

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Volusia



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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 first draft of the plan was written with district staff representing elementary, middle, and high schools. Subject area specialists, Title I representatives, and accountability specialists were also included. The draft of the plan was taken to the superintendent's staff for review and revision. The final version will be submitted for review by the Superintendent.

Title I District Improvement Plan - (Part1_2)

STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

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Title I District Improvement Plan - (Part 2)

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

Subgroup not making satisfactory progress.	Subject Area	Specific Teaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
Total	Reading	Teaching and learning needs include a comprehensive, research based curriculum and effective teaching strategies. These include effective delivery of a rigorous and relevant set of learning targets which are clearly communicated to the students, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Current FCAT data indicate the previous plan is working - 56% to 56% -and we plan to continue to move forward with data focused decision making to drive instruction.	Strategies with the greatest likelihood of increasing student achievement include continuing the training and implementation of both the DuFour Model of Professional Learning Communities, and the beginning of the Charlotte Danielson Framework for Teaching. These strategies will be coordinated with the Volusia Proficiency Model which is a tiered system of support for school improvement.	Professional development to support this plan includes training in the DuFour Model of PLC, Charlotte Danielson Framework for Teaching, Thinking Maps, data analysis, and content delivery, as well as comprehensive coaching training in the areas of instructional delivery, technical coaching, and content coaching.	District Instructional Services Department
		Teaching and learning needs include a comprehensive, research based		Strategies with the greatest likelihood of increasing student	Professional development to	

Total	Mathematics	curriculum and effective teaching strategies. These include effective delivery of a rigorous and relevant set of learning targets which are clearly communicated to the students, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Current FCAT data indicate an increase in scores - 50% to 53% -and we plan to continue to move forward with data focused decision making to drive instruction.	achievement include continuing the training and implementation of both the DuFour Model of Professional Learning Communities, and the beginning of the Charlotte Danielson Framework for Teaching. These strategies will be coordinated with the Volusia Proficiency Model which is a tiered system of support for school improvement.	support this plan includes training in the DuFour Model of PLC, Charlotte Danielson Framework for Teaching, Volusia Proficiency Model, Thinking Maps, data analysis, and content delivery, as well as comprehensive coaching training in the areas of instructional delivery, technical coaching, and content coaching.	District Instructional Services Department
White	Reading	Teaching and learning needs include a comprehensive, research based curriculum and effective teaching strategies. These include effective delivery of a rigorous and relevant set of learning targets which are clearly communicated to the students, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Current FCAT data indicate the previous plan is working - 64% to 64% -and we plan to continue to move forward with data focused decision making to drive instruction.	Strategies with the greatest likelihood of increasing student achievement include continuing the training and implementation of both the DuFour Model of Professional Learning Communities, and the beginning of the Charlotte Danielson Framework for Teaching. These strategies will be coordinated with the Volusia Proficiency Model which is a tiered system of support for school improvement.	Professional development to support this plan includes training in the DuFour Model of PLC, Charlotte Danielson Framework for Teaching, Volusia Proficiency Model, Thinking Maps, data analysis, and content delivery, as well as comprehensive coaching training in the areas of instructional delivery, technical coaching, and content coaching.	Instructional Services Department
		Teaching and learning needs include a comprehensive,		Strategies with the greatest likelihood of	Professional	

White	Mathematics	research based curriculum and effective teaching strategies. These include effective delivery of a rigorous and relevant set of learning targets which are clearly communicated to the students, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Current FCAT data increases - 57% to 60% - indicate the previous plan is working, and we plan to continue to move forward with data focused decision making to drive instruction.	increasing student achievement include continuing the training and implementation of both the DuFour Model of Professional Learning Communities, and the beginning of the Charlotte Danielson Framework for Teaching. These strategies will be coordinated with the Volusia Proficiency Model which is a tiered system of support for school improvement.	development to support this plan includes training in the DuFour Model of PLC, Charlotte Danielson Framework for Teaching, Volusia Proficiency Model, Thinking Maps, data analysis, and content delivery, as well as comprehensive coaching training in the areas of instructional delivery, technical coaching, and content coaching.	Instructional Services Department
Black	Reading	Teaching and learning needs include a comprehensive, research based curriculum and effective teaching strategies. These include effective delivery of a rigorous and relevant set of learning targets which are clearly communicated to the students, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Current FCAT data increases indicate the previous plan is working - 32% to 34% -and we plan to continue to move forward with data focused decision making to drive instruction.	Strategies with the greatest likelihood of increasing student achievement include continuing the training and implementation of both the DuFour Model of Professional Learning Communities, and the beginning of the Charlotte Danielson Framework for Teaching. These strategies will be coordinated with the Volusia Proficiency Model which is a tiered system of support for school improvement.	Professional development to support this plan includes training in the DuFour Model of PLC, Charlotte Danielson Framework for Teaching, Volusia Proficiency Model, Thinking Maps, data analysis, and content delivery, as well as comprehensive coaching training in the areas of instructional delivery, technical coaching, and content coaching.	Instructional Services Department
		Teaching and learning needs include a comprehensive,		Strategies with the greatest likelihood of	Professional	

Black	Mathematics	research based curriculum and effective teaching strategies. These include effective delivery of a rigorous and relevant set of learning targets which are clearly communicated to the students, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Current FCAT data increases - 30% to 31% - indicate the previous plan is working, and we plan to continue to move forward with data focused decision making to drive instruction.	increasing student achievement include continuing the training and implementation of both the DuFour Model of Professional Learning Communities, and the beginning of the Charlotte Danielson Framework for Teaching. These strategies will be coordinated with the Volusia Proficiency Model which is a tiered system of support for school improvement.	development to support this plan includes training in the DuFour Model of PLC, Charlotte Danielson Framework for Teaching, Volusia Proficiency Model, Thinking Maps, data analysis, and content delivery, as well as comprehensive coaching training in the areas of instructional delivery, technical coaching, and content coaching.	Instructional Services Department
Hispanic	Reading	Teaching and learning needs include a comprehensive, research based curriculum and effective teaching strategies. These include effective delivery of a rigorous and relevant set of learning targets which are clearly communicated to the students, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Current FCAT data indicate the previous plan is working - 47% to 47% -and we plan to continue to move forward with data focused decision making to drive instruction.	Strategies with the greatest likelihood of increasing student achievement include continuing the training and implementation of both the DuFour Model of Professional Learning Communities, and the beginning of the Charlotte Danielson Framework for Teaching. These strategies will be coordinated with the Volusia Proficiency Model which is a tiered system of support for school improvement.	Professional development to support this plan includes training in the DuFour Model of PLC, Charlotte Danielson Framework for Teaching, Volusia Proficiency Model, Thinking Maps, data analysis, and content delivery, as well as comprehensive coaching training in the areas of instructional delivery, technical coaching, and content coaching.	District Volusia Proficiency Model (VPM) teams, Area VPM teams, school leadership VPM teams, grade level VPM teams
		Teaching and learning needs include a comprehensive, research based		Strategies with the greatest likelihood of increasing student	Professional development to	

Hispanic	Mathematics	curriculum and effective teaching strategies. These include effective delivery of a rigorous and relevant set of learning targets which are clearly communicated to the students, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Current FCAT data indicated the previous plan is working - 42% to 44%- and we plan to continue to move forward with data focused decision making to drive instruction	achievement include continuing the training and implementation of both the DuFour Model of Professional Learning Communities, and the beginning of the Charlotte Danielson Framework for Teaching. These strategies will be coordinated with the Volusia Proficiency Model which is a tiered system of support for school improvement.	support this plan includes training in the DuFour Model of PLC, Charlotte Danielson Framework for Teaching, Volusia Proficiency Model, Thinking Maps, data analysis, and content delivery, as well as comprehensive coaching training in the areas of instructional delivery, technical coaching, and content coaching.	Instructional Services Department
Asian	Reading	Teaching and learning needs include a comprehensive, research based curriculum and effective teaching strategies. These include effective delivery of a rigorous and relevant set of learning targets which are clearly communicated to the students, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Current FCAT data indicates the previous plan is working - 74% to 76% -and we plan to continue to move forward with data focused decision making to drive instruction.	Strategies with the greatest likelihood of increasing student achievement include continuing the training and implementation of both the DuFour Model of Professional Learning Communities, and the beginning of the Charlotte Danielson Framework for Teaching. These strategies will be coordinated with the Volusia Proficiency Model which is a tiered system of support for school improvement.	Professional development to support this plan includes training in the DuFour Model of PLC, Charlotte Danielson Framework for Teaching, Volusia Proficiency Model, Thinking Maps, data analysis, and content delivery, as well as comprehensive coaching training in the areas of instructional delivery, technical coaching, and content coaching.	Instructional Services Department
		Teaching and learning needs include a comprehensive,		Strategies with the greatest likelihood of	Professional	

Asian	Mathematics	research based curriculum and effective teaching strategies. These include effective delivery of a rigorous and relevant set of learning targets which are clearly communicated to the students, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Current FCAT data increases - 78% to 81% - indicate the previous plan is working, and we plan to continue to move forward with data focused decision making to drive instruction.	increasing student achievement include continuing the training and implementation of both the DuFour Model of Professional Learning Communities, and the beginning of the Charlotte Danielson Framework for Teaching. These strategies will be coordinated with the Volusia Proficiency Model which is a tiered system of support for school improvement.	development to support this plan includes training in the DuFour Model of PLC, Charlotte Danielson Framework for Teaching, Volusia Proficiency Model, Thinking Maps, data analysis, and content delivery, as well as comprehensive coaching training in the areas of instructional delivery, technical coaching, and content coaching.	Instructional Services Department
American Indian	Reading	Teaching and learning needs include a comprehensive, research based curriculum and effective teaching strategies. These include effective delivery of a rigorous and relevant set of learning targets which are clearly communicated to the students, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Current decreases in FCAT data indicate the need to focus more attention on supporting this subgroup - 58% to 52% -but we also plan to continue to move forward with data focused decision making to drive instruction.	Strategies with the greatest likelihood of increasing student achievement include continuing the training and implementation of both the DuFour Model of Professional Learning Communities, and the beginning of the Charlotte Danielson Framework for Teaching. These strategies will be coordinated with the Volusia Proficiency Model which is a tiered system of support for school improvement.	Professional development to support this plan includes training in the DuFour Model of PLC, Charlotte Danielson Framework for Teaching, Volusia Proficiency Model, Thinking Maps, data analysis, and content delivery, as well as comprehensive coaching training in the areas of instructional delivery, technical coaching, and content coaching.	Instructional Services Department
		Teaching and learning needs include a comprehensive,		Strategies with the greatest likelihood of	Professional	

American Indian	Mathematics	research based curriculum and effective teaching strategies. These include effective delivery of a rigorous and relevant set of learning targets which are clearly communicated to the students, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Current FCAT data increases - 46% to 48% - indicate the previous plan is working, and we plan to continue to move forward with data focused decision making to drive instruction.	increasing student achievement include continuing the training and implementation of both the DuFour Model of Professional Learning Communities, and the beginning of the Charlotte Danielson Framework for Teaching. These strategies will be coordinated with the Volusia Proficiency Model which is a tiered system of support for school improvement.	development to support this plan includes training in the DuFour Model of PLC, Charlotte Danielson Framework for Teaching, Volusia Proficiency Model, Thinking Maps, data analysis, and content delivery, as well as comprehensive coaching training in the areas of instructional delivery, technical coaching, and content coaching.	Instructional Services Department
Economically Disadvantaged	Reading	Teaching and learning needs include a comprehensive, research based curriculum and effective teaching strategies. These include effective delivery of a rigorous and relevant set of learning targets which are clearly communicated to the students, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Current FCAT data increases indicate the previous plan is working - 46% to 47% -and we plan to continue to move forward with data focused decision making to drive instruction.	Strategies with the greatest likelihood of increasing student achievement include continuing the training and implementation of both the DuFour Model of Professional Learning Communities, and the beginning of the Charlotte Danielson Framework for Teaching. These strategies will be coordinated with the Volusia Proficiency Model which is a tiered system of support for school improvement.	Professional development to support this plan includes training in the DuFour Model of PLC, Charlotte Danielson Framework for Teaching, Volusia Proficiency Model, Thinking Maps, data analysis, and content delivery, as well as comprehensive coaching training in the areas of instructional delivery, technical coaching, and content coaching.	Instructional Services Department
		Teaching and learning needs include a comprehensive,		Strategies with the greatest likelihood of	Professional	

Economically Disadvantaged	Mathematics	research based curriculum and effective teaching strategies. These include effective delivery of a rigorous and relevant set of learning targets which are clearly communicated to the students, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Current FCAT data increases - 41% to 44% - indicate the previous plan is working, and we plan to continue to move forward with data focused decision making to drive instruction.	increasing student achievement include continuing the training and implementation of both the DuFour Model of Professional Learning Communities, and the beginning of the Charlotte Danielson Framework for Teaching. These strategies will be coordinated with the Volusia Proficiency Model which is a tiered system of support for school improvement.	development to support this plan includes training in the DuFour Model of PLC, Charlotte Danielson Framework for Teaching, Volusia Proficiency Model, Thinking Maps, data analysis, and content delivery, as well as comprehensive coaching training in the areas of instructional delivery, technical coaching, and content coaching.	Instructional Services Department
English Language Learners	Reading	Teaching and learning needs include a comprehensive, research based curriculum and effective teaching strategies. These include effective delivery of a rigorous and relevant set of learning targets which are clearly communicated to the students, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Current FCAT data increases indicate the previous plan is working - 29% to 31% -and we plan to continue to move forward with data focused decision making to drive instruction.	Strategies with the greatest likelihood of increasing student achievement include continuing the training and implementation of both the DuFour Model of Professional Learning Communities, and the beginning of the Charlotte Danielson Framework for Teaching. These strategies will be coordinated with the Volusia Proficiency Model which is a tiered system of support for school improvement.	Professional development to support this plan includes training in the DuFour Model of PLC, Charlotte Danielson Framework for Teaching, Volusia Proficiency Model, Thinking Maps, data analysis, and content delivery, as well as comprehensive coaching training in the areas of instructional delivery, technical coaching, and content coaching.	Instructional Services Department
		Teaching and learning needs include a comprehensive, research based		Strategies with the greatest likelihood of increasing student	Professional development to	

English Language Learners	Mathematics	curriculum and effective teaching strategies. These include effective delivery of a rigorous and relevant set of learning targets which are clearly communicated to the students, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Current FCAT data indicated the previous plan is working - 31% to 33%- and we plan to continue to move forward with data focused decision making to drive instruction	achievement include continuing the training and implementation of both the DuFour Model of Professional Learning Communities, and the beginning of the Charlotte Danielson Framework for Teaching. These strategies will be coordinated with the Volusia Proficiency Model which is a tiered system of support for school improvement.	support this plan includes training in the DuFour Model of PLC, Charlotte Danielson Framework for Teaching, Volusia Proficiency Model, Thinking Maps, data analysis, and content delivery, as well as comprehensive coaching training in the areas of instructional delivery, technical coaching, and content coaching.	Instructional Services Department
Students with Disabilities	Reading	Teaching and learning needs include a comprehensive, research based curriculum and effective teaching strategies. These include effective delivery of a rigorous and relevant set of learning targets which are clearly communicated to the students, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	Despite a slight decrease in scores - 24% to 23%, current FCAT data indicate the previous plan is working, and we plan to continue to move forward with data focused decision making to drive instruction.	Strategies with the greatest likelihood of increasing student achievement include continuing the training and implementation of both the DuFour Model of Professional Learning Communities, and the beginning of the Charlotte Danielson Framework for Teaching. These strategies will be coordinated with the Volusia Proficiency Model which is a tiered system of support for school improvement.	Professional development to support this plan includes training in the DuFour Model of PLC, Charlotte Danielson Framework for Teaching, Volusia Proficiency Model, Thinking Maps, data analysis, and content delivery, as well as comprehensive coaching training in the areas of instructional delivery, technical coaching, and content coaching.	Instructional Services Department
		Teaching and learning needs include a comprehensive, research based curriculum and	Despite a slight decrease in	Strategies with the greatest likelihood of increasing student achievement include	Professional development to support this plan	

Students with Disabilities	Mathematics	effective teaching strategies. These include effective delivery of a rigorous and relevant set of learning targets which are clearly communicated to the students, data driven instruction based on disaggregated data and strategies that are systematic, explicit, and differentiated.	scores - 24% to 23%, current FCAT data indicate the previous plan is working, and we plan to continue to move forward with data focused decision making to drive instruction.	continuing the training and implementation of both the DuFour Model of Professional Learning Communities, and the beginning of the Charlotte Danielson Framework for Teaching. These strategies will be coordinated with the Volusia Proficiency Model which is a tiered system of support for school improvement.	includes training in the DuFour Model of PLC, Charlotte Danielson Framework for Teaching, Volusia Proficiency Model, Thinking Maps, data analysis, and content delivery, as well as comprehensive coaching training in the areas of instructional delivery, technical coaching, and content coaching.	Instructional Services Department
Other (e.g. Migrant) [as needed]	Reading					
Other (e.g. Migrant) [as needed]	Mathematics					

Title I District Improvement Plan - (Part3_1)

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

Grade Level	Core Reading and Scientifically Research-Based Program(s)
ELEMENTARY	The core reading program used in elementary schools in Volusia County is the Macmillan/McGraw-Hill Treasures program. This program provides materials for instruction in each of the six areas of reading. Materials included with the program are the textbook anthology, leveled texts for differentiated instruction and Triumphs intervention kits for additional support. Treasures also includes materials and strategies to meet the needs of English Language Learners. Exceptional Education students, reading below grade level and served in separate classrooms, use the Reading Mastery Plus or SRA Early Intervention in Reading and SRA Phonemic Awareness as their core reading program(s) in grades K-2. In the intermediate grades, Triumphs Intervention Kit from Macmillan was adopted as the CIRP. Both programs provide systematic and explicit instruction and progress monitoring. Volusia has five elementary charter schools: Reading Edge Academy, Samsula Academy, Boston Avenue Charter, Ivy Hawn Charter School of the Arts and Burns Science and Technology; they also use the Treasures program as their core reading program. Reading Star Academy uses SRA Imagine It program as their CCRP.
	Core Reading is required for all middle school students scoring level 3 and above on FCAT Reading. The middle school core reading program uses the complex texts and authors suggested from Appendix B of the Common Core State Standards. Students will read texts at and above grade level to include fiction and non-fiction pieces in full class, small group, and individual settings. Activities in this course reflect a strong focus on deep reading comprehension and the reading writing connection within the reading classroom using the following resources:

McDougal Littell Interactive Reader

McDougal Littell Interactive Reader – The Interactive Reader is designed to develop comprehension and vocabulary skills to students utilizing active reading strategies. It includes informational and fictional texts which are shorter and more challenging. These texts require close reading and analysis as well as purposeful note taking. It also allows students to interact with the selections by marking and highlighting important words in the passages. It includes high-level questions that require discussion.

Prentice Hall Literature

Weekly Reader-Current Events Magazine – Weekly Reader is a supplemental support for core reading students. The magazine provides shorter, challenging texts with in depth coverage of current world and national news in a student-friendly format. Students are given opportunities to explore non-fiction concepts, to enhance world knowledge, and to learn content-specific vocabulary words. A teacher's edition and easily accessible lesson plans can be downloaded with each issue to support critical reading/thinking skills including high quality, text-dependent questions and tasks. There are ample opportunities for students to form arguments and support them with text-based evidence or to generate their own questions.

The Reader's Handbook – The Reader's Handbook introduces all students to proven strategies so every child can become a purposeful, strategic reader who enjoys reading. There are many opportunities to scaffold comprehension instruction and sequencing strategies. These scaffolds also help students to experience more complex text and higher-level thinking. Students have to draw evidence from the text and explain it orally or in writing. Utilized in a small or whole group setting, The Reader Handbook assists students in how to apply the reading process to all academic areas, including poetry, novels, textbooks, and websites.

VOCABULARY CARTOONS: SAT Word Power, Volumes 1, 2, and 3

Vocabulary Cartoons is used in Core Reading classes in grades 6, 7, and 8 to increase, extend, and enrich vocabulary. Using a humorous approach to learning sophisticated words, this program provides a rich array of active learning strategies by introducing various types of mnemonics. Also, by providing students with multiple exposures and meaningful practice of learning new words, students will be better able to remember and retain information.

The idea of using challenging texts is important. Students do need texts that they can read, but they also need to stretch.

Students should get daily school experiences in reading something hard and something relatively easy. The hard material really should be a challenge—even a year or two beyond their reading level! The easier reading selections need to be something that is intellectually challenging, but easy enough language that they are not struggling with the words. The difficult reading materials should be heavily scaffolded. That means the teacher must provide lots of instructional support to help kids succeed with the material that is supposedly “too hard” for them.

One of the scaffolds should be direct instruction in vocabulary. That can mean substantial lessons in particular word meanings, and it might mean that the teacher just tells the students the meanings as needed as well.

Another scaffold should be oral reading fluency work. It is easier to untangle complex sentences when you are working on the prosody of such sentences. This means students should be spending some time reading these texts aloud with feedback (supervised paired reading). This work could also include listening to the teacher (or an audio recording) and then trying it themselves.

A third scaffold should be some kind of productive work with text. This might include participating in a discussion or writing about the text or trying to develop a chart or some other visual representation of the ideas. The key point is to get the meaning.

Yet another way to explore a hard text is to build up to it, by reading more than one text on the same subject (maybe an easier, less detailed or thorough version can help kids to bootstrap to the more difficult one). In any event, these kinds of easier “mentor texts” should not replace the reading of the challenging text.

And, finally, as this hard text becomes easier for the students—and with such scaffolding, such texts do become easier—this text can be used as an easier text that might be worth rereading again later.

It is important that we ensure that we are moving students from intensive reading to extensive reading and thinking by using complex text as an integrating part of instruction in intensive reading classes with supportive instructional techniques and complex text in all content classrooms.

Because the ability to read complex text does not always develop in a linear fashion, students who struggle greatly to read texts within (or even below) their text complexity grade band should be given support needed to enable them to read at a grade-appropriate level of complexity. To master higher levels of text complexity, the students will need scaffolding. The scaffolding includes:

- teacher read alouds of complex text or portions of complex text,
- direct and explicit instruction of vocabulary and technical terms within the text (teach students the words they must know to understand the text),
- rich and extended discussion of the text to ensure all students have access to the meaning,
- rereading texts for a variety of purposes,
- responding to reading in writing in collaborative groups,
- students reading several texts on a single topic; they will encounter domain-specific, information-bearing words,
- if the students are below grade level, begin with shorter, simpler texts,
- teach the key words and concepts directly, engaging students in using and discussing them to be sure they are well anchored,
- and as students learn the core vocabulary, basic concepts, and overarching schemata of the domain, they will become ready to explore its subtopics, reading (or having read aloud to them) as many texts as needed or appropriate on each subtopic in turn.

The idea of using challenging texts is important. Students do need texts that they can read, but they also need to stretch.

Students should get daily school experiences in reading something hard and something relatively easy. The hard material really should be a challenge—even a year or two beyond their reading level! The easier reading selections need to be something that is intellectually challenging, but easy enough language that they are not struggling with the words. The difficult reading materials should be heavily scaffolded. That means the teacher must provide lots of instructional support to help kids succeed with the material that is supposedly “too hard” for them.

One of the scaffolds should be direct instruction in vocabulary. That can mean substantial lessons in particular word meanings, and it might mean that the teacher just tells the students the meanings as needed as well.

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A third scaffold should be some kind of productive work with text. This might include participating in a discussion or writing about the text or trying to develop a chart or some other visual representation of the ideas. The key point is to get the meaning.

Yet another way to explore a hard text is to build up to it, by reading more than one text on the same subject (maybe an easier, less detailed or thorough version can help kids to bootstrap to the more difficult one). In any event, these kinds of easier “mentor texts” should not replace the reading of the challenging text.

And, finally, as this hard text becomes easier for the students—and with such scaffolding, such texts do become easier—this text can be used as an easier text that might be worth rereading again later.

It is important that we ensure that we are moving students from intensive reading to extensive reading and thinking by using complex text as an integrating part of instruction in intensive reading classes with supportive instructional techniques and complex text in all content classrooms.

Because the ability to read complex text does not always develop in a linear fashion, students who struggle greatly to read texts within (or even below) their text complexity grade band should be given support needed to enable them to read at a grade-appropriate level of complexity. To master higher levels of text complexity, the students will need scaffolding. The scaffolding includes:

HIGH

- teacher read alouds of complex text or portions of complex text,
- direct and explicit instruction of vocabulary and technical terms within the text (teach students the words they must know to understand the text),
- rich and extended discussion of the text to ensure all students have access to the meaning,
- rereading texts for a variety of purposes,
- responding to reading in writing in collaborative groups,
- students reading several texts on a single topic; they will encounter domain-specific, information-bearing words,
- if the students are below grade level, begin with shorter, simpler texts,
- teach the key words and concepts directly, engaging students in using and discussing them to be sure they are well anchored,
- and as students learn the core vocabulary, basic concepts, and overarching schemata of the domain, they will become ready to explore its subtopics, reading (or having read aloud to them) as many texts as needed or appropriate on each subtopic in turn.

Gradually the students will be reading from texts of increasingly greater depth and complexity. As their expertise expands on the topic, they find themselves in a better position to read more complex, advanced texts on the topic.

Additional
Information

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>Volusia has research-based intervention materials that meet the needs of individual students based on data collected. The various intervention materials address one or more of the six areas of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. The intervention materials are used in addition to the core reading materials to meet student needs at their level. The data collected to determine the needs of the individual students is accumulated during the 90 minute reading block and therefore aligns with where the students are instructionally. The student's progress within the core program and where their strengths and weaknesses are will determine the type of intervention they will receive.</p> <p>Classroom libraries are used to build intrinsic motivation to read. The libraries label books with guided reading levels or Lexile levels to assist students in selecting appropriate books. The 100 Book Challenge program is used within the district. Although students receive token incentives, the program doesn't overly emphasize the rewards as the motivators for reading. Students are motivated by the wonderful array of interesting books that are on their appropriate independent reading levels. Each school also utilizes Reading Counts. District guidelines strongly discourage limiting access to reading texts in any way. Students are encouraged to read widely and not be limited by the collection of texts connected to the Reading Counts program. Most schools sponsor Leaders as Readers days throughout the year to model enthusiasm for reading by adult leaders from the school and community. Media specialists are essential to promoting the media center as a reading hub for the school. The Daytona Cubs and the Daytona Speedway also run incentive programs throughout the year. Many teachers take advantage of classroom newspapers.</p> <p>Students with reading deficits of more than one year below grade level and those who show poor response to interventions receive greater intensity of instruction in terms of additional time, frequency and reduced group size. Specific supplementary and intervention materials and strategies have been identified for each area of reading. In schools where resource teachers are available, such as ESOL teachers and reading intervention teachers, these additional professionals come into the classrooms during the reading block to provide an additional teacher-directed lesson with one of the supplementary programs. In other schools, the schedule has been designed to provide a specific time during the day for Walk to Intervention. The time varies from 30 minutes in schools with a standard schedule to one hour in schools with Plus 1 schedules (extra hour of instruction daily).</p>

MIDDLE

The idea of using challenging texts is important. Students do need texts that they can read, but they also need to stretch.

Students should get daily school experiences in reading something hard and something relatively easy. The hard material really should be a challenge—even a year or two beyond their reading level! The easier reading selections need to be something that is intellectually challenging, but easy enough language that they are not struggling with the words. The difficult reading materials should be heavily scaffolded. That means the teacher must provide lots of instructional support to help kids succeed with the material that is supposedly “too hard” for them.

One of the scaffolds should be direct instruction in vocabulary. That can mean substantial lessons in particular word meanings, and it might mean that the teacher just tells the students the meanings as needed as well.

Another scaffold should be oral reading fluency work. It is easier to untangle complex sentences when you are working on the prosody of such sentences. This means students should be spending some time reading these texts aloud with feedback (supervised paired reading). This work could also include listening to the teacher (or an audio recording) and then trying it themselves.

A third scaffold should be some kind of productive work with text. This might include participating in a discussion or writing about the text or trying to develop a chart or some other visual representation of the ideas. The key point is to get the meaning.

Yet another way to explore a hard text is to build up to it, by reading more than one text on the same subject (maybe an easier, less detailed or thorough version can help kids to bootstrap to the more difficult one). In any event, these kinds of easier “mentor texts” should not replace the reading of the challenging text.

And, finally, as this hard text becomes easier for the students—and with such scaffolding, such texts do become easier—this text can be used as an easier text that might be worth rereading again later.

It is important that we ensure that we are moving students from intensive reading to extensive reading and thinking by using complex text as an integrating part of instruction in intensive reading classes with supportive instructional techniques and complex text in all content classrooms.

Because the ability to read complex text does not always develop in a linear fashion, students who struggle greatly to read texts within (or even below) their text complexity grade band should be given support needed to enable them to read at a grade-appropriate level of complexity. To master higher levels of text complexity, the students will need scaffolding. The scaffolding includes:

- teacher read alouds of complex text or portions of complex text,
- direct and explicit instruction of vocabulary and technical terms within the text (teach students the words they must know to understand the text),
- rich and extended discussion of the text to ensure all students have access to the meaning,
- rereading texts for a variety of purposes,
- responding to reading in writing in collaborative groups,
- students reading several texts on a single topic; they will encounter domain-specific, information-bearing words,
- if the students are below grade level, begin with shorter, simpler texts,
- teach the key words and concepts directly, engaging students in using and discussing them to be sure they are well anchored,
- and as students learn the core vocabulary, basic concepts, and overarching schemata of the domain, they will become ready to explore its subtopics, reading (or having read aloud to them) as many texts as needed or appropriate on each subtopic in turn.

The idea of using challenging texts is important. Students do need texts that they can read, but they also need to stretch.

Students should get daily school experiences in reading something hard and something relatively easy. The hard material really should be a challenge—even a year or two beyond their reading level! The easier reading selections need to be something that is intellectually challenging, but easy enough language that they are not struggling with the words. The difficult reading materials should be heavily scaffolded. That means the

HIGH	<p>teacher must provide lots of instructional support to help kids succeed with the material that is supposedly “too hard” for them.</p> <p>One of the scaffolds should be direct instruction in vocabulary. That can mean substantial lessons in particular word meanings, and it might mean that the teacher just tells the students the meanings as needed as well.</p> <p>Another scaffold should be oral reading fluency work. It is easier to untangle complex sentences when you are working on the prosody of such sentences. This means students should be spending some time reading these texts aloud with feedback (supervised paired reading). This work could also include listening to the teacher (or an audio recording) and then trying it themselves.</p> <p>A third scaffold should be some kind of productive work with text. This might include participating in a discussion or writing about the text or trying to develop a chart or some other visual representation of the ideas. The key point is to get the meaning.</p> <p>Yet another way to explore a hard text is to build up to it, by reading more than one text on the same subject (maybe an easier, less detailed or thorough version can help kids to bootstrap to the more difficult one). In any event, these kinds of easier “mentor texts” should not replace the reading of the challenging text.</p> <p>And, finally, as this hard text becomes easier for the students—and with such scaffolding, such texts do become easier—this text can be used as an easier text that might be worth rereading again later.</p> <p>It is important that we ensure that we are moving students from intensive reading to extensive reading and thinking by using complex text as an integrating part of instruction in intensive reading classes with supportive instructional techniques and complex text in all content classrooms.</p> <p>Because the ability to read complex text does not always develop in a linear fashion, students who struggle greatly to read texts within (or even below) their text complexity grade band should be given support needed to enable them to read at a grade-appropriate level of complexity. To master higher levels of text complexity, the students will need scaffolding. The scaffolding includes:</p> <ul style="list-style-type: none"> • teacher read alouds of complex text or portions of complex text, • direct and explicit instruction of vocabulary and technical terms within the text (teach students the words they must know to understand the text), • rich and extended discussion of the text to ensure all students have access to the meaning, • rereading texts for a variety of purposes, • responding to reading in writing in collaborative groups, • students reading several texts on a single topic; they will encounter domain-specific, information-bearing words, • if the students are below grade level, begin with shorter, simpler texts, • teach the key words and concepts directly, engaging students in using and discussing them to be sure they are well anchored, • and as students learn the core vocabulary, basic concepts, and overarching schemata of the domain, they will become ready to explore its subtopics, reading (or having read aloud to them) as many texts as needed or appropriate on each subtopic in turn. <p>Gradually the students will be reading from texts of increasingly greater depth and complexity. As their expertise expands on the topic, they find themselves in a better position to read more complex, advanced texts on the topic.</p>
Additional Information	

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

Title I District Improvement Plan - (Part 3_2)

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

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
ELEMENTARY	<p>Title I provides summer reading programs for students in grades 2, 3 and 4. The program developed for these students is modeled after our successful Third Grade Camp program. The program features an emphasis on non-fiction science content related texts. The students participate in shared, guided reading in small, flexible groups, word work, fluency practice and independent reading. The students also participate in learning stations which require reading, writing and science knowledge. Title I also offers struggling K and 1st grade students a two-week eight day program called the SEA Lab Summer Program. Summer Enrichment Adventure (SEA) Lab is a math and reading program with a strong literature focus and hands-on mathematics. We anticipate serving approximately 800 students in addition to the Third Grade Camp students.</p> <p>The ESOL/Title III department will be offering an Intensive English program for 16 days this summer. This program is being offered to Limited English students in grades K-5 with priority to those who scored at the BEG and LIN levels on CELLA. This enrichment program will help our ESOL students build social and academic English language skills necessary for their success in school. It will cover the six areas of reading -- phonics, phonemic awareness, vocabulary, fluency, comprehension and oral language. The program will also emphasize reading in the content areas.</p> <p>Elementary schools employ certified teachers as tutors for before and after-school programs. The tutors are expected to provide at least 45 minute sessions, for a minimum total of 90 minutes a week. The size of the tutoring group should reflect a typical ratio of 1:6 or less. Progress reports are provided at regularly scheduled intervals to the classroom teacher and also shared with parents. Extended day programs also provide structured tutoring on many campuses. Some schools provide Saturday sessions for intermediate students to provide extra instruction on FCAT related skills.</p>	On-going	District Staff
	<p>Mentors are trained by school personnel and by the district volunteer coordinator. The programs recommended for before and after-school programs must meet the criteria of other supplemental programs used within the school day and target one or more of the five areas of reading.</p>		
	<p>Several schools located near Bethune Cookman, Embry Riddle University in Daytona and Stetson University utilize college students as mentors. These students are trained by volunteer coordinators at</p>		

	<p>the individual schools or by university staff as part of college courses. The district volunteer coordinator trains many parents and community members to serve as mentors and tutors. The local Rotary groups support schools in the area.</p> <p>Reading Intervention: Certified elementary teachers, required to attend professional development to address specific deficits, history of successful student achievement, successful evaluations</p> <p>Summer Reading Camp teachers: Certified elementary teachers, required to attend professional development to address specific deficits, history of successful student achievement, successful evaluations</p> <p>One hour extended day programs- Certified elementary teachers, required to attend professional development to address specific deficits, history of successful student achievement, successful evaluations</p> <p>The district allocates funding to several of the elementary schools with high concentrations of economically disadvantaged students for an extra hour of daily instruction. If the one of the district schools were identified in the lowest 100 schools, the funding would be prioritized to serve the school and provide the additional instructional time. Schools also allocate funding for certified teachers to provide intervention beyond the school day.</p>		
MIDDLE	<p>Extended intervention time will be provided through the 90 minute Double Block Intensive Reading class. According to the Assessment/Curriculum Decision Tree for Grades 6-8 (Chart G) FCAT Level 1 and Level 2 students with Fair/Maze <20 will receive targeted intervention in fluency, vocabulary, and comprehension in a Double Block of Reading. Some of those students may also receive instruction in phonics and/or phonemic awareness based on additional diagnostic assessments administered within the intervention class. The double block class will include whole group explicit and systematic instruction, small group differentiated instruction, independent reading practice monitored by the teacher, infusion of reading and language arts benchmarks, and a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.).</p> <p>Tutoring programs, specifically intended for the remediation of students' reading deficiencies, are available at all of the district's middle school sites. These tutoring programs are staffed by Volusia County Schools' certified teachers who are employed by the middle schools and are held before school, after school, during school, and/or on Saturdays, on campus and, in a few cases, off campus. Tutoring programs focus on students who scored level 1 or 2 on FCAT reading or mathematics and whose report card grades suggest a need for remediation.</p> <p>Also, entering sixth graders at any Title I middle schools will encounter a variety of fiction and nonfiction texts designed to improve reading comprehension. Priority will be given to level 1 and 2 FCAT readers. In addition, several of our middle schools will offer programs on their campuses to level 1 and 2 FCAT readers. Extended School</p>	On-going	District Staff

	Year (ESY) for exceptional education students who qualify for the program will also be offered at the middle school level.		
HIGH	<p>Extended intervention time will be provided through the 90 minute Double Block Intensive Reading class. According to the Assessment/Curriculum Decision Tree for Grades 9-12 (Chart J) FCAT Level 1 and Level 2 students with Fair/Maze <20 will receive targeted intervention in fluency, vocabulary, and comprehension in a Double Block of Reading. Some of those students may also receive instruction in phonics and/or phonemic awareness based on additional diagnostic assessments administered within the intervention class. The double block class will include whole group explicit and systematic instruction, small group differentiated instruction, independent reading practice monitored by the teacher, infusion of reading and language arts benchmarks, and a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.).</p> <p>Reading coaches from the ten high schools have received training in the FCAT Fitness resource materials from Florida Virtual School. These materials are available to all of our teachers to use as they work with individuals and groups of students.</p> <p>Schools receive funding to provide before-school, after-school, and/or Saturday tutoring for targeted students. Students are targeted based on their FCAT level and school assessments. Schools report attendance and document improvement through a report to the district.</p> <p>Summer credit retrieval labs are offered at all middle and high schools. These labs are computer-based and focus on the core courses of language arts, math, science and social studies.</p>	On-going	District Staff
Additional Information			

Title I District Improvement Plan - (Part 3_3)

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

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	Level 1 and 2 students, bubble students, and Level 3+ students grades 3-5	Regular formative assessments, progress monitoring, benchmark assessments, and summative assessments outlined in the District Assessment Calendar (found on the elementary services website) www.volusia.k12.fl.us	Classroom teachers and collaborative teams, principals, and curriculum staff.

MIDDLE	Level 1 and 2 students, bubble students, and Level 3+ students grades 6-8	Small group reading instruction, community sponsored reading incentive programs, classroom libraries for independent reading, Scholastic Reading Counts, teacher read-alouds, internet research, multimedia productions, social networking, instructional materials & programs, and peer tutoring/engagement routines.	Classroom teachers, collaborative teams, reading coach, principals, and curriculum staff.
HIGH	Level 1 and 2 students, bubble students, and Level 3+ students grades 9-10 and retake students	Small group reading instruction, community sponsored reading incentive programs, classroom libraries for independent reading, Scholastic Reading Counts, teacher read-alouds, internet research, multimedia productions, social networking, instructional materials & programs, and peer tutoring/engagement routines.	Classroom teachers, collaborative teams, reading coach, principals, and curriculum staff.

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	<p>enVision Math, Florida Edition (Pearson/ Scott Foresman)</p> <p>District-wide Assessment Program (K-5)</p> <p>Florida DOE MFAS (K-3)</p> <p>Curriculum Maps developed by teachers for teachers based on the NGSSS and CCSS</p>	<p>Tech Tools Resource Kit for TI Graphing Calculators by Teacher Created Materials</p> <p>Exploring Math (Intervention Kits) by Teacher Created Materials</p> <p>Math Diagnosis and Intervention System by Pearson / Scott Foresman</p> <p>Thinking Maps by Thinking Maps Inc.</p> <p>FASTT Math by Scholastic (some schools)</p> <p>Study Island (some schools)</p> <p>Big Brainz</p> <p>Tabula Digita Dimension M</p> <p>Standards Based Grading</p>	<p>Training on use of Tech Tools Kit Fraction Nation by Scholastic (some schools)</p> <p>Tabula Digita by Dimension M (some schools)</p> <p>Training on the use and implementation of enVision and its components</p> <p>Additional training on other hand held devices and technology such as TI-10s, TI-15s, classroom response systems (clickers), mobile chalkboard, data projectors, Smart boards, etc...</p> <p>Training on use of Exploring Math Kits</p> <p>Training on use of enVision Technology</p> <p>Training in the use of Thinking Maps in math</p> <p>Thinking Math Primary & Intermediate</p> <p>Training on Problem Solving using manipulatives and Singapore Bar Mode</p> <p>Training on use of district delivery system for district assessment program (Scantron Achievement Series and Performance Matters).</p> <p>PLC's – Volusia Proficiency Model</p> <p>Support for instructional materials, assessment</p>

			and curriculum maps Training for integrating the Common Core Standards in Kindergarten
MIDDLE	<p>Big Ideas Instructional Materials</p> <p>Holt, Glencoe and Pearson Prentice Hall Instructional Materials</p> <p>District-wide Assessment Program (6-8)</p> <p>Curriculum Maps developed by teachers based on the NGSSS</p>	<p>PASS Materials from DOE</p> <p>Understanding Math (Neufeld Learning Systems)</p> <p>Safari Montage – Quest Learning- Math’s Cool, Algebra’s Cool</p> <p>TI-Nspire Software/handheld (some schools)</p> <p>TI-Navigator Systems</p> <p>Clicker Response System</p> <p>Geometry Sketchpad Software(some schools)</p> <p>Odyssey Learning Software Study Island (some schools)</p> <p>Performance Matters</p> <p>Pinnacle Software Program</p> <p>Standards Based Grading</p>	<p>Technology training for all teachers: TI-Navigator, all software programs, data projectors, electronic whiteboards, tablet PC’s and /or writing tablets</p> <p>Training and support for Understanding Math Software program</p> <p>Reading in the Content Area training including Thinking Maps</p> <p>Cooperative Learning strategies</p> <p>Differentiated learning strategies</p> <p>NCTM: Reasoning and Sense Making training to include strategies to create classrooms rich in reasoning and sense making</p> <p>PLC’s – Volusia Proficiency Model Support for instructional materials, assessment and curriculum maps</p> <p>Training on analyzing data collected; Performance Matters platform Training on standards based grading and using Pinnacle Grading System</p>
HIGH	<p>McDougal Littell, Glencoe and Pearson Prentice Hall Pearson Geometry Instructional Materials Instructional Materials</p> <p>District-wide Assessment Program (algebra)</p>	<p>College Board Program: SpringBoard (some schools)</p> <p>PASS Materials from DOE</p> <p>Larson’s algebra software</p> <p>Safari Montage – Quest Learning- Math’sCool, Algebra’sCool</p> <p>TI-Nspire Software/handheld (some schools)</p> <p>Geometry Sketchpad Software(some schools)</p> <p>APEX Software</p>	<p>Technology training for all teachers: TI-Navigator, all software programs, data projectors, electronic whiteboards, tablet PC’s and /or writing tablets</p> <p>SpringBoard training for all teachers using the program</p> <p>Reading in the Content Area training including Thinking Maps</p> <p>Cooperative Learning strategies</p> <p>Differentiated learning strategies</p> <p>NCTM: Reasoning and Sense Making training to include strategies to create classrooms rich in reasoning and sense making</p> <p>PLC’s – Volusia Proficiency Model Support for instructional materials, assessment and curriculum maps</p> <p>Training on analyzing data collected;</p>

			Performance Matters platform
			Training on standards based grading and using Pinnacle Grading System

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
<p>Type: varies by school:</p> <p>Elementary schools employ certified teachers as tutors for before and after school programs. The tutors are expected to provide at least 45 minute sessions, for a minimum total of 90 minutes a week. The size of the tutoring group should reflect a typical ratio of 1:6 or less. Progress reports are provided at regularly scheduled intervals to the classroom teacher and also shared with parents. Extended day programs also provide structured tutoring on many campuses. Some schools provide Saturday sessions for intermediate students to provide extra instruction on FCAT related skills.</p> <p>Title I provides summer programs for students in grades 1, 2, 3 and 4. One hour a day was devoted to math and was also integrated into the science instruction. There was an emphasis on measurement and number sense. Cooperative learning activities were used along with differentiated instruction. The activities were hands-on using real-life materials.</p> <p>Several schools located near Bethune Cookman and Embry Riddle University in Daytona, utilize college students as mentors. These students are trained by volunteer coordinators at the individual schools or by university staff as part of college courses. The district volunteer coordinator trains many parents and community members to serve as mentors and tutors. Stetson University in DeLand has a partnership with several local schools (The Cat and the Hatters) that has a math component.</p>	<p>Targeted Groups: Level 1 and 2's identified by teachers.</p> <p>Elementary tutoring groups are data-driven. Students are identified through district and school-based assessments. Some grade level groups are targeted due to FCAT performance. In schools implementing problem-solving models, response to intervention helps determine the amount and variety of interventions that particular students can access.</p> <p>Schools receive funding to provide before-school, after-school, and/or Saturday tutoring for targeted students. Students are targeted based on their FCAT level and school assessments. Schools report attendance and document improvement through a report to the district.</p>	<p>Frequency: Varies by school.</p> <p>For some schools extended learning occurs during the day while other schools offer before or after school programs. On-going</p>	<p>School-Based Leadership Team and Curriculum Departments</p>
	<p>Targeted Groups: Varies by School: Some Level 1 and 2 students are placed in Intensive</p>	<p>Frequency: Varies</p>	

Secondary	Math classes in addition to their regular math class. Other means for Level 1 and 2 students include tutoring and intervention groups. In addition Level 3+ students are provided enrichment through math clubs, competitions, and tutoring. Targeted Groups: Identified by teachers based on need (Level 1 and 2 and/or enrichment 3+)	by school. For some schools extended learning occurs during the day while other schools offer before and after school programs. Varies: by school	School-Based Leadership Team and Curriculum Departments
Type: varies by school			
The district is offering Stong Math Grants that schools and teachers may apply to receive funds to support their programs			

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
	Volusia County Curriculum Map (created by teachers and facilitated by the district): The Volusia County	AIMS, Activities Integrating Math and Science, is a Florida-specific resource that engages students in activities that support the NGSSS including a comprehensive plan for implementation. This resource has been included in the resource alignment of the Science Curriuclum Map.	<p>District-made professional development opportunities for Grades K-5 being offered this year will include the following: HMH Science Fusion Textbook/Technology Training, Interactive Student Notebooks, Formative Assessment in Science, AIMS, and content training.</p> <p>HMH Science Fusion Textbook/Technology Training - an opportunity to learn how to implement the newly adopted textbook series as a resource for core instruction in conjunction with curriculum maps, district interim assessments, and interactive student notebooks.</p> <p>Interactive Student Notebooks - a powerful instructional tool that allows student to take control of their learning while processing information and engaging in self</p>

ELEMENTARY	<p>Curriculum Maps K-5 are modeled after the Florida's Next Generation Sunshine State Standards (NGSSS). Grade 5 will be assessed by the state using the Science FCAT 2.0 in the Spring of 2012. In the Spring of 2011 committees comprised of teachers in grades K-5 convened to review and revise the science curriculum maps including the alignment of the newly adopted textbook resource. Core instruction will be supported by Houghton Mifflin Harcourt Science Fusion (www.thinkcentral.com).</p>	<p>Formative Assessments for Science by Page Keeley are probes which tackle common misconceptions students have about the big ideas in science. All schools have a teacher who was trained at their school. These probes may be used as formative assessments and are easily integrated with their interactive student notebooks and reading in the content centers.</p> <p>Research based instructional strategies include: Interactive Student Notebooks, 5E's Instructional Model, Cognitive Complexity, Webb's Depth of Knowledge Model, and Inquiry Instruction.</p>	<p>reflection. Participants will learn how to use their ISN's as a formative assessment to drive instruction. The Science Department models how to use ISN through most of our professional developments.</p> <p>Formative Assessment in Science - an opportunity to experience the multi-facetedness of formative assessment as it relates to science.</p> <p>AIMS - a Florida-specific resource that engages students in activities that integrate Math and Science concepts.</p> <p>Science Content Training - an opportunity to grow in content areas that are difficult to teach and difficult to learn.</p> <p>For school-based workshops, formats vary depending on the school need and schedule. Most school-based workshops will occur during their collaboration time through their Professional Learning Communities. The focus of that time will be on curriculum planning using their curriculum maps with fidelity, creating formative assessments using curriculum maps and analyzing data to drive instruction.</p>
			<p>This summer middle school teachers were offered to attend one of two BIOSCOPES summer institutes. The institutes were designed to train teachers on Lesson Study, Content training, 5 E's Instructional Model and the iCPALMs tool. Each participant participated in a 8 day summer program which is followed up by a 4-day lesson study facilitated by the district science office.</p> <p>In addition, Middle School teachers were offered a summer training provided by NASA and Just Ask Florida. The professional development focused on 5 E instructional Model, Inquiry, and</p>

MIDDLE

Volusia County Curriculum Maps: created by teachers and facilitated by the district. The Volusia County Curriculum Maps 6-8 are modeled after the Florida's new Next Generation Sunshine State Standards. Teachers have been trained on the Florida Item Specifications manual on how to unwrap the new standards and create our current curriculum maps.

Middle School: Pearson Consumable Textbook

Middle Schools all have copies or access to the following supplemental resources:

1. Page Keeley's 75 formative assessment strategies
2. Page Keeley: Uncovering Student Ideas in Science: Volumes 1-4
3. Project Earth: Geology
4. HappyScientist.com Website
5. GIZMOS
6. Volusia STEM Modules

FCAT Explorer and Fl Achieves Focus websites will be used to supplement Pearson Consumable Textbook.

content training on climate change. The program was 8 days in the summer and is followed up by a 2-day fall content training and a 2-day spring content training. Each training is followed up by a Lesson Study activity that is facilitated by a district coach.

Finally, Title I schools were offered to participate in the third year of CSI summer program which incorporates Science, Technology, Engineering and Mathematics modules.

This fall, the district will offer Interactive Student Notebooks Part 1. Participants will learn how an ISN can be used as a powerful instructional tool that allows students to take control of their learning while processing information and engaging in self-reflection. This first session will show teachers how to start using ISN's.

Then, the district will offer, Interactive Student Notebooks Part II: Participants will learn how to use their ISN's as a formative assessment to drive instruction.

Throughout the year the District Science office will facilitate a professional development on Assessment Development. This is the second year that the district will work with teachers to develop a middle school district cadre that will be trained on how to write good assessment questions that will be used on the common district interim assessments for the district in grades 6,7 and 8.

The district will offer STEM professional development on robotics, Vernier Probes, Volusia STEM modules, and GIZMOS.

Formative Assessment & Instructional Strategies: Teachers will be offered training on the purpose of formative assessment

and why we need formative assessment. Teachers will also receive strategies to embed formative assessment.

School-based Workshops:
Formats vary depending on the school need and schedule. Most school based workshops will occur during their collaboration time through their Professional Learning Communities. The focus of that time will be on curriculum planning using their curriculum maps with fidelity, creating formative assessments using curriculum maps and analyzing data to drive instruction.

Professional development materials will include: Page Keeley's, Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction and learning and Uncovering Students Ideas in Science Volumes 1,2,3,4,Physical Science and Life Science.

Professional Development will be offered in Earth Space Science Content using the Project Earth resource.

Teachers will be offered staff development on how to use FCAT Explorer and FCAT Content Focus effectively in their classroom to support student learning.

Standards Based Grading: Training will occur for high school science teachers on how to set up a standards based grade book using an electronic grade book and how to analyze the data to make instructional decisions.

Interactive Student Notebooks:
Participants will learn how an ISN can be used as a powerful instructional tool that allows students to take control of their learning while processing information and engaging in self-reflection. This first session will show teachers how to start using

Volusia County Curriculum Maps: created by teachers and facilitated by the district. The Volusia County Curriculum Maps 9-12 are modeled after the Florida's new Next

Training will continue on the NGSSS using the Biology EOC Test Item Specifications. In addition, the district science office will be creating samples to support Common Core State Standards.

District PLCs were created for Physics, Biology and Chemistry which is working on revising the current curriculum maps and developing district common assessments and labs.

Training will include research based instructional strategies and will include: 5E's, Cognitive Complexity, Depth of knowledge, and Inquiry Instruction.

The district science office has provided each school with the following supplemental resources:

1. Page Keeley's, Science Formative Assessment: 75

ISN's.

Interactive Student Notebooks II: Participants will learn how to use their ISN's as a formative assessment to drive instruction.

The district will lead assessment workshops for teachers in order to learn how to select items that are standards-based and aligned to the NGSSS.

School-based Workshops: Formats vary depending on the school need and schedule. Most school based workshops will occur during their collaboration time through their Professional Learning Communities. The focus of that time will be on curriculum planning using their curriculum maps with fidelity, creating formative assessments using curriculum maps and analyzing data to drive instruction.

Professional development materials will include: Page Keeley's, Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction and learning and Uncovering Students Ideas in Science Volumes 1,2,3,4, Physical Science, Life Science.

Biology Clickers & Mobi Boards: Biology Teachers will be offered a two session workshop on how to use clickers and mobi boards as a formative assessment to inform learning. Teachers will receive a set of clickers and a mobi board for attending and will have to provide evidence of implementation later in the school year.

Project IBIS: Investigating Biomes in Science. All Biology students, AP Biology and AP Environmental students will participate in a district environmental field study utilizing one of our three environmental classrooms. Teachers will be trained before students attend and will follow-up with additional training throughout the year.

HIGH

Generation Sunshine State Standards. Teachers have been trained on the NGSSS and how to unwrap the new standards and create our current curriculum maps.

High School Textbooks vary by course and were adopted during the 2010-2011 school year. Biology was implemented 2011-2012 and all other science books will be implemented 2012-2013.

Practical Strategies for Linking Assessment, Instruction, and Learning
(Strategies include: 5 E's, Science Probes, Science Notebooks, SAIL Cycle, FRAYER Model, K-W-L, and A&D Statements.)

2. Page Keeley's Probes: Volumes 1, 2, 3, 4, Physical Science, Life Science.

3. Project Earth Resource

4. PROJECT IBIS- Environmental Field Study for all Biology Students.

5. Evolution Resource: EVO

6. iCPALMS

7. HHMI Resources (DVD's, labs, posters, virtual labs)

8. FCAT EXPLORER

9. FOCUS website

10. CHEMASTERY Website

11. VOLUSIA STEM Website

12. BIOMASTERY Website

This summer high school teachers were offered to attend one of two BIOSCOPES summer institutes. The institutes were designed to train teachers on Lesson Study, Content training, 5 E's Instructional Model and the iCPALMs tool. Each participant participated in a 8 day summer program which is followed up by a 4-day lesson study facilitated by the district science office.

Finally, Title I schools were offered to participate in the second year of CSI summer program which incorporates Science, Technology, Engineering and Mathematics modules.

This fall, the district will offer Interactive Student Notebooks Part 1. Participants will learn how an ISN can be used as a powerful instructional tool that allows students to take control of their learning while processing information and engaging in self-reflection. This first session will show teachers how to start using ISN's.

Then, the district will offer, Interactive Student Notebooks Part II: Participants will learn how to use their ISN's as a formative assessment to drive instruction.

Formative Assessment & Instructional Strategies: Teachers will be offered training on the purpose of formative assessment and why we need formative assessment. Teachers will also receive strategies to embed formative assessment.

School-based Workshops: Formats vary depending on the school need and schedule. Most school based workshops will occur during their collaboration time through their Professional Learning Communities. The focus of that time will be on curriculum planning

			<p>using their curriculum maps with fidelity, creating formative assessments using curriculum maps and analyzing data to drive instruction.</p> <p>Professional Development will be offered to support content training in Earth Space Science using the Project Earth Materials.</p> <p>Professional development materials will include: Page Keeley's, Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction and learning and Uncovering Students Ideas in Science Volumes 1&2.</p> <p>Teachers will be offered staff development on how to use FCAT Explorer and FCAT Content Focus effectively in their classroom to support student learning.</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
Type: varies by school	Targeted Groups: Varies by school. Targeted groups are determined based on district science assessments.	Frequency : Varies by school. For some schools extended learning occurs during the day while other schools offer before or after school programs. In addition, our district has integrated science with reading through our summer school programs in elementary through C.S.I and S.E.A. Labs	School Based Leadership Team and Curriculum Departments
Varies by school.	Targeted Groups: Level 1 and 2's identified by teachers.	Varies: after-school programs & tutoring	School Based Leadership Team and Curriculum Departments

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	<p>Volusia County Curriculum Maps, based on the Sunshine State Standards, were created by teachers and are facilitated by the district. Writing resources from Macmillan Treasures are used as the core writing program.</p>	<p>Thinking Maps: Write from the Beginning</p> <p>6 + 1 Traits for Writing</p>	<p>The following staff development opportunities are offered and vary by school:</p> <ul style="list-style-type: none"> • FCAT Writing and Scoring Four or Higher • Analyzing FCAT Writing Using Student Papers • Managing Writing Workshop • Enhancing Students' Growth as Writers • Using Picture Books to Teach Writing • 6 + 1 Traits of Writing • Interactive, Modeled, Shared, and Independent Writing • Writer's Notebooks • Volusia Writes: A Guide to Primary Writing • Third Grade Moves Up: Collaborative Lessons Between 3rd for 4th Graders • Marcia Freeman, Writing Consultant – Building a Writing Community and Teaching the Youngest Writers • Kathy Robinson, Writing Consultant, WriteMath Enterprises: Just Write • Kathy Oropallo, Writing Consultant: Scaffolds, Not Crutches • Melissa Forney, Writing Consultant: Writing Superstars • Mary Lawrence, Writing Consultant: Building Critical Writers • National Writing Project Workshops • Write Score, LLC: Hand scored FCAT papers • SMILE Writing Program • Lucy Calkins Units of Study (K-2) (3-5) • Volusia County Blackboard On-line courses: Writing Process, Writer's Notebooks, Revising for Elaboration and Detail
			F2F training which include program consultant and district staff

MIDDLE	6 Traits of Writing FCAT 2.0 Writing Instructional Practices CCSS/PARCC Test Item Specifications	SpringBoard My Access The Jane Schafer Model Power Ed.	Writing Data Analysis CCSS Writing Training - 6th grade ELA teachers School follow-up training Volusia Writes CCSS/PARCC Monthly Trainings
HIGH	6 Traits of Writing FCAT 2.0 Writing Instructional Practices CCSS/PARCC Test Item Specifications	SpringBoard My Access The Jane Schafer Model	F2F training which include program consultant and district staff Writing Data Analysis School follow-up training Volusia Writes CCSS/PARCC Monthly Trainings

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
Type: Varies by School Parent's Writing Night Writer's Clubs After-school Tutoring	Varies by school and activity All students All students Struggling Writers (Scoring 3 or below on District writing assessments)	Varies by School	Problem Solving Team
Intervention Opportunities	8th grade FCAT level 1, 2 and 3 as determined by Volusia Writes and classroom practice	Yearlong as needed per student	School-Based Leadership Team & Curriculum Dept.
Collaborative Teaching	6,7 and 8th grade students who do not meet mastery on specific writing skills as determined by Volusia Writes and classroom activities	Yearlong as needed by class period/teacher	School-Based Leadership Team & Curriculum Dept.
Creative Writing Club	6,7 and 8th grade students who wish to participate	Yearlong as established by sponsor	School-Based Leadership Team & Curriculum Dept.
Mandatory Writing Intervention Opportunities	8th grade FCAT level 1, 2 and 3 as determined by Volusia Writes and classroom practice	Yearlong as needed per student	School-Based Leadership Team & Curriculum Dept.
Writing Tune-Up Toolkit (After-School)	8th/10th Low performing students on the Writing Pre-Test in January	Mon. – Thurs. 2:30-3:30 Week of Jan. 25th	School-Based Leadership Team & Curriculum Dept.

Written responses to literature -Summer reading program Literary magazine Writing Poetry notebook Letters of application/ Resume Research project Letters to veterans College application essays	All students: grades 6-12 All students: grades 6-12 All students: grades 9-12 All students: grades 11 & 12 Eleventh grade students All students: grades 9-12 Eleventh grade students Twelfth grade students	Annually; end-of-year to beginning of following school year All year; publication at end-of-year All school year (Aug.-June) One nine weeks per year One nine weeks per year One nine weeks per year One nine weeks per year All school year, more first half of year	School-Based Leadership Team & Curriculum Dept.
After school	Students in need of credit retrieval in English, grades 9 -12,Compass 8th period	Daily	School-Based Leadership Team & Curriculum Dept.
Lunchtime	Identified students with deficiencies in writing, grades 9-12	Twice weekly	School-Based Leadership Team & Curriculum Dept.
8th Period Program that meets during the school day. Individual teachers offer before Or after school tutoring.	6th, 7th, and 8th grade students.	Two times a week for PLUS	School-Based Leadership Team & Curriculum Dept.
Writing camps for all 8th grade students.	All 8th Grade Students	Each student must attend a three hour session after school	School-Based Leadership Team & Curriculum Dept.
My Access	Grade 8 target group/some 7th grade	2 days per week after school, August to February	School-Based Leadership Team & Curriculum Dept.
After School Intensive Writing Workshops	8th Grade targeted students	2 days per week per month	School-Based Leadership Team & Curriculum Dept.
After School writing interventions	Struggling writers 9th & 10th grade	30 min. to 2 hours monthly	School-Based Leadership Team & Curriculum Dept.
After school program	9th and 10th grade students	One hour per week	School-Based Leadership Team & Curriculum Dept.

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.

An amount equal to 10% of the each Title I school's total allocation will be set-aside by the Title I Department in the initial budgeting process for Professional Development(PD) along with an additional 5% for technology PD. The expenditure of these funds will be monitored by department personnel through the budgeting and requisition processes. PD for Title I personnel is on-going, comprehensive, and in accordance with Florida Protocol Standards for Professional Development which comply with Section 1119 of the NCLB Act of 2001. Coordination between Title I and the PD Department allows for high quality activities which provide subject specific training for teachers, para-professionals, and administrators. Additional PD opportunities exist under this grant for individuals to attend conferences as part of their Deliberate Practice Plans (DPP).

School-based coaches, funded through Title I, provide opportunities for data identified training. Implementation of the training will be coached and monitored to ensure student success.

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
Writing Parent Literacy	Due to the change in how district achievement data and school grades are reported by the state there is no longer AMO's for writing proficiency. However, our sub groups are still fragile, and we will continue to provide support through parent involvement. Based on FCAT data reviews, parent participation data, parent interest survey results, academic needs assessment, parent focus groups, annual school parent involvement evaluation results, and teacher communication.	<ul style="list-style-type: none"> • Parent Writing Nights • Fourth grade October and February school based writing assessments 	<ul style="list-style-type: none"> • Collect participation data and feedback from annual Title I Parent Survey and other parent surveys • Pre-Test / Post-Test • Track the following student assessment data: FCAT 2.0 Writing Assessment, Volusia Writes - district writing prompts (4 times a year for elementary students and 3 times a year for secondary students) 	<ul style="list-style-type: none"> • Reading/ Language Arts Specialist • Writing TOA • Instructional Support Teachers on Assignment • District Parent Involvement Facilitator • School based Parent Contact • Classroom Teacher
Reading Parent Literacy	Review of the district's 2012 AMO Report: Reading Proficiency not met for the following subgroups: Total, White, Black/African American, Hispanic, American Indian, Economically Disadvantaged, English Language Learners, and Students with Disabilities. Based on FCAT 2.0 data reviews, parent participation data, parent interest survey results, academic needs assessment, parent focus groups, annual school parent involvement evaluation results, and teacher communication.	<ul style="list-style-type: none"> • Parents to Kids in English and Spanish, Workshop • Mysteries in the Middle • Parent Involvement Program, District and School Based • Family Reading Night • FRED –Fathers Reading Everyday 	<ul style="list-style-type: none"> • Collect participation data and feedback surveys from parents • Track the following student assessment data: Reading District Interim Assessments, FAIR, Oral Fluency, and On-going Progress Monitoring 	<ul style="list-style-type: none"> • Reading/ Language Arts Specialist • Reading TOA • Instructional Support Teachers on Assignment • Reading Coach • District Parent Involvement Facilitator • School based Parent Contact • Classroom Teacher
	Review of the district's			

Math Parent Literacy	<p>2012 AMO Report: Math Proficiency not met for the following subgroups: Total, White, Black/African American, Hispanic, American Indian, Economically Disadvantaged, English Language Learners, and Students with Disabilities. Based on FCAT 2.0 data reviews, parent participation data, parent interest survey results, academic needs assessment, parent focus groups, annual school parent involvement evaluation results, and teacher communication.</p>	<ul style="list-style-type: none"> • Math and Parent Partnerships (MAPPS) • FCAT 2.0 Family Math Night • Edible Math 	<ul style="list-style-type: none"> • Collect participation data and feedback from Title I parent survey and other parent surveys • Track the following student assessment data: Math District Interim Assessments 	<ul style="list-style-type: none"> • Math Specialist • Math TOA • Instructional Support Teachers on Assignment • Math Coach • District Parent Involvement Facilitator • School based Parent Contact • Classroom Teacher
<p>Enhancement of parents' understanding of the importance of supporting their child's academic success with the following federal, state and district mandates:</p> <ul style="list-style-type: none"> • Understanding NCLB Section 1118 • Parents Right to Know • Common Core State Standards • Next Generation Sunshine State Standards (NGSSS) • State and District Assessments and Alternative Assessments • Student Academic Achievement Standards: FCAT 2.0 Levels, Progress Monitoring, Report Cards, Progress Reports, Parent Teacher Conferences 	<p>Summary of parent surveys, parent and teacher feedback</p>	<ul style="list-style-type: none"> • Title I Regional School/Community Resource Fairs • Quarterly Title I District Parent Contact Meetings • Understanding NCLB and School Grades • Parent – Teacher Conferences • Florida Parent Information Resource Centers (PIRC) 	<p>Sign-in sheets, agendas, meeting minutes, handouts, presentation materials, survey results, workshop evaluations, presentation materials, workshop evaluations, pre-test and post-test</p>	<ul style="list-style-type: none"> • District Parent Involvement Facilitators • School based Title I Parent Contacts • Teachers • School Administrators • PIRC Staff • SAC

<p>Develop parent skills, ability and knowledge of additional and alternative resources that support student academic achievement as follows:</p> <ul style="list-style-type: none"> • Parenting Classes • Computer Literacy Workshops • Additional Parent Trainings to increase and improve parenting skills, and understanding of the importance of their role as a partner in their child's education 	<p>Summary of surveys, parent requests and feedback from SAC and school based parent groups, Title I schools' workshop evaluations, and annual school parent involvement evaluations.</p>	<ul style="list-style-type: none"> • Title I Regional School/Community Resource Fairs • Computer Literacy & Internet Use • PASSport - Parents Assuring Student Success • DLOPI – Different Levels of Parent Involvement • MEDIAWISE – National Institute on Media and the Family • Internet Safety • ALL Pro Dads • I-Moms • Megaskills • ABC's of Discipline • Winning the Homefront • FCAT 2.0 for Parents • CELLA Test • Listening and Speaking Assessment for ELL Students • CTBS • Florida Parent Information Resource Center (PIRC) 	<p>Sign-in sheets, agendas, handouts, survey results, presentation materials, workshop evaluations, pre-test and post-test, Parental Involvement Evaluation Toolkit, feedback and evaluations from Regional School/Community Resource Fairs, Title I Parent survey</p>	<ul style="list-style-type: none"> • Parent Involvement Facilitators • School Administrators • Teachers • PIRC Staff
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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)

Volusia County Schools met Annual Measurable Achievement Objective #1 (AMAO 1), progress toward English Language Acquisition as measured by CELLA, and Annual Measurable Achievement Objective #2 (AMAO 2), proficiency in English Language Acquisition as measured by CELLA for the 2009-2010 school year. However, the district did not meet Annual Measurable Achievement Objective #3 (AMAO3), performance on the attainment of academic standards based on FCAT in reading and mathematics, for the 2010-2011 school year.

Factors that prevented the District from achieving AMAO#3 are:

- Many of the intermediate and secondary ELL students are deficient in reading comprehension, fluency, vocabulary development, phonics, phonemic awareness and oral language instruction due to coming into our school system late in their educational process.
- Recent arrivals with limited or interrupted formal schooling lack the background knowledge and vocabulary skills needed to grasp concepts and develop reading comprehension skills.
- Long-term ELLs, while acquiring Basic Interpersonal Communication Skills (BICS), only develop minimal academic language.
- Mathematics requires students to understand mathematical concepts and skills embedded in problems with multiple steps and abstract concepts. Many English Language Learners have difficulty in identifying pertinent information from a mathematical problem, especially in word problems. This understanding is essential so that ELLs can apply conceptual understanding and mathematical computations.
- There is need for greater fidelity in the implementation of strategies and accommodations to provide comprehensible instructional delivery to ELLs.
- Progress monitoring tools are not available in the ELLs' home language. Assessments in the students' home language would enable educators to determine the difference between language and academic deficits and determine a baseline of academic knowledge for the student.
- Many ELLs come with limited previous education and in some cases a lack of previous education. The lack of literacy and academic skills in their own language makes learning content in English more difficult.
- Some ELLs display a lack of consistency in having attended school in their home country and/or in the United States, contributing to interrupted curriculum and lack of literacy and skills.
- Testing ELL students in English before they have had time to acquire academic language, which takes 5-7 years to acquire. ELLs are tested within one year of being in the ESOL program and require additional time to become proficient in English.
- There has been a sustained increase in the District's ELL population over the last 5 years.
- There is a need for greater fidelity in the implementation of strategies and accommodations to provide comprehensible instruction for ELLs.
- There are very limited numbers of ELLs enrolled in Gifted, Dual Enrollment, and Magnet programs that provide academic rigor.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
<ul style="list-style-type: none"> • Use of instructional technology, for reading, vocabulary, and writing to increase language learning opportunities for ELLs. • ESOL teachers provide specific language acquisition instruction during the small group portion of the elementary reading block for ELL students with the greatest language proficiency needs as determined by CELLA in schools with large ELL populations. • General education teachers use the ELL component of the elementary core reading series during the small group portion of the elementary reading block for elementary ELL students based on reading data. • Provide extended learning opportunities through extended time tutoring for ELL students. • Use of the RtI model across the district to provide support for those students showing academic difficulties. • Participation in reading interventions for elementary ELLs based on reading data. • Provide sheltered reading classes (Developmental Language Arts) in selected middle and high schools with large ELL populations for ELLs with the greatest language proficiency needs as determined by CELLA. • Provide extended learning opportunities for elementary ELLs through interventions such as a summer program for ELL students with the greatest language proficiency needs as determined by CELLA and benchmark assessments in reading. 	District Coordinator, ESOL/World Languages	Ongoing throughout the year	District Funds Title III

3. Describe scientifically based research			
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strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)		Personnel Responsible	Timeline	Funding Source
Grade Level	Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)	District Reading and Language Arts Specialists Coordinator, K-5 Curriculum Coordinator, 6-12 Curriculum Coordinator, ESOL/World Languages	Ongoing throughout the year	District Funds FEFP Title III
K-2	Grade K-2 Chart			
3-5	Grade 3-5 Chart			
6-8	Grade 6-8 Chart			
9-12	Grade 9-12 Chart			

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
<p>K-12: • Provide and monitor the use of standards-based state-adopted mathematics materials. • Teachers will use curriculum maps aligned with State Standards and Common Core Standardads as applicable. • Supplemental educational technology is used for additional support in mathematics instruction to increase language learning opportunities for ELLs. Selected ELL students in grades 2-12 use Brainchild Mechanics for additional instruction in mathematics skills. FCAT Explorer is used in classrooms and media centers for reinforcement of and practice in FCAT mathematics skills. Harcourt Technology Math Center is used to supplement mathematics instruction in elementary. • PLC strategies of common planning time, and shared best practice lessons will take place at school sites. • District and school data teams will meet regularly to disaggregate data and have data analysis chats and recommend differentiated instruction for struggling ELL students. Students will take benchmark assessments for baseline data. • New data collection software will provide options that will allow district and school to monitor ELL students more closely by drilling down to the level of services for ELL students. This new feature will assist in identifying those ELL students that are not making academic progress. • Tutoring programs provide extended time for students to receive assistance in mathematics using research based curriculum. • Additional materials, such as bilingual books and supplemental mathematics glossaries are used to provide support in mathematics. • Teachers use appropriate instructional strategies to scaffold and accommodate the curriculum to provide comprehensible instruction for ELLs including the use of manipulatives to teach mathematical concepts and skills to improve academic achievement. • ESOL paraprofessionals are utilized to support mathematics instruction in the classroom at schools with 15 or more ELLs that speak the same language. Elementary: • Supplemental educational technology is used for additional support in mathematics instruction to increase language learning opportunities for ELLs. Selected ELL students in grades 2-5 use Brainchild Mechanics for additional instruction in mathematics skills. FCAT Explorer is used in classrooms and media centers for reinforcement of and practice in FCAT mathematics skills. Harcourt Technology Math Center is used to supplement mathematics instruction in elementary. • Thinking Maps graphic organizers and Thinking Maps: Pathways to</p>	District Math Specialist Coordinator, K-12 Curriculum District Coordinator,ESOL/WorldLanguages	Ongoing throughout the year	General Funds, Title III

Proficiency for ELLs are used at selected schools. • Kindergarten and First grades use Everyday Counts Calendar Math for additional math instruction. Secondary: • College Board SpringBoard Model Instructional Units for mathematics instruction are used. • Supplemental educational technology is used for additional support in mathematics instruction. Selected ELL students in grades 6-12 use Brainchild Mechanics for additional instruction in mathematics skills. FCAT Explorer is used in classrooms and media centers for reinforcement of and practice in FCAT mathematics skills. Larson's Pre-algebra and Algebra I Software, Geometry Sketchpad, TI Navigator Classroom Learning System, graphing calculator technology, silver graphing calculators are also used to supplement instruction. • Supplemental Intensive Math Programs are used with secondary ELLS for intensive interventions to meet the ELLs learning needs in specific areas of mathematics.

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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

District Coordinator, ESOL/World Languages

Ongoing throughout the year

General Funds, Title III

• Professional development will be offered for the reading and academic coaches at both elementary and secondary levels on instructional strategies, how to interpret CELLA scores, and grading and retention of ELLs. • Professional development opportunities for computer software (Ex: Brainchild Mechanics and System 44) will be scheduled throughout the 2010-2011 school year to provide training in these research based software programs for teachers using these programs with their ELL students. • Training of ELL paraprofessionals in best practices when working with ELL students in the content areas will be offered. • ESOL endorsement classes will be offered online free of charge to all teachers, guidance counselors, and administrators in the district. • Staff development for the ESOL Summer Program will be offered to all teachers teaching the program in the areas of language acquisition, reading, science, and mathematics.

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 Title III/ESOL district website provides information related to the Consent Decree, parent-teacher conferences, home-school communication, meeting dates, parent training, strategies for English Language Learners, District ELL Plan, Title III resources and many other topics in English, Spanish, and other languages as feasible. • Title I, Title III, and Migrant Services collaborate to conduct parent information sessions and Parent to Kids workshops. • A District ELL Parent Liaison assists parents with resources and strategies to assist their child at home. The Parent Liaison and Title III ESOL Teacher on Assignment help to provide translations for parents and encourage parent involvement including parent education opportunities. • Three district level Parent Leadership Council

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meetings are held with the participation of bi-lingual staff to talk to provide parents best practices and strategies in reading, math, and other content areas. Other topics presented include but are not limited to FCAT strategies for success, high school graduation procedures and college readiness. • All communication with parents are provided in Spanish (2nd largest language group) and other languages, whenever feasible. • Connect Ed is a phone communication resource provided by the district for immediate information by phone also in Spanish (largest language group). • Computer literacy programs for parents are provided through Title III to assist parents in accessing academic information for their child/ren. • The Title III/ESOL office and Daytona Beach State College collaborate in planning and delivering adult ESOL classes. In addition, adult ESOL classes are provided through Title III funding at selected schools throughout the district. • Translations are provided for all ELL Committee meetings and other school conferences. In addition daily progress reports are available in Spanish and Russian. • Instructions to Parental Portal, a website to view class grades, academic progress, attendance and teacher assignments, are provided in Spanish. • Instructions to Pinnacle, a grading system, are provided for parents of high school students in Chinese.	District Coordinator,ESOL/WorldLanguages Title III District Parent Liaison	Ongoing throughout the year	General Funds, Title III
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7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
Not applicable			

District Assistance and Intervention Plan: Differentiated Accountability

Section 1001.42(18), Florida Statutes

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

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

[Show Attached district's Differentiated Accountability Checklist of Compliance.](#)