

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Bradford



Contact Person: Carol Clyatt
Title: Director of Accountability & Special Programs
E-mail: clyatt.carol@mybradford.us
Phone Number: 904-966-6816
Fax: 904-966-6818

Last Modified on: 03-10-2012

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

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

Title I District Improvement Plan

Title I, Section 1116(c)(7)

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

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

Title I District Improvement Plan - (Part1_1)

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

The District Improvement and Assistance Plan is written through a collaborative process that includes District Staff, School Staff and Parents. The Director of ESE & Student Services and the Assistant Superintendent of Instructional and Learning each receive a copy of the sections that pertain to them. During District Academic Meetings these sections are reviewed and necessary changes for the new year are determined. School Staff and Parents each participate through the School Improvement Process. The SIP plan is written by teachers and parents. It captures the strategies and needs that are identified by these groups. Once the SIP is complete, it is approved by the SAC committee. The information provided in each SIP is utilized to write the DIAP.

Title I District Improvement Plan - (Part1_2)

STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

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

Title I District Improvement Plan - (Part 2)

2) Based on the 2011-2012 AMO data and the 2012-2013 achievement objectives, identify the specific academic problems of low-achieving students, the fundamental teaching and learning needs of each subgroup, and how these

will be addressed. Also, include why the prior plan did not sufficiently meet these needs. Complete for each subgroup/subject area not making satisfactory progress. Add additional strategies as needed. For English Language Learners (ELL), if the district receives Title III funds see section “Title III District Improvement Plan.”

Subgroup not making satisfactory progress.	Subject Area	Specific Teaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
Total	Reading	More explicit and differentiated instruction based on FAIR data. Goal Setting based on FAIR data. More exposure to complex text through the Implementation of the Comprehension Instructional Sequence (CIS) and Close reading.	Limited individual or class goal setting for progress monitoring. Not enough differentiated instruction not based on specific FAIR data. Students are not engaged in reading enough complex text.	a. District Data meetings with school administrators after each progress monitoring. b. Individual student and class goal setting for FAIR data. c. District reading coaches to focus on sustained, embedded support for CIS and Close reading. d. Focus on common core standards and the integration of writing. e. Focus on appropriately using learning goals in the classroom. f. Implementation of Great Books in 2-5..	a. Common Core modified lesson study. b. PDA+ Writing & Reading connections c. Marzano Learning Goals training d. Common Core training provided by DOE. e. Great Books training.	Lisa Prevatt, Carol Clyatt, Reading Coaches, and Curriculum Resource Teachers
		More explicit instruction based				

Total	Mathematics	on focus calendars and data analysis. More rigor/higher level activities base on common core. Complete Implementation of new Math textbooks at all grade levels. Goal setting based on progress monitoring.	Not enough differentiation and reteaching based on CIM/assessment results. Limited individual or class goal setting.	a. District and school level data meetings after each progress monitoring. b. Goal Setting for Progress Monitoring c. Focus on appropriately using rubrics and learning goals in the classroom.	a. Performance Matters. b. Marzano Learning Goals in the classroom. c. Common Core training provided by DOE.	Carol Clyatt, Lisa Prevatt, Curriculum Resource Teachers
White	Reading	Intervention & differentiation and enrichment based on progress monitoring data. Integration of reading and writing with complex text in core instruction.	Teachers still struggle with differentiation during the core. Not enough focus on improving core instruction.	a. Focus on core instruction and differentiation based on FAIR data. b. Carefully determine the students in need of MTSS Tier 2 or Tier 3. c. Continue school data meetings to problem solve students' needs.	a. Comprehension Instructional Sequence (CIS) and close reading 4-12 b. Differentiation during the 90 min. block. c. PDA+ Writing & Reading connections.	Principals District, Reading Coaches
White	Mathematics	Intervention and enrichment based on mini-lesson data. Implementation of CCSS.	Teachers still struggle with Differentiation. Adjustment to common core standards.	a. Continued Implementation of MTSS, to provide Tier 2 & Tier 3 support. b. Transition to Common Core Standards. c. Continue school data meetings to problem solve students' needs.	a. Common Core training provided by DOE b. Classroom embedded support for differentiation	Principals, Curriculum Resource Teachers
Black	Reading	Intervention & differentiation based on FAIR progress monitoring data. Integration of reading and writing with complex text in core instruction.	Teachers still struggle with differentiation during the core. Not enough focus on improving core instruction.	a. Focus on core instruction and differentiation based on FAIR data. b. Carefully determine the students in need of MTSS Tier 2 or Tier 3. c. Continue school data meetings to problem solve students' needs.	a. Comprehension Instructional Sequence (CIS) and close reading 4-12 b. Differentiation during the 90 min. block. c. PDA+ Writing & Reading connections.	Principals, Reading Coaches

Black	Mathematics	Intervention and enrichment based on mini-lesson data. Implementation of CCSS.	Teachers still struggle with Differentiation. Adjustment to common core standards.	a.Continued Implementation of MTSS, to provide Tier 2 & Tier 3 support. b. Transition to Common Core Standards. c. Continue school data meetings to problem solve students' needs.	a.Common Core training provided by DOE b.Classroom embedded support for differentiation	Principals, Curriculum Resource Teachers
Hispanic	Reading					
Hispanic	Mathematics					
Asian	Reading					
Asian	Mathematics					
American Indian	Reading					
American Indian	Mathematics					
Economically Disadvantaged	Reading	Intervention & differentiation based on FAIR progress monitoring data. Integration of reading and writing with complex text in core instruction.	Teachers still struggle with differentiation during the core. Not enough focus on improving core instruction.	a. Focus on core instruction and differentiation based on FAIR data. b. Carefully determine the students in need of MTSS Tier 2 or Tier 3. c. Continue school data meetings to problem solve students' needs.	a.Comprehension Instructional Sequence (CIS) and close reading 4-12 b.Differentiation during the 90 min. block. c. PDA+ Writing & Reading connections.	Principals, Reading Coaches
Economically Disadvantaged	Mathematics	Intervention and enrichment based on mini-lesson data. Implementation of CCSS.	Teachers still struggle with Differentiation. Adjustment to common core standards	a.Continued Implementation of MTSS, to provide Tier 2 & Tier 3 support. b. Transition to Common Core Standards. c. Continue school data meetings to problem solve students' needs.	a.Common Core training provided by DOE b.Classroom embedded support for differentiation	Principals, Curriculum Resource Teachers
English Language Learners	Reading					
English Language Learners	Mathematics					
				a. Focus on core		

Students with Disabilities	Reading	Intervention & differentiation based on FAIR progress monitoring data. Integration of reading and writing with complex text in core instruction.	Teachers still struggle with differentiation during the core. Not enough focus on improving core instruction.	instruction and differentiation based on FAIR data. b. Carefully determine the students in need of MTSS Tier 2 or Tier 3. c. Continue school data meetings to problem solve students' needs.	a.Comprehension Instructional Sequence (CIS) and close reading 4-12 b.Differentiation during the 90 min. block. c. PDA+ Writing & Reading connections.	Principals, Reading Coaches
Students with Disabilities	Mathematics	Intervention and enrichment based on mini-lesson data. Implementation of CCSS.	Teachers still struggle with Differentiation. Adjustment to common core standards	a.Continued Implementation of MTSS, to provide Tier 2 & Tier 3 support. b. Transition to Common Core Standards. c. Continue school data meetings to problem solve students' needs.	a.Common Core training provided by DOE b.Classroom embedded support for differentiation	Principals, Curriculum Resource Teachers
Other (e.g. Migrant) [as needed]	Reading					
Other (e.g. Migrant) [as needed]	Mathematics					

Title I District Improvement Plan - (Part3_1)

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

Grade Level	Core Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>Harcourt is Bradford County's approved comprehensive core reading program (CCRP) used in the elementary schools. The CCRP serves as the basis for all reading instruction in all of the elementary schools. The reading program provides direction and ancillary materials that address differentiation of instruction in reading for advanced and struggling readers. Using the CCRP as a guide, elementary school teachers / ESE teachers will introduce concepts at grade level and then use the guidance provided in the programs to differentiate instruction in small, flexible groups according to data acquired through FAIR, teacher observation, and diagnostic assessment information.</p> <p>Alignment to the common core state standards for English Language Arts in K-2 will be addressed through the district pacing guide and curriculum map. The district reading coach will provide professional development on common core and classroom embedded support to ensure implementation.</p>
	<p>Bradford Middle: N/A Increasing the appropriate use of complex text will be an integral part of the reading program.</p> <p>The district reading coach will work with teachers to help them better understand text complexity. She will provide professional development and modeling of instruction with complex text so that teachers feel</p>

MIDDLE	prepared to implement in their classrooms. During the spring of 2012, the district reading coach and teachers will revise the curriculum maps to align them with common core. Specific times will be identified for each grade level to utilize complex text. This will ensure a minimum amount of teaching with complex text. Through school level and district level data meetings, it may be determined that the exposure to complex text needs to be increased. If this is the case, this will be addressed through district curriculum map or on a more individual basis to meet the needs of a specific grade level or group of students.
HIGH	Increasing the appropriate use of complex text will be an integral part of the reading program. The district reading coach will work with teachers to help them better understand text complexity. She will provide professional development and modeling of instruction with complex text so that teachers feel prepared to implement in their classrooms. During the spring of 2012, the district reading coach and teachers will revise the curriculum maps to align them with common core. Specific times will be identified for each grade level to utilize complex text. This will ensure a minimum amount of teaching with complex text. Through school level and district level data meetings, it may be determined that the exposure to complex text needs to be increased. If this is the case, this will be addressed through the district curriculum map or on a more individual basis to meet the needs of a specific grade level or group of students.
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>The one hour extended day will be utilized to supplement the instruction provided in the Harcourt Reading. The extended day will provide instruction focused on areas of need identified through the Harcourt Series and student data. During this time there will be explicit reteaching of the standards, vocabulary, and language arts skills taught in the Harcourt Series. If fluency is an identified need, this will also be addressed. The goal will be to give the students the additional support that will make them successful on grade level curriculum.</p> <p>Increasing the appropriate use of complex text will be an integral part of the reading program. Prior to the end of the 2012 school year, the district reading coach is working with teachers to help them better understand text complexity. Professional development and modeling of instruction with complex text will provide teachers with the knowledge to implement in their classrooms. During the summer of 2012, the district reading coach and teachers will revise the curriculum maps to align them with common core. Specific times will be identified for each grade level to utilize complex text. This will ensure a minimum amount of teaching with complex text. Through school level and district level data meetings, it may be determined that the exposure to complex text needs to be increased. If this is the case, this will be addressed through district curriculum map or on a more individual basis to meet the needs of a specific grade level or group of students.</p> <p>The differentiation of instruction in small, flexible groups will address the need for immediate intensive intervention for students struggling in reading. FAIR scores as well as STAR Reading and District Progress Monitoring will be used to determine which students are in need of Tier 2 and Tier 3 levels of instruction/intervention. Students in need of Tier 2 instruction will receive an additional 30 minutes of intervention in small flexible groups with a maximum of 7 students. Intervention will be provided daily. Students in need of Tier 3 instruction will receive an additional 15-30 minutes of intervention, 3 to 5 days a week in addition to the 90 minute block and the additional 30 minutes of intervention. As the groups become smaller more intense and targeted instruction will be provided.</p>
MIDDLE	Increasing the appropriate use of complex text will be an integral part of the reading program. The district reading coach will work with teachers to help them better understand text complexity. She will provide professional development and modeling of instruction with complex text so that teachers feel prepared to implement in their classrooms. During the spring of 2012, the district reading coach and teachers will revise the curriculum maps to align them with common core. Specific times will be identified for each grade level to utilize complex text. This will ensure a minimum amount of teaching with complex text. Through school level and district level data meetings, it may be determined that the exposure to complex text needs to

	be increased. If this is the case, this will be addressed through district curriculum map or on a more individual basis to meet the needs of a specific grade level or group of students.
HIGH	Increasing the appropriate use of complex text will be an integral part of the reading program. The district reading coach will work with teachers to help them better understand text complexity. She will provide professional development and modeling of instruction with complex text so that teachers feel prepared to implement in their classrooms. During the spring of 2012, the district reading coach and teachers will revise the curriculum maps to align them with common core. Specific times will be identified for each grade level to utilize complex text. This will ensure a minimum amount of teaching with complex text. Through school level and district level data meetings, it may be determined that the exposure to complex text needs to be increased. If this is the case, this will be addressed through the district curriculum map or on a more individual basis to meet the needs of a specific grade level or group of students.
Additional Information	

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Click here to Professional Development in Reading web page
MIDDLE	
HIGH	
Additional Information	Comprehension Instructional Sequence (CIS) to support teaching of complex text. NG Car-PD - Reading Coach and teachers Common Core Standards - Kindergarten

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>During the school year all elementary schools in Bradford County will provide tutoring either through Title I Supplemental Educational Services or school based tutoring. SES will prioritize students scoring level 1 or level 2 on FCAT reading in the prior year. The school based tutoring will be provided for students who are not proficient in reading and who do not receive SES services.</p> <p>In the summer, a reading literacy camp will be provided at one central location in Bradford County for all Level 1 third grade students and students in grades K-2 who are struggling in reading as identified by FAIR and teacher recommendation.</p> <p>Reading intervention teachers for school, summer camps, or extended day programs will meet the following qualifications:</p> <p>Highly Qualified Satisfactory/Effective Performance Evaluation from the Prior Year Principal Recommended Experience in the Specific Grade Level Receiving Intervention Formative and Summative Data that demonstrates student growth</p>		Carol Clyatt Principal

	<p>The district does not anticipate that this ranking will apply; however, there are still many students who need additional support. Therefore, funds through Title I Corrective Action and basic Title I Part A will be utilized to provide reading intervention outside the school day to the students who do not receive Supplemental Educational Services. Through the Comprehensive Needs Assessment, schools will determine their needs and a plan will be created. This will be written into the School Improvement Plan.</p>		
MIDDLE	<p>The district will follow the recommended process from Just Read Florida to ensure that extended intervention time is provided for students in need of decoding and text reading efficiency. Since FCAT scores will not be back prior to the end of the year, the district will follow this process with current L1 and L2 students. After scores are received, any additional students in L1 or L2 will be evaluated at the beginning of the school year.</p> <p>If: Students are assessed with maze and score at the 15th percentile or below.</p> <p>Then: Students pre-read a selected passage from Lexiled Passages or the Scaffolded Discussion Templates at the grade level Lexile band for two-three minutes and are then asked to read the passage aloud.</p> <p>If these students read aloud with less than 80% accuracy, then they are excluded from further participation, and will be diagnosed for decoding concerns. These students will be enrolled in a 90 minute intensive reading class. Further testing may be done with a Diagnostic Assessment in Reading (DAR) to determine specific gaps.</p> <p>Tutoring is offered through individual teachers in various content areas before school.</p> <p>Mentoring is provided through Communities in Schools and a district drop-out prevention program focused on sixth graders.</p> <p>After school and Saturday school programs are designed each year based on school need.</p> <p>During the summer, a camp for low performing readers will be provided. The camp will be 4 days a week with a morning and afternoon session for 4 weeks. The target group will be Level 1 eighth grade students. If space allows then Level 1 6th and 7th grade students will be invited. Supplemental materials and a CCRP will be used to provide intensive reading instruction. Other areas addressed will include; silent reading, reading strategies for understanding content area text, listening and responding to books on tape, and goal setting. Progress monitoring will be based on maze and forf. Course recovery through Ed Options will also be offered. Students in 8th grade will be given priority.</p> <p>All tutoring/mentoring programs will include conferences with reading/language arts teachers. The summer school will provide intense instruction for each student based on the progress monitoring that occurred during the school year.</p>		<p>Carol Clyatt Lisa Prevatt Principal</p>
	<p>The district will follow the recommended process from Just Read Florida to ensure that extended intervention time is provided for students in need of decoding and text reading efficiency. Since FCAT scores will not be back prior to the end of the year, the district will</p>		

HIGH	<p>follow this process with current L1 and L2 students and students whose FAIR reading comprehension is low. After scores are received, new students in L1 or L2 will be evaluated at the beginning of the school year.</p> <p>If: Students are assessed with maze and score at the 15th percentile or below.</p> <p>Then: Students pre-read a selected passage from Lexiled Passages or the Scaffolded Discussion Templates at the grade level Lexile band for two-three minutes and are then asked to read the passage aloud.</p> <p>If these students read aloud with less than 80% accuracy, then they are excluded from further participation, and will be diagnosed for decoding concerns. These students will be enrolled in a 90 minute intensive reading class. Further testing may be done with a Diagnostic Assessment in Reading (DAR) to determine specific gaps.</p> <p>Before and After school tutoring is provided through Communities in Schools to address needs in various subjects.</p> <p>Course recovery is offered in the evenings and during the summer at the Career Technical Center.</p> <p>Focused FCAT tutoring and test taking strategies is available to all students after school for 6 weeks prior to testing.</p> <p>Many reading teachers offer before school support to students in their classes.</p>		Carol Clyatt Lisa Prevatt Principal
Additional Information			

Title I District Improvement Plan - (Part 3_3)

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

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	After School Tutoring for elementary level prioritized on need: Free/Reduced Lunch Students receiving SES services and school based tutoring - Lowest Quartile, Level 1&2, Bubble students as space allows 3rd Grade Summer Reading Camp for L-1 3rd grade students	SES: 1 to 1.5 hours 2 to 3 days a weeks for a minimum of 20 hours tutoring Summer Camp - 4 weeks, 6 hours per day	Director of Accountability & Special Programs
MIDDLE	Before School tutoring and credit recovery for the secondary level Level 1 and 2 students, Students needing to recover an English Credit Summer Reading Camp: 8th grade Level 1 & 2, then if space allows 6th&7th Level 1 & 2	Credit Recovery - 50 minute period, daily Summer Camp - 4 weeks, 4 hours per day	Principal Assistant Superintendent Director of Accountability & Special Programs
	Before School tutoring and credit recovery for		

HIGH	the secondary level. Level 1 and 2 students, Students needing to recover an English Credit Summer Reading Camp: 11th and 12th students who haven't passed FCAT, Level 1&2 students in 9th & 10th grade	Credit Recovery -50 minute period, daily Summer Camp - 4 weeks, 4 hours per day	Principal Assistant Superintendent Director of Accountability & Special Programs
------	--	--	--

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	Pearson-Envision Envision: Tier 2 Strategic, Tier 3 FI Math Diagnosis and Intervention System	Sherry Calorusso - Math Centers, grades 3-5 Algebra	Pearson Envision Professional Development, Sept. 13, 2010. Additional professional development provided August 2011.
MIDDLE	Larson-Big Ideas Larson: Differentiating Lessons and Basic Skills Handbook	Scholastic: Fraction Nation	Larson: Professional Development March 2010 with follow-up September 24, 2010
HIGH	Holt –Larson Voyager: Inside Algebra		Holt and Voyager: Professional Development August 13, with follow-up September 24, 2010

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
Supplemental Education (SES) Services after school - All	Level 1 and Level 2 students in 4th and 5th and retained 3rd graders.	Two times per week, 1-1.5 hours	Carol Clyatt
Summer Extended Year 4	ESE students as designated on IEP	4 weeks, 8:00-2:00 each day	Barbara Johns
Before School Course Recovery	Secondary Students who have failed a course	Daily, 50 minutes	Principal
Summer Course Recovery	Secondary Students who have failed a course	4 weeks, 8:00-2:00 each day weeks,	Principal

Title I District Improvement Plan - (Part 5)

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

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
-------------	---	---	--

ELEMENTARY	Elementary - Harcourt Science	Pearson SuccessMaker Science, Science labs	Larry Chew - Grades 3-5 Inquiry Science Training, June 27-28, 2011
MIDDLE	MS - Holt Florida Science & Technology - Holt/Rinehart & Winston		Larry Chew - Grades 6-8 Inquiry Science Training, May 26-27, 2011
HIGH	Physical Science With Earth Science - Glencoe/McGraw-Hill Biology: The Dynamics of Life - Glencoe/McGraw-Hill, Chemistry: Matter & Change - Glencoe/McGraw-Hill	Project Based Learning with high school and career tech teachers, FCIM Spiral Reviews	Larry Chew - Grades 6-8 Inquiry Science Training, May 26-27, 2011

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
Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	1	Monthly	
Before and during school credit recovery	Students who previously failed a math course	The length of the course	Principal, Lisa Prevatt

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	Writers in Control – PDA+ Mary Lewis	Six Traits of Writing Melissa Forney Kathryn Robinson Writing	New teacher training, subs provided for new teachers to observe high performing teachers, Monthly district-wide writing prompts scored and collected by the district for review.
MIDDLE	Writers in Control – PDA+ Mary Lewis		August professional development with consultant, Lisa Capitano. Full day follow-up in September
HIGH	Writers in Control – PDA+ Mary Lewis		August professional development with consultant, Lisa Capitano. Full day follow-up in September

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
Writing Camp after school	4th grade students	2 weeks	Principal

Title I District Improvement Plan - (Part 7)

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

The ESEA Waiver eliminated this requirement. The professional development designated in the DIAP aligns with the School Improvement Plans and the professional development activities identified in the Title I plan. The Assistant Superintendent in charge of professional development works with the Director of Accountability & Special Programs (Title I) to organize the appropriate professional development for the Title I schools.

Title I District Improvement Plan - (Part 8)

8) Describe specific activities or strategies the district will use to promote effective parental involvement.

Specific Parent Needs	Data to Support Parent Needs	Activities/Strategies to Address Parent Needs	Evaluation Mechanism	Person/Department Responsible for Monitoring
More convenient meetings. Various times for meetings.	approx. 30% of elementary and 5% of secondary parent attend parent involvement activities. Work Schedule is still the greatest barrier to participation (55-78%)	Connect PI activities/information to high interest events (athletic, Santa Breakfast) Send personal letters or invitations.	10% increase in parent participation.	Director of Accountability & Special Programs Principals
Surveys that are more user friendly.	approx. 50% of elementary and 10% of secondary complete parent surveys.	Provided shorter targeted surveys throughout the year. Include secondary in DPAC.	10% increase in the responses to parent surveys.	Director of Accountability & Special Programs Principals
Parents prefer personal phone calls for communication.	45-74% of parents preferred personal phone calls on the survey.	Implement positive conferences/calls within the first 9 weeks. Implement positive referrals/calls within the first 3 weeks.	Add question on survey regarding parents receiving a call. Number of parents completing surveys with positive calls.	Director of Accountability & Special Programs Principals

Title III District Improvement Plan

Title III, Section 3122(b)(2)

This section addresses the requirements for a district that did not make progress towards meeting Annual Measurable

Achievement Objectives for 2 consecutive years. These districts shall develop an improvement plan that will ensure that the district meets such objectives. The improvement plan shall specifically address the factors that prevented the district from achieving such objectives.

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

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

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.	Personnel Responsible	Timeline	Funding Source
6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.	Personnel Responsible	Timeline	Funding Source
7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source

District Assistance and Intervention Plan: Differentiated Accountability

Section 1001.42(18), Florida Statutes

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

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

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