

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Alachua



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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.

District curriculum staff members contributed information for the preparation of the plan. Contributing departments included Title I, Elementary and Secondary Curriculum, School Improvement, Research and Evaluation, Staff Development, Student Services, and ESE. Parents and school staff members participated in Restructuring Committees and School Improvement Committees from which strategies and recommendations provided input into the final district plan.

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	Increased academic vocabulary and improved comprehension strategies	Insufficient Differentiation of Instruction; Lack of data analysis on progress monitoring; Need greater student engagement	Implementing FCIMS; Implementing new strategies for student engagement; increased data reporting and analysis at classroom level	FCIMS training; Kagan Strategies training; data analysis coaches	Research and Evaluation; Elementary and Secondary Curriculum; ESE; Title I
Total	Mathematics	Fluency in using basic math skills; computation skills; application of basic concepts to problem solving	Insufficient differentiation of instruction; lack of student engagement; emphasis on passive learning rather than active learning and concept development; lack of data analysis on progress monitoring	Implementing FCIMS; Implementing new strategies for active learning and student engagement; increased data reporting and data analysis at the classroom level	FCIMS training; Kagan Strategies training; data analysis coaches	Research and Evaluation; Elementary and Secondary Curriculum; ESE; Title I
			Insufficient differentiation	mplementing FCIMS;		

White	Reading	Increase in academic vocabulary and improved comprehension strategies	of instruction; lack of data analysis on progress monitoring; need for greater student engagement;	Implementing new strategies for improving student engagement; increased data reporting and analysis at the classroom level	FCIMS training; Kagan Strategies training; data analysis coaches	Research and Evaluation; Elementary and Secondary Curriculum; ESE; Title I
White	Mathematics	This subgroup made AYP in mathematics				
Black	Reading	Increase in academic vocabulary and improved comprehension strategies	Insufficient differentiation of instruction; lack of data analysis on progress monitoring; need for greater student engagement;	Implementing FCIMS; Implementing new strategies for improving student engagement; increased data reporting and analysis at the classroom level	FCIMS training; Kagan Strategies training; data analysis coaches	Research and Evaluation; Elementary and Secondary Curriculum; ESE; Title I
Black	Mathematics	Fluency in using basic math skills; improved computation skills; better application of basic concepts to problem solving	Insufficient differentiation of instruction; lack of data analysis on progress monitoring; need for greater student engagement; too much emphasis on passive learning rather than active learning	Implementing FCIMS; Implementing new strategies for improving student engagement; increased data reporting and analysis at the classroom level	FCIMS training; Kagan Strategies training; data analysis coaches	Research and Evaluation; Elementary and Secondary Curriculum; ESE; Title I
Hispanic	Reading	Increase in academic vocabulary and improved comprehension strategies	Insufficient differentiation of instruction; lack of data analysis on progress monitoring; need for greater student engagement;	Implementing FCIMS; Implementing new strategies for improving student engagement; increased data reporting and analysis at the classroom level	FCIMS training; Kagan Strategies training; data analysis coaches	Research and Evaluation; Elementary and Secondary Curriculum; ESE; Title I
		Fluency in using basic math skills; improved	Insufficient differentiation of instruction; lack of data analysis on progress monitoring;	Implementing FCIMS; Implementing new strategies for	FCIMS training;	Research and Evaluation;

Hispanic	Mathematics	computation skills; better application of basic concepts to problem solving	need for greater student engagement; too much emphasis on passive learning rather than active learning	improving student engagement; increased data reporting and analysis at the classroom level	Kagan Strategies training; data analysis coaches	Elementary and Secondary Curriculum; ESE; Title I
Asian	Reading	N/A				
Asian	Mathematics	N/A				
American Indian	Reading	This subgroup made AYP in reading				
American Indian	Mathematics	Fluency in using basic math skills; improved computation skills; better application of basic concepts to problem solving	Insufficient differentiation of instruction; lack of data analysis on progress monitoring; need for greater student engagement; too much emphasis on passive learning rather than active learning	Implementing FCIMS; Implementing new strategies for improving student engagement; increased data reporting and analysis at the classroom level	FCIMS training; Kagan Strategies training; data analysis coaches	Research and Evaluation; Elementary and Secondary Curriculum; ESE; Title I
Economically Disadvantaged	Reading	Increase in academic vocabulary and improved comprehension strategies	Insufficient differentiation of instruction; lack of data analysis on progress monitoring; need for greater student engagement;	Implementing FCIMS; Implementing new strategies for improving student engagement; increased data reporting and analysis at the classroom level	FCIMS training; Kagan Strategies training; data analysis coaches	Research and Evaluation; Elementary and Secondary Curriculum; ESE; Title I
Economically Disadvantaged	Mathematics	Fluency in using basic math skills; improved computation skills; better application of basic concepts to problem solving	Insufficient differentiation of instruction; lack of data analysis on progress monitoring; need for greater student engagement; too much emphasis on passive learning rather	Implementing FCIMS; Implementing new strategies for improving student engagement; increased data reporting and analysis at the classroom level	FCIMS training; Kagan Strategies training; data analysis coaches	Research and Evaluation; Elementary and Secondary Curriculum; ESE; Title I

			than active learning			
English Language Learners	Reading	Increase in academic vocabulary and improved comprehension strategies	Insufficient differentiation of instruction; lack of data analysis on progress monitoring; need for greater student engagement;	Implementing FCIMS; Implementing new strategies for improving student engagement; increased data reporting and analysis at the classroom level	FCIMS training; Kagan Strategies training; data analysis coaches	Research and Evaluation; Elementary and Secondary Curriculum; ESE; Title I
English Language Learners	Mathematics	Fluency in using basic math skills; improved computation skills; better application of basic concepts to problem solving	Insufficient differentiation of instruction; lack of data analysis on progress monitoring; need for greater student engagement; too much emphasis on passive learning rather than active learning	Implementing FCIMS; Implementing new strategies for improving student engagement; increased data reporting and analysis at the classroom level	FCIMS training; Kagan Strategies training; data analysis coaches	Research and Evaluation; Elementary and Secondary Curriculum; ESE; Title I
Students with Disabilities	Reading	Increase in academic vocabulary and improved comprehension strategies	Insufficient differentiation of instruction; lack of data analysis on progress monitoring; need for greater student engagement;	Implementing FCIMS; Implementing new strategies for improving student engagement; increased data reporting and analysis at the classroom level	FCIMS training; Kagan Strategies training; data analysis coaches	Research and Evaluation; Elementary and Secondary Curriculum; ESE; Title I
Students with Disabilities	Mathematics	Fluency in using basic math skills; improved computation skills; better application of basic concepts to problem solving	Insufficient differentiation of instruction; lack of data analysis on progress monitoring; need for greater student engagement; too much emphasis on passive learning rather than active learning	Implementing FCIMS; Implementing new strategies for improving student engagement; increased data reporting and analysis at the classroom level	FCIMS training; Kagan Strategies training; data analysis coaches	Research and Evaluation; Elementary and Secondary Curriculum; ESE; Title I

Other (e.g. Migrant) [as needed]	Reading	N/A
Other (e.g. Migrant) [as needed]	Mathematics	N/A

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 in Alachua County Public Schools for grades K-5 is Macmillan/McGraw-Hill Treasures. The core reading program forms the base for reading instruction in all elementary schools in the district. Treasures is aligned with Common Core State Standards at kindergarten and first grade. Charter elementary schools in Alachua County are using either Macmillan/McGraw-Hill Treasures, Harcourt Trophies or Open Court. The core reading program forms the backbone of the 90-minute reading instructional time.
MIDDLE	<p>Literature - McDougall-Littell – This is a state adopted text aligned with the Sunshine State Standards. This material is the major tool used to provide reading instruction for students scoring in FCAT Levels 3 and above. Students receive 50 minutes of reading instruction daily in addition to their Language Arts class. The text provides a variety of levels of text which allows teachers to scaffold instruction so that students are first exposed to short pieces of complex text and build to lengthier passages. This not only allows students to experience complex text but builds cognitive endurance as well. Teachers supplement the text with additional materials that provide further exploration of complex text.</p> <p>The district has revised curriculum maps for the 2012-2013 school year to include an increased amount of complex texts. Teacher will also receive professional development on how to identify complex text using the three measures: quantitative, qualitative, and reader and task. At the school level, administrators will perform routine walkthroughs and review lesson plans to ensure that teachers are using rigorous text on a regular basis. If additional exposure to complex text is needed, district staff will provide support via coaching, modeling, and help with lesson development.</p>
HIGH	The district has revised curriculum maps for the 2012-2013 school year to include an increased amount of complex texts. Teacher will also receive professional development on how to identify complex text using the three measures: quantitative, qualitative, and reader and task. At the school level, administrators will perform routine walkthroughs and review lesson plans to ensure that teachers are using rigorous text on a regular basis. If additional exposure to complex text is needed, district staff will provide support via coaching, modeling, and help with lesson development.
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
	<p>Macmillan McGraw Hill Triumphs, Early Interventions in Reading, Building Vocabulary, Words Their Way, and Earobics will be used in the extended day. Data, including data from the CCRP used during the 90 minute reading block, will be used to identify instructional needs of students. Using consistent data and materials will enable students to transition smoothly through the 90 minute reading block and intensive interventions. Students will be grouped based on needs for small group instruction.</p> <p>Teachers use informational text to support instruction. Teachers received training on using informational text</p>

ELEMENTARY	<p>read alouds. The District Literacy Coaches will continue to identify informational text by grade bands and model read alouds. These pieces will be used in read alouds that are above instructional reading level. Home reading programs, book clubs, Accelerated Reader, and Reading Counts are used to encourage students to self select reading materials.</p> <p>Macmillan/McGraw Hill Treasures provides intervention readers (Triumphs). Schools also use a variety of supplemental reading programs to address specific needs of students (see instructional materials chart).</p> <p>Students still not making progress need additional time for reading instruction /smaller group size (may use an intervention program at this time or continued use of intervention program used in the 90-minute block). Students receive intensive intervention of 30-60 minutes in addition to the 90-minute block of reading instruction. They may be "double-dosed" with a complete supplemental program or work with programs that target specific deficiencies. Instructional grouping is smaller for the intervention. Students receive intensive intervention in smaller groups or with individual tutoring.</p>
MIDDLE	The district has revised curriculum maps for the 2012-2013 school year to include an increased amount of complex texts. Teacher will also receive professional development on how to identify complex text using the three measures: quantitative, qualitative, and reader and task. At the school level, administrators will perform routine walkthroughs and review lesson plans to ensure that teachers are using rigorous text on a regular basis. If additional exposure to complex text is needed, district staff will provide support via coaching, modeling, and help with lesson development.
HIGH	The district has revised curriculum maps for the 2012-2013 school year to include an increased amount of complex texts. Teacher will also receive professional development on how to identify complex text using the three measures: quantitative, qualitative, and reader and task. At the school level, administrators will perform routine walkthroughs and review lesson plans to ensure that teachers are using rigorous text on a regular basis. If additional exposure to complex text is needed, district staff will provide support via coaching, modeling, and help with lesson development.
Additional Information	

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

Title I District Improvement Plan - (Part 3_2)

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

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
	<p>Tutoring programs</p> <p>Many schools provide after-school tutoring programs for at risk 3rd, 4th, and 5th grade students. The Extended Day Education Program (EDEP) has time set aside for homework each day. Title I tutors are provided for students before, during, and/or after the school day.</p> <p>FCAT Explorer is available in school computer labs before school.</p> <p>Schools schedule parent workshops in the evening and on Saturdays</p>		

ELEMENTARY	<p>to help parents learn ways to assist students in reading.</p> <p>Mentors are provided through the Bright Futures mentors, University of Florida, Take Stock in Children program, Foster Grandparent program, Rockin' Readers volunteers, business partners and other school volunteers.</p> <p>All reading intervention teachers must be highly qualified. Teachers also receive professional development for intervention programs.</p> <p>Funding for providing an additional hour of intensive reading instruction beyond the normal school day for schools within our district which have yet to be identified in the 100 lowest-performing elementary schools will come from Reading categorical funding and additional state funding.</p> <p>Additional time for reading intervention (schools not part of the 100 lowest-performing) is funded through School Improvement Grant (SIG). These funds allow for intensive reading intervention beyond the regular school day. SIG schools will receive an additional 300 hours of instructional per year while school that are non-SIG, yet included in the Lowest 100 will receive 180 additional hours per year (one hour per day)</p>		
MIDDLE	<p>Students in need of extended intervention time will be placed in a 90-minute reading intervention block for the 2012-2013 school year. These courses will utilize READ 180 as the primary curriculum.</p> <p>Each school provides these activities based on student need, funding, and teacher allocation. Some examples include:</p> <p>Tutoring programs We have several grant-funded programs such as Safe and Drug Free Schools and 21st Century Learning Center. They provide tutoring and/or before and after school academic programs for students. Each school develops the program to meet student and scheduling needs. Tutoring programs use FCAT Explorer and other FCAT preparation materials as well as providing tutoring on current class assignments and homework supervision.</p> <p>Cross-age tutoring Schools make this available where possible.</p> <p>Mentoring programs Mentors are provided to students through Take Stock in Children, the University of Florida, business partners and community sources.</p>		
	<p>Students in need of decoding and text reading efficiency will be enrolled in a 90-minute reading intervention block. Jamestown Navigator will be used as the research-based primary curriculum for these courses.</p> <p>National Honor Society members provide tutoring weekly before and/or after school. Parents of struggling students are invited to evening workshops to learn home strategies to support reading</p>		

HIGH	<p>improvement. Most schools provide before or after school homework help sessions staffed by teachers and/or university students. Students have access to technology to use programs such as Peterson's FCAT Prep courses, FCAT Explorer, FCAT Simulator, and FLVS FCAT prep and practice courses. Some schools supply tutoring through the 21st Century grant. Credit retrieval courses are offered after school on each campus. Schools offer after-school tutoring two to four days per week, depending on funding sources and program structure.</p> <p>J.D. 4/12/12</p> <p>The district volunteer coordinator and the Alachua County Public Schools Foundation organize several mentoring programs in which district staff and community members are recruited to serve as mentors for students in middle and high school.</p>		
Additional Information			

Title I District Improvement Plan - (Part 3_3)

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

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	Level 1 and Level 2	2-3 days/week for one hour/day	Title I
MIDDLE	Level 1 and Level 2 scoring below 15th percentile on the MAZE portion of FAIR	Extended reading block for 100 minutes per day 5 days per week	Reading Supervisor
HIGH	Level 1 and Level 2 scoring below 15th percentile on MAZE portion of FAIR	Extended reading block for 100 minutes per day 5 days per week	Reading Supervisor

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	Houghton Mifflin Harcourt Go Math! Florida	Every Day Counts Calendar Math, and Florida Number Worlds (SRA)	District wide trainings on new core math program, training on the use of technology within the core program, targeted schools for Number Worlds training, targeted teachers for Calendar Math training.
	Core program Big Ideas Learning: Big		

MIDDLE	<p>Ideas Math 6, 7, 8</p> <p>Advanced program Glencoe Florida Math Connects Plus, Course 1, 2, 3</p>	Supplemental remediation resource materials with textbook adoption	District wide trainings on new math adoptions; district trainings on NGSSS; technology training
HIGH	<p>Algebra 1A/1B Holt McDougal Algebra 1 Concepts and Skills</p> <p>Algebra 1, Algebra 2 Glencoe Florida Algebra 1,2</p> <p>Algebra 1 Honors Pearson Prentice Hall: Algebra 1 Honors Gold Series</p> <p>Algebra 2 Honors Houghton Mifflin Harcourt: Larson Algebra and Trigonometry</p> <p>Informal Geometry Holt McDougal Geometry Concepts and Skills</p> <p>Geometry Glencoe Florida Geometry</p> <p>Geometry Honors Holt McDougal Jurgensen Geometry</p> <p>Liberal Arts Holt McDougal Algebra 2 Concepts and Skills, McDougal Littel Geometry</p> <p>Integrated Math 3/ Math for College Readiness Pearson Prentice Hall Blitzer Algebra and Trigonometry</p> <p>PreCalculus Holt McDougal Larson PreCalculus with Limits</p> <p>Calculus Cengage (division of Holt McDougal) Larson Calculus of a Single</p>	Supplemental remediation resource materials within textbook adoption	District wide trainings on new math adoptions, district trainings on NGSSS; training on the use of technology.

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

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
Extended Day Enrichment Program	K-5	3-4 hours per day. Number of days per week varies by student by school	EDEP Coordinator
21st Century Learning Centers	K-8 (Level 1-3 students)	2-3 hours per day. Number of days per week varies by school.	Director of Project Development
Online Credit Retrieval Program (CROP)	Grades 9-12	4 times per week or 12 hours per week depending on school.	Secondary Curriculum
Extended School Day at targeted schools	All students in targeted schools K-12	4-5 hours per week depending on school	Director of Project Development; Turnaround Leader; Curriculum Directors

Title I District Improvement Plan - (Part 5)

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

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	National Geographic Science	GEMS AIMS Discovery Education Brain Pop	National Geographic Implementation Training GEMS Training AIMS Training Discovery Education and Brain Pop Training Science Coach (selected Schools)
MIDDLE	Florida iScience (Glencoe)	GEMS Discovery Education Brain Pop	GEMS training Training for Discovery Ed and Brain Pop
HIGH	Physical Science Concepts in Action (Pearson) Florida Holt McDougal Biology (Holt) Chemistry Matter and Change (Glencoe) Environmental Science (Pearson) Earth Science (Glencoe)	Discovery Education	Science Coach/Consultant (selected schools) Training for Discovery Ed

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

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
Extended Day Enrichment Program	Grades K-5 (selected schools)	2-5 days/week for one hour/day (varies by school)	EDEP School Coordinator
21st Century Extended Day Program	Grades K-8	4 days/week or 12 hours/week	Project Development
Online Credit Retrieval Program (CROP)	Grades 9-12	4 days/week for 12 weeks/session	Secondary Curriculum
Extended School Day at targeted schools	All students in targeted schools grades K-12	4-5 hours per week depending on school	Project Development; Turnaround Leader

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	MacMillan Treasures in Reading	Write Traits	Writing consultants at selected schools for 7 days/year; Florida Writes Rubric Scoring training in grades 3-5
MIDDLE	Elements of Language (Holt) Elements of Literature (Holt)	Six Traits	Six Traits training
HIGH	Elements of Literature (Holt)	Six Traits	Six Traits training

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
Title I After School Tutoring	4th grade students	2 days/week Sept-Feb	Title I
Online Credit Retrieval Program (CROP)	Grades 6-12	4 days/week for 12 weeks/session	Secondary Curriculum
Extended School Day at targeted schools	All students at targeted schools grades K-12	4-5 hours per week depending on school.	Project Development; Turnaround Leader

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.

With the approval of the NCLB Waiver, districts are no longer required to spend 10% of Title I, Part A funds to support

professional development activities.

However,\$135,053.00 of Title I, Part A funds were set aside for Professional Development in Priority and Focus Schools for 2012-13. Additional district wide professional development activities will be paid using Title I Part A funds LEA Wide set aside funds. Schools are encouraged to use part of their school Title I Part A allocation for professional development at their school based on that school's individual needs arrived at using student data. Title I accounting procedures at the district will verify that Title I Part A funds are being spent in accordance with regulations and the professional development activities within this plan. This is verified with the 2011-12 Title I Budget for Alachua County Public Schools. In addition, individual school improvement plans are reviewed by the Title I district staff and district technical assistance team to ensure that professional development activities are appropriate for Title I expenditures and in the areas of most need as indicated by school grades report results.All professional development expenditures at individual schools are pre-approved by the district Title I Supervisor or Director of Elementary Curriculum.

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
FCAT Data, Parent's Rights, Common Core Standards, NGSSS	Parent Surveys and District surveys	Workshops at individual schools at specific times	Workshop Evaluations; FACT scores	School Title I Lead Teacher, Title I Supervisor & TSAs
Literacy Workshops	Parent School and District Surveys	Workshops at individual schools at specific times	Workshop Evaluations; FAIR results	School Title I Lead Teacher, Title I Supervisor & TSAs
Math Workshops	Parent School and District Surveys	Workshops at individual schools at specific times	Workshop Evaluations; OnTrack and FCAT scores	School Title I Lead Teacher, Title I Supervisor & TSAs
Science Workshops	Parent School and District Surveys	Workshops at individual schools at specific times	Workshop Evaluations; OnTrack and FCAT scores	School Title I Lead Teacher, Title I Supervisor & TSAs
Writing Workshops	Parent School and District Surveys	Workshops at individual schools at specific times	Workshop Evaluations; FCAT scores	School Title I Lead Teacher, Title I Supervisor & TSAs
School Staff Development for Parent Involvement	Parent School and District Surveys	Workshops at individual schools for staff at specific times	Workshop Evaluations; FCAT scores	School Title I Lead Teacher, Title I Supervisor & TSAs

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)

In 2009-10, Alachua County Public Schools met the target goals for AMAO 1 and 2, but failed to meet the target goal for AMAO 3. In 2010-11 Alachua County Public Schools again met the target goals for AMAO 1 and AMAO 2, but failed to meet the target for AMAO 3. In 2011-2012 Alachua County Public Schools met the target goal for AMAO 1, however failed to meet the target goals for AMAO 2 and 3. The past three years of FCAT data show that the achievement levels in reading are increasing for our ELL population. In 2008/09, 39% of ELLs were at or above grade level in reading, that increased to 47% 2009/10 47% were at or above grade level and in 2010/11 48% of the ELL students were at or above grade level in Reading. While we are still not at the target goal of 93% we feel that this subgroup can continue to make growth through the use of the strategies below. The past three years of FCAT data also show that the achievement levels in math are increasing for our ELL population. In 2008/09, 60% of ELLs were at or above grade level in math, in 2009/10 62% were at or above grade level and in 2010-11 63% of ELLs were proficient in math. While we are still not at the target goal of 93% we feel that this subgroup can continue to make growth through the use of the strategies below.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
Alachua County Public Schools met the required targets for Progress toward English Language Acquisition but not English Language Proficiency, according to CELLA results. The district is constantly looking for ways to improve instruction for English Language Learners. During the 2012-2013 school year, Alachua County Public Schools will offer an after-school tutoring program for English Language Learners. The primary purpose of the program is to increase the student's English language proficiency. In addition, training continues to be offered to teachers across the district in strategies designed to improve teaching effectiveness with ELL students. Additional supplemental materials will be purchased to help address the learning needs of ELL students. Summer school will be offered at various locations to ELL students to remediate need as well as continue progress made throughout the year in language acquisition.	Teacher Specialist for ESOL	June 2012-July 2013	Title III

3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)		Personnel Responsible	Timeline	Funding Source
Grade Level	Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)	District Elementary Supervisor Teacher Specialist for Secondary Language Arts	June 2012-July 2013	District Funds
K-2	Grade K-2 Chart			
3-5	Grade 3-5 Chart			
6-8	Grade 6-8 Chart			
9-12	Grade 9-12 Chart			
Intensive Reading programs are used in Alachua County Public Schools to remediate areas of need in reading. At the elementary level schools use Triumphs and Early Interventions In Reading. Read 180 is used in the middle schools and Jamestown Reading Navigator.		District Elementary Supervisor Teacher Specialist for Secondary Language Arts	June 2012-July 2013	District Funds

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source

Based on analysis of data and in accordance with NCLB, the following scientifically based research strategies will be used to improve the academic achievement of ELL students: Provide standards-based, district-adopted textbooks for mathematics instruction at the elementary (Go Math) and secondary (Big Ideas, Glencoe, Holt McDougal, Pearson Prentice Hall) level.	Directors of Elementary and Secondary Curriculum; Teacher Specialists for elementary and secondary mathematics	ongoing	District Funds
Implementation of supplemental programs including Calendar Math and Number Worlds at elementary and middle school.	Teacher Specialists for Elementary and Secondary Mathematics	ongoing	District funds and federal program funds
Use of common curriculum with embedded assessments aligned to the district instructional calendar for mathematics and the Sunshine State Standards	Curriculum Directors; Principals	beginning, middle and end of year	District funds

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
Based on analysis of data and in accordance with NCLB, the following scientifically based research strategies will be used to improve professional development for teachers working with English Language Learners District-wide professional development strategies present by publishers of adopted materials	Teacher Specialists for Elementary and Secondary Mathematics	ongoing	District funds and Title II funds
Continuation and extension of Calendar Math	Teachers and Principals at elementary and middle grades	Teachers and Principals at elementary and middle grades	District funds and Title II funds
Instruction in Kagan Structures cooperative learning strategies for elementary, middle and high schools	Title I Supervisor, Curriculum Directors, Teacher Specialists	June 2012-June 2013	Title I and Title II funds
CRISS strategies training	Staff Development	annually	District Funds
Great Explorations in Math and Science Training	Teacher Specialists for Math and Science	annually	Title I and Title II funds
Online ESOL endorsement courses offered through Beacon Educator	Staff Development Office	ongoing	District Funds
School-based training on understanding the framework of poverty	Teachers and Principals	ongoing	School based funds
District-wide staff development on the concept of Lesson Study	Staff Development	ongoing	Title II funds
District-wide staff development on building a school culture	Staff Development	ongoing	Title II funds

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
District use of Transact to promote communications in the student's native language	Teacher Specialist for ESOL	ongoing	Title III funds
District-level parent meeting for input on district parent involvement policy	Supervisor for Title I	annually	District funds
District and school level Parent Leadership Council meetings	Teacher Specialist for ESOL	ongoing	Title III funds

English language classes offered through Adult Education	Adult Education Teacher Specialist and ESOL teachers	each semester	Adult Education funds
District-level Home School Liaison to promote family involvement of ESOL families in the schools	Teacher Specialist for ESOL	ongoing	Title III funds

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.**

No Attached district’s Differentiated Accountability Checklist of Compliance.