. Scaffolding techniques are infused to assure the success of all levels of readers.</p>
HIGH	<p>Several professional learnings have been facilitated this year for secondary schools to learn about text complexity. The reading coaches and contacts are charged with continuing the dialogue with the reading teachers in their departments. We are in the process of developing an extended reading passage matrix by grade level in which complex text that supports what is being studied will be linked to language arts, social studies and science for each week of the 2012-2013 year. The passages will increase in complexity and length throughout the year. Teachers have already selected several passages from our SIRPs and CIRPs that are deemed to be complex text for the creation of CISM lessons for their students. These lessons are being collected and posted by grade level in our district Moodle site for teacher sharing. Teachers are becoming more aware of the importance of quality instruction at grade level and above. Scaffolding techniques are infused to assure the success of all levels of readers.</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
	<p>These materials have yet to be specifically identified. They are likely to include Catapult Learning Leap or ReadWell. The intervention will match student learning needs identified through routine progress monitoring and diagnostic assessments with materials, grouping, and strategies to revisit, reinforce, and extend classroom reading instruction.</p> <p>Reading motivation is a multifaceted combination of a student's personal goals, values, and beliefs interacting with topics, processes, and outcomes of reading. Motivated and engaged readers want to read. Teachers will demonstrate their value of reading in their individual classrooms by becoming reading role models. Discussing books and other printed material with students throughout the instructional day will demonstrate the connections that exist between readers and texts. Teachers will observe the students' attitudes toward reading and work become more positive when reading decisions are interest driven. Incorporating instructional materials that are interesting to the students will motivate the students to become successful readers. Curriculum coordinators are working to incorporate links to more complex text to existing curriculum maps as ready supplemental resources for teachers to use as they learn to engage students in close reading of increasingly complex text. Library Media specialists are providing training in the use of electronic text databases to which the district subscribes, and they are available to assist teachers in the effort to access more complex text for students to read, as individual needs indicate.</p> <p>The classroom environment will be designed to intentionally build students' self-worth and assist students who have a low level of confidence in their</p>

ELEMENTARY	<p>reading ability. The best way to instill confidence in the student is to ensure that reading materials are at the student's independent reading level. The students will be provided with many opportunities to read and reread material(s) to increase their fluency skills. Another important component of motivation is the ability to include goal setting as part of the process. When students set achievement goals, they feel a sense of accomplishment and take control over their own learning. When students set learning goals, they are given the opportunity to internalize and organize their learning tasks.</p> <p>The upcoming reading adoption will provide an opportunity to select materials based on text of sufficient complexity to appropriately challenge and extend student learning.</p> <p>Polk County students in grades K-5 will be assessed using Discovery Education Assessments. Using resulting data, and following the RtI/MTSS problem-solving model, struggling students will be identified and placed in immediate intensive intervention (iii) based on the specific area(s) of academic need. Each student will receive instruction in reading that is more intensive and designed to increase the student's knowledge of critical reading skills. By reducing the student/teacher ratio and providing additional instruction time beyond the 90 or 120 minute block, student engagement and participation will be maximized. Students still not making adequate progress will need an intervention program that accelerates and guides more intensive instruction.</p> <p>The K-1st / 2nd-3rd / 4th-5th Grade Student Center Activities Guide provided by FCRR supports the teachers' effort to provide differentiated instruction to meet the needs of every child. Intervention learning blocks are scheduled daily for 30 minutes, in addition to the 90 or 120 minute reading block for many struggling readers.</p> <p>For 2011-2012, four schools piloted Leveled Literacy Instruction designed by Fountas and Pinnell. This program provides small group instruction for students in grades K-2 that require additional intensive support to achieve grade level competency. In 2012-2013, the program will be extended to additional schools identified by their Sr. Directors and Title I staff.</p>
MIDDLE	<p>Several professional learnings have been facilitated this year for secondary schools to learn about text complexity. The reading coaches and contacts are charged with continuing the dialogue with the reading teachers in their departments. We are in the process of developing an extended reading passage matrix by grade level in which complex text that supports what is being studied will be linked to language arts, social studies and science for each week of the 2012-2013 year. The passages will increase in complexity and length throughout the year. Teachers have already selected several passages from our SIRPs and CIRPs that are deemed to be complex text for the creation of CISM lessons for their students. These lessons are being collected and posted by grade level in our district Moodle site for teacher sharing. Teachers are becoming more aware of the importance of quality instruction at grade level and above. Scaffolding techniques are infused to assure the success of all levels of readers.</p>
HIGH	<p>Several professional learnings have been facilitated this year for secondary schools to learn about text complexity. The reading coaches and contacts are charged with continuing the dialogue with the reading teachers in their departments. We are in the process of developing an extended reading passage matrix by grade level in which complex text that supports what is being studied will be linked to language arts, social studies and science for each week of the 2012-2013 year. The passages will increase in complexity and length throughout the year. Teachers have already selected several passages from our SIRPs and CIRPs that are deemed to be complex text for the creation of CISM lessons for their students. These lessons are being collected and posted by grade level in our district Moodle site for teacher sharing. Teachers are becoming more aware of the importance of quality instruction at grade level and above. Scaffolding techniques are infused to assure the success of all levels of readers.</p>
Additional Information	

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

Title I District Improvement Plan - (Part 3_2)

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

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
	<p>Tutoring and mentoring programs will be coordinated among the classroom teacher(s), support personnel, and mentor. All activities will be linked to reading instruction and will enhance what is being taught in the daily reading block. All student progress will be monitored and instruction differentiated based on the needs of the students. Adopted comprehensive and supplemental intervention programs will support the CCRP; will be FCRR reviewed, as listed on the FCRR website; will be on the state adoption lists; and must be research-based. Currently, many schools are supporting summer activities/before/after school and extended learning activities at specific grade levels. Schools are allowed to offer acceleration activities to provide learners with advance organizers, help activate prior knowledge, and provide the vocabulary for understanding new concepts and skills. When used with remediation, it "catches students up."</p> <p>The acceleration activity will be provided to low achieving students as an integral component of special education, tutoring and reading support. These activities will be located in various geographical locations for specified hours and days. Teachers will be expected to attend professional development activities designed</p>	Preschool Monthly / 90	

ELEMENTARY	<p>to establish means for implementation of the chosen reading intervention strategies and programs with fidelity.</p> <p>All approved state and local reading engagement activities will be shared with schools, staff, students, and the public, and participation will be encouraged.</p> <p>Third Grade Summer Reading Camp will be provided for eligible students. The 2012 program will be for Grade 3 students only. District budget planning for 2012-2013 will consider the possibility of extending this program to K-5 students.</p> <p>Teachers are required to hold grade-level appropriate certification. AIFs are required to hold or be actively seeking Reading Endorsement, unless they are in a school identified through DA where the endorsement/certification must be in place prior to assignment. Principals are urged to recommend effective teachers with strong learning gains for Summer Reading Camp and extended day programs.</p> <p>During the 2011-2012 school year, identified students in grades 2 and 3 with needs for additional reading instruction were provided after-school tutoring through a contract for services with Catapult Learning. These students participated in direct small group instruction for three hours per week from October through late April/early May after school or on Saturday, as scheduled by the school. Data analysis is underway to correlate FCAT 2.0 results with program attendance to ascertain the impact and effectiveness of that intervention. If successful, that may be one approach considered for the extension of the school day for reading instruction, should the district house a school in that category. ReadWell is another possibility. The district will respond as required by law in the event one or more of its schools are among the 100 lowest-performing elementary schools.</p>	minutes Students / daily Elementary Daily / 3-4 times per week 15 - 45 minutes per session	Preschool Teacher, Preschool Support Elementary Teacher, Administration
MIDDLE	<p>Students in need of extended intervention time are mandated a minimum of 90-minutes of daily reading instruction. These students are also pulled in small groups by reading coaches or paraprofessionals to deliver one-on-one and small group instruction to meet the needs of the students. SRA Decoding, SRA Comprehension, Six-Minute Solution, Fast ForWord and READ 180 are district-adopted CIRPs and SIRPs that are used for these purposes.</p> <p>Tutoring and mentoring programs will be coordinated among the classroom teacher(s), coach and mentor(s). All activities will be linked to reading instruction and will enhance what is being taught in the daily reading block. All student progress will be monitored and instruction differentiated based on the needs of the students. Schools are currently providing extended learning opportunities for students in need of intervention and additional assistance. All supplemental intervention materials must be research-based level. Currently, many schools are supporting summer activities/before/after school and extended learning activities at specific grade levels and for Level 1 students. Schools are allowed to offer acceleration activities to provide learners with advance organizers, help activate prior knowledge, and provide the vocabulary for understanding new concepts and skills. When used with remediation, it “catches students up”. Mentoring and tutoring activities are being offered through the use of business partners, service clubs, one-one-one, and a three-week summer program for non FCAT proficient students. The student’s instructional reading level will be taken into consideration for appropriate placement in tutoring activities. Decisions should be data-driven.</p> <p>Several middle schools are providing instruction through Saturday Academies with a focus on tested FCAT reading benchmarks. Many schools have built in incentives to ensure student participation. Some middle schools provide summer school for credit recovery. The District does not fund middle school summer school.</p> <p>All approved state and local summer literacy engagement activities are shared with schools, teachers, students, and families with encouragement to participate.</p>	This is in most school sites on a daily basis or as needed.	School Site Administrators Seniors Director of Middle School
HIGH	<p>Students in need of extended intervention time are mandated a minimum of 90-minutes of daily reading instruction. These students are also pulled in small groups by reading coaches or paraprofessionals to deliver one-on-one and small group instruction to meet the needs of the students. SRA Decoding, SRA Comprehension, Six-Minute Solution, Fast ForWord and READ 180 are district-adopted CIRPs and SIRPs that are used for these purposes.</p> <p>Tutoring and mentoring programs will be coordinated among the classroom teacher(s), coach and mentor(s). All activities will be linked to reading instruction and will enhance what is being taught in the daily reading block. All student progress will be monitored and instruction differentiated based on the needs of the students. Schools are currently providing extended learning opportunities for students in need of intervention and additional assistance. All supplemental intervention materials must be research-based level. Currently, many schools are supporting summer, before/after school, and extended learning activities at specific grade levels and for Level 1 and 2 students. Schools are urged to offer acceleration activities to provide learners with advance organizers, help activate prior knowledge and provide the vocabulary for understanding new concepts and skills. When used with remediation, it “catches students up.” Mentoring and tutoring activities are being offered through the use of business partners, service clubs and one-one-one. The student’s instructional reading level will be taken into consideration for appropriate placement in tutoring activities. Decisions will be data driven.</p> <p>Schools are providing instruction through Saturday Academies where they focus on FCAT-tested benchmarks. Many schools have built in incentives to ensure student participation.</p> <p>The summer school for FCAT retakers is no longer provided by the district.</p>	This is in most school sites on a daily basis or as needed.	School Site Administrators Seniors Director of High School

	Students are informed of all state and local summer literacy engagement activities and are encouraged to participate.		
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	Preschool: Head Start / School Readiness / Voluntary PreKindergarten: Preschool (3+4 yrs old) •Direct instruction on concepts of print •Develop a love of reading/literature •Foster understanding of “story” To parent •Importance of reading to child •Direct instruction on how to read to child •Develop parent buy-in for the love of literacy Elementary: Grades 3-5: Level 1 & 2 •Direct, explicit instruction provided by a highly qualified teacher to address students’ needs - remediate and accelerate Grades 3-5: Bubble •Direct, explicit instruction provided by a highly qualified teacher to address students’ needs - remediate and accelerate Grades 3-5: Level 3+ •Enrichment, differentiated instruction Grades K-2: Below grade level •Direct, explicit instruction provided by a highly qualified teacher to address students’ needs - remediate and accelerate Grades K-2: On level •Direct, explicit instruction provided by a highly qualified teacher to address students’ needs Grades K-2: Above grade level •Enrichment, differentiated instruction	Preschool: Student – Daily Parent – Monthly Summer – VPK Summer Elementary: Before and/or after school 15-30 minutes (starting at the beginning of the year) Saturday Academy Evening workshops Summer •ESOL Summer Camp •3rd Grade Summer Reading Camp •4th Grade Acceleration Academy •Migrant Summer Program	Preschool: Teacher, Preschool Support Teacher, Administration ESOL Support K-12 Curriculum & Instruction Elementary Education Summer School Staff
MIDDLE	Our district is focusing on learning gains for all students at all levels.	Baseline assessment over the course of 3 times per year.	Associate Superintendent of Learning, Sr. Director of K 12 Curriculum, Sr. Director Assessment, Accountability and Evaluation
HIGH	Our district is focusing on learning gains for all students at all levels.	Baseline assessment over the course of 3 times per year.	Associate Superintendent of Learning, Sr. Director of K 12 Curriculum, Sr. Director Assessment, Accountability and Evaluation

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	Scott Foresman-Addison Wesley K,1,2,3,4,5	Acaletics (K-5) BBY Head Pollet (K-5) CAMS and STAMS (1-5) Compass Odyssey (K-5) Math Facts In A Flash Math Drill Express Math Party SRA Corrective Math Touch Math (Special Education) Write Math (K-5)	Professional Learning Communities Learning Focused Solutions Problem Solve/ Response to Intervention (RtI) Florida Continuous Improvement Model (FCIM) PROMISE continuation
MIDDLE	Glencoe- McGraw Hill/Big Ideas Math 6 – 8,2010/11 edition	Refer to district PURE list Compass Odyssey 6-8	PROMISE Continuation Learning Focused Solutions Problem Solve/ Response to Intervention (RtI) Florida Continuous Improvement Model (FCIM)

HIGH	Houghton-Mifflin Harcourt: Go Math	Refer to district PURE list Gizmos from Explore Learning	Learning Focused Solutions Problem Solve/ Response to Intervention (RtI) Florida Continuous Improvement Model (FCIM)
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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
a. Title 1 SES b. Title 1 School Improvement grants (tutoring for school wide programs) c. Saturday School d. Before and after school tutoring (varies amongst schools)	K 8 SINI schools; Level 1 and 2 have priority	a. Approximately 20 hours per student possibly once or twice a week depending on service provider. b. Varies amongst schools. c. Varies amongst schools.	a. and b. Title 1 Coordinators c and d. School site administrators

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 Science K – 5	a. Vernier Probeware for new Science labs b. Thinking Maps in Science c. Learning Focused Strategies d. LEGO League Robotics (limited number of schools) e. District Science Fair Grades 4 and 5 f. PROMISE Modules g. Visits to Nature Discovery Center – Grade 5 h. Gizmos – Interactive Science (school-based purchase) I.FOSS Kits (Provided for new labs) j. Project modules developed for Grades K-5, embedded in curriculum maps	a. Vernier Probeware training provided for schools with new labs b. Thinking Maps in Science PD offered District wide c.LFS training provided for SINI schools d. LEGO League coaches trained e. Science Fair Contact training provided f. PROMISE Science Content PD for Grades 3-5 for selected school, pending funding g. Open House offered h. Gizmo PD arranged by school site i. Assistant Principals will received professional development on modules j. The following PD modules available for schools, as requested: • Science Misconceptions Grades 3 – 5 • Implementing NGSSS, Grades K – 3 • Project Modules Gr. K-2 and Gr. 3 - 5 • Science and Literature Connections •Focusing on Science
MIDDLE	Glencoe McGraw Hill Science Program Required district course progression	a. Vernier Probeware b. Thinking Maps in Science c. Learning Focused Strategies d. ASPIRE (First Lego League Robotics) Grades 6-8 e. Polk Region Science and Engineering Fair Grades 6-12 f. Florida State Science and Engineering Fair Grades 6-12 g. International Science and Engineering Fair Grades 6-12 h. School visits to Nature Discovery Center – Grade 7 i. Advanced science courses offered at the middle school level	a. Vernier Probeware training Grades 6-12 b. Thinking Maps in Science PD offered District wide c.LFS training provided for SINI schools d. ASPIRE coaches training e. School Science Fair Contact training f. Nature Discovery Center training for 7th grade teachers g. Pre-Advanced Placement training: cornerstones, vertical teaming and pre-AP strategies
		a. Vernier Probeware b. Thinking Maps in Science	

HIGH	<p>a. Glencoe McGraw Hill, Holt McDougal and Pearson Prentice Hall Science Programs</p> <p>b. Required district course progression</p>	<p>c. Learning Focused Strategies</p> <p>d. Polk Region Science and Engineering Fair Grades 6-12</p> <p>e. Florida State Science and Engineering Fair Grades 6-12</p> <p>f. International Science and Engineering Fair Grades 6-12</p> <p>g. Honors and Advanced Placement science courses offered throughout district</p> <p>h. Gizmos Science Simulations Grades 9-12</p>	<p>a. Vernier Probeware training Grades 6-12</p> <p>b. Thinking Maps in Science PD offered district wide</p> <p>c. LFS training provided for SINI schools</p> <p>d. School Science Fair Contact training</p> <p>e. Pre-Advanced Placement and Advanced Placement training; cornerstones, vertical teaming, pre-AP strategies and 5-day specific content institutes</p> <p>f. Bi-Annual Advanced Placement Summit</p> <p>g. Gizmos professional development offered by district Gizmos train the trainers</p>
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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
Extended learning opportunities are determined by school site	Determined by school site	Determined by school site	School site

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	Sunshine State Standards & Common Core State Standards	<p>Just Write Series (Kathy Robinson)</p> <p>Melissa Forney (many resources like Razzle, Dazzle Writing)</p> <p>School developed</p> <p>Six Traits (Great Source)</p> <p>Write From the Beginning (Thinking Maps)</p> <p>Write Reflections (Melinda Michalec)</p>	<p>Polk Writes! mini-lessons, district writing prompts, rubrics</p> <p>Florida Writes! 4th Grade Rubric PD (K-4th Grade); 8th Grade Rubric PD (5th Grade)</p>
MIDDLE	<p>Grades 6-8 Student Writing Portfolios: The student writing portfolios are integrated into the Language Arts District Curriculum, designed as a progress monitoring tool, and monitored by school-based administrators and District Language Arts Senior Curriculum Coordinator.</p> <ul style="list-style-type: none"> • Correct II and Prevent II schools are monitored three times during the school year • Correct I and Prevent I schools are monitored two times during the school year. 	<p>Supplemental resources available on the PURE list for school purchase:</p> <ul style="list-style-type: none"> • Six Traits of Writing • My Access Writing • Write Score 	<ul style="list-style-type: none"> • District-wide Fall and Winter Institutes are professional learning modules developed to share instructional practices and further content knowledge of persuasive, expository, and convey experience writing modes. • Professional learning needs of individual schools and teachers are addressed through PD360 and sharing best practices.
HIGH	<p>Grades 9-10 Student Writing Portfolios: The student writing portfolios are integrated into the Language Arts District Curriculum, designed as a progress monitoring tool, and monitored by school-based administrators and District Language Arts Senior Curriculum Coordinator.</p> <ul style="list-style-type: none"> • Correct II and Prevent II schools are monitored three times during the school year • Correct I and Prevent I schools are monitored two times during the school year. 	<p>Supplemental resources available on the PURE list for school purchase:</p> <ul style="list-style-type: none"> • Six Traits of Writing • My Access Writing • Write Score 	<ul style="list-style-type: none"> • District-wide Fall and Winter Institutes are professional learning modules developed to share instructional practices and further content knowledge of persuasive, expository, and convey experience writing modes. • Professional learning needs of individual schools and teachers are addressed through PD360 and sharing best practices.

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
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Use of extended learning funds and opportunities are school-based decisions.	Varies amongst schools	Varies amongst schools	School site administrators
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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.

Each year, when Title I schools compile a comprehensive needs assessment as part of the Title I/school improvement plan development process, they identify areas of greatest need. In the school improvement plan, the schools indicate what professional development will address those areas of need. They also identify the source and amount of funding that will be necessary to adequately provide that professional development.

As a part of the district comprehensive needs assessment process, in preparing the Title I, Part A, project application, the district identifies areas of critical need and determines what additional professional development may be provided to assist schools to meet their goals. In the Title I, Part A, application, professional development activities are identified. The application requires that the district specify the amount of funds that will be spent on professional development, and, being a district in corrective action, Polk is required to set aside ten percent of the Title I budget for this purpose. In doing the analysis for this year's project application, Polk identified a higher percentage of the Title I budget than the minimum requirement.

The district monitors the expenditures of the schools and the district throughout the year to ensure that planned professional development is occurring and to determine that the required ten percent is being met. Title I Coordinators, liaisons between the district office and the schools, meet with school staff regularly to assist with monitoring the implementation of their Title I/school improvement plans.

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
<p>Need for improved school-to-home communication with parents in both frequency and ease of understanding, as well as translated into the language spoken in the home.</p> <p>Need for greater parent involvement in development of Parent Involvement Plans at the District and the School level.</p> <p>Need for more parent involvement in School Improvement Planning.</p> <p>Need for useful learning activities where teachers and parents can collaborate to support student achievement, activities to build capacity in parents to help them work with their children, activities that build expertise and provide practice for parents with effective</p>	<p>Parent Survey results indicate that many parents do not receive needed communications from their children's schools. They want to receive communications in multiple formats and through various delivery mechanisms.</p> <p>Parent and Staff Survey results also indicate that parents need support and guidance to focus on the learning needs of their children.</p>	<p>Development of District Title I Parent Involvement Plan with input from Parents: In Polk, a parent-planning team approach provides a framework linked to goals in school improvement plans. The Title I Parent Involvement Specialist shares information with school-based parent involvement facilitators on supports including learning activities for the summer, preparing students to enter kindergarten and middle school, transitioning to a new school, the role of parents in the education of their child, involvement of single parents, different learning styles, how parents can help with homework, preparation for testing, reading and math skill reinforcement, and discipline techniques.</p> <p>Learning support activities provided at school sites: Activities and programs to help build parents' capacity for strong parental involvement are ongoing and are provided to increase the motivation of parents to play a part in their child's education and to be integral to the partnership of school, parents and the community to improve student academic achievement. Supplementary Information is provided to parents, with an emphasis on parents of students with achievement issues, to help them understand topics such as the State's academic content standards, the State's student academic achievement standards, local academic assessments, how to monitor their child's progress, and tips and strategies for helping their child at home in reading, math, and science. Motivational and academic activities designed to build capacity for the parents to help their child at home include Muffins for Moms, Doughnuts for Dads, Pro Dads, Love and Logic, Family Academic/Assessment Nights, Families Building Better Readers, Readers of the Caribbean, Mysteries in the Middle, Progress Monitoring sessions, Book Clubs, and Coffee Clubs, etc.</p> <p>Communication to promote understanding of the curriculum: The LEA provide guidance and explanatory materials to help parents understand the Next Generation Sunshine State Standards (SSS), the FCAT and Florida's achievement standards, and district-wide local assessments. They help parents understand how to monitor their own student's progress and provide training for parents to help their children as they learn. As Title I schools train their staff to understand how to communicate with and involve parents in their child's education, they seek input from parents on effective ways to support parent participation in the learning process.</p>	<p>The District Parent Involvement Plan outlines the commitments that the District and schools make to build capacity in parents to support the learning needs of students. The plan is evaluated each year through surveying parents and comparing the plan to SEA provided criteria.</p> <p>The District Parent Survey provides feedback on perceived school climate at each school. The Title I Parent Survey provides feedback on required parent communication and</p>	<p>Community Relations, Title I Parent Involvement Coordinator, FDLRS Parent Involvement Facilitator</p>

<p>teaching strategies.</p> <p>Need to support parents as their children transition between early learning programs, and elementary and secondary levels.</p> <p>Need for increased appreciation among school personnel for the contributions of parents.</p>	<p>The Parent Engagement Program (PEP) will expand into Correct II schools as a collaborative effort of parents, staff, administrators, community leaders, and teachers. PEP is grounded in three essential elements: (1) Effective Parenting Skills training, (2) Engagement of Parents and Community members, and (3) an Outreach Component. The goal of the PEP is to engage and deepen the commitment of parents and the community in the academic life and success of students. Title I provides twelve Parent Outreach Facilitators to assist schools in achieving the goal of improving parent engagement in the learning of their children. Facilitators meet with assigned students regularly to establish and monitor academic and behavioral goals. Often, they link families with community supports to ameliorate critical needs they observe. Finally, they communicate observed needs of the family and student to school administration and to teachers of the children served.</p> <p>To ensure access to activities and materials provided for parents, all parental support and information on meetings and resources will be available in the language spoken in the home.</p>	<p>effectiveness of capacity building activities.</p>
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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)

Polk County experiences a high rate of mobility, especially amongst our English Language Learner (ELL) students. The ELL population is limited in their English skills necessary to be successful on the Florida Comprehensive Assessment Test (FCAT).

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
<p>A) ESOL Teacher Resource Specialist Trainers will provide support to schools by developing new, innovative, scientifically proven curriculum initiatives, enhancing family outreach programs, and providing staff development in areas of second language acquisition and student achievement going beyond the requirements of the Consent Decree to ensure that ELL students meet the annual measurable achievement objectives, AYP and grade level content mastery. This initiative supports the District ELL Plan by providing professional development to teachers in the implementation of ESOL strategies in the classroom. Please refer to item number 44 in the District ELL Plan. B) ESOL Teachers and paraeducators will be trained in research-based best practices to ensure language proficiency in the four domains tested in CELLA. Emphasis will be placed on stages of second language acquisition and the differences between language and content objectives. Funds will be used for County teachers who provide staff development/in-service training, customized for schools, to ensure that children who are ELL develop high levels of English language proficiency. This initiative supports targeted professional development customized per school. Please refer to item number 44 in the District ELL Plan.</p>	<p>a. District ESOL Department b. District ESOL Department</p>	<p>a. ongoing b. ongoing</p>	<p>a. Title III / District b. Title III/District</p>

3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
<p>Grade Level Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)</p> <p>K-2 Grade K-2 Chart</p> <p>3-5 Grade 3-5 Chart</p> <p>6-8 Grade 6-8 Chart</p> <p>9-12 Grade 9-12 Chart</p>	<p>a. District ESOL Department b. District ESOL Department c. District ESOL Department/ World Languages Senior Coordinator</p>	<p>Ongoing</p>	<p>Title III / District</p>

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
<p>A) Develop and provide professional development related to strategies for modifying curriculum materials to enhance comprehensibility and to better assist ELLs in the steps needed to address math word problems. This initiative supports the District ELL Plan by providing professional development to teachers in the implementation of ESOL strategies for Math</p>			

instruction in the classroom. Please refer to item number 44 in the District ELL Plan. B) Provide supplemental professional development for teachers with a concentration in math instruction using research-based practices such as the use of manipulatives and hands-on resources. Professional development opportunities may be provided for grades 6-12 department chairpersons. This supplemental professional development will support the District ELL Plan by providing an ongoing focus on Math instruction. Please refer to item number 44 in the District ELL Plan. C) Encourage schools to purchase copies of Spanish translation of adopted math program. Provide resources and manipulatives to help students visualize math concepts. This initiative supports the District reading and math ELL Plan by providing resources and guidance to the schools. Please refer to item number 44 in the District ELL Plan.	District ESOL Department / Math Senior Coordinator	Ongoing	Title III / District
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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
A) The ESOL Department collaborates with Title I by organizing joint parent workshops, trainings and school and district-wide activities. These trainings and activities provide materials and resources as well as translators in native languages. ESOL personnel translate Title I documents into Spanish, Haitian Creole and other languages as needed. ESOL and Title I personnel work jointly in producing the state mandated Parent Guide. The ESOL Department also works with Title I Migrant Office to coordinate services rather than duplicate services. Through the Title I and ESOL Departments parents are then provided joint training to demonstrate strategies and activities that will help their child meet the state's academic achievement standards, while achieving full English language proficiency. This effort supports the District ELL Plan through the coordination and cooperation of all district office and school-based personnel responsible for the success of ELL students. Please refer to item number 44 in the District ELL Plan. B) Through the collaborative efforts of Title I, K-12 Curriculum and Instruction department, and ESOL, research-based reading strategies are utilized with all students including ELL students. These strategies include: standard ESOL strategies, CRISS training, cooperative learning, flexible scheduling, cross-age tutoring, interest centers, use of manipulatives and visuals, differentiated instruction, direct instruction in reading, developmental writing, computer-assisted instruction and other best practices. This initiative supports targeted professional development customized per school. Please refer to item number 44 in the District ELL Plan. C) The Ace it! Tutoring program will assist ELL students in the acquisition of English language skills. Collaboration in the purchase of materials, resources and staff development provides the framework for student success. This program will supplement the Title I tutoring ELL students receive from the state approved providers. Please refer to item number 44 in the District ELL	District ESOL Department	Ongoing	Title III District

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
The ESOL Teacher Resource Specialist Trainer (parental involvement) will coordinate training activities and materials to assist ELL parents to become active participants in the education of their children. The following items support the District ELL Plan by providing initiatives to increase parental involvement at the school and district levels. Please refer to item number 24 in the District ELL Plan. A) Provide support for schools with the implementation of parent language education programs and other customized training for parents. B) The ESOL teachers and paraprofessionals will continue to be trained on parenting activities such as reading strategies for the home, Parent Partnership District Training, and district parenting initiatives. C) Coordinate training activities and materials to assist ELL parents to become active participants in the education of their children. Parent activities focus on providing and increasing enrollment in adult basic classes, ESOL classes, GED classes and workshops on parenting strategies. D) Implement the English Language Literacy Civics and Citizenship program with parents of ELL students. E) Promote diversity initiatives and encourage strong inclusion practices.	District ESOL Department	a. ongoing b. ongoing c. ongoing d. Fall, 2010 e. ongoing	Title III/ District FDLRS/ District

7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
Now offering "Understanding Cultural Diversity through Family Friendly Schools" initiative	ESOL District FDLRS District	Ongoing	Title III FDLRS

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.