

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Liberty



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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.

Liberty County School district utilizes input from the District Advisory Council which is comprised of parents, community members, teachers, non-instructional personnel, and students. In addition, the District Advisory Council meets to give input into various plans that directly relate to this plan. The council has direct input into the development of each school's improvement plan and gather data from various sources: climate surveys, Title I Parent surveys, teacher Needs Assessment Surveys, Principal's Needs assessment based on teacher evaluations, FCAT and AMO data which facilitates the writing of each schools improvement plan and to collate data for this plan.

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
			<p>*The district did not monitor classroom activities closely enough to ensure that core reading programs were implemented</p>	<p>*The implementation of core reading programs will be monitored by the District Leadership team, school principals and the district reading coach to ensure instruction is provided with fidelity.</p> <p>*Administer ReadStep (7th) and PSAT (9th-11th) and utilize reports to identify students who need more advanced curriculum and instruction.</p> <p>*Implementation of the K-2 initiative to ensure fidelity of implementation of core reading program.</p> <p>*Common Core professional development for K-2 teachers, 6-12 content area teachers.</p> <p>*Use of complex text to increase rigorous Provide a literacy rich school-wide environment by purchasing high interest reading materials(books, magazines, newspapers).</p> <p>*Purchase of text exemplars for the Common Core.</p> <p>*Use of differentiated instruction techniques.</p> <p>*NG-CARPD</p>	<p>*District wide professional development in reading NG-CARPD (reading comprehension instructional sequence).</p> <p>*Teachers will be provided additional professional development in the implementation of the</p>	

Total	Reading	<p>Main Idea, Words and Phrases, Comparison/Cause & Effect and Reference and Research</p>	<p>with fidelity.</p> <p>*Inadequate data sources to effectively monitor student response to intervention.</p> <p>*Inconsistent implementation of Accelerated Reader Program across the district.</p> <p>*Technology programs were not utilized effectively for maximum student growth and achievement.</p> <p>*Inconsistent use of content area reading strategies.</p> <p>*Lack of rigorous reading instruction across all curriculum areas.</p> <p>*Inconsistent problem solving strategies to intervene with students experiencing reading difficulty.</p>	<p>strategies will be used in all content areas to increase course rigor in all schools.</p> <p>*Implementation of SpringBoard curriculum at all schools.</p> <p>*Dual enrollment support.</p> <p>*Implementation of AP courses requiring high level reading strategies.</p> <p>*Use of virtual instruction to increase course offerings.</p> <p>*Accelerated Reader programs will be implemented consistently across the district to provide students an opportunity to practice reading skills in self-selected, real world literature to promote vocabulary acquisition. Specified Look Fors and Ask Fors will be established by district and school staff to ensure fidelity of implementation.</p> <p>*District and school staff will monitor the use of all technology programs to ensure fidelity of implementation. This will include school level review of reports and quarterly reporting the results to the district leadership team.</p> <p>*Classroom Walkthroughs will be modified to include specific</p>	<p>core reading program as needed, based on student data.</p> <p>*Professional development for teachers in the implementation of Accelerated Reader and Monitored Independent Reading.</p> <p>*Professional development for reading/language arts teachers in SpringBoard, grades 6-10.</p> <p>*Professional development for Common Core Standards for Reading by participating in the Common Core Collaborative.</p> <p>*The district will provide professional development for curriculum development/alignment and the development of benchmark assessments to inform instruction in the area of reading. Pre and Post test will be utilized.</p> <p>*District and School staff will be provided professional development in the Danielson model to ensure that teachers and administrators have a common language regarding effective classroom environments, curriculum, and instruction.</p>	<p>Director of Instruction, Director of Administration, District Reading Coach, Principals, and Teacher Mentor</p>
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			<p>Look Fors and Ask Fors specific to each School Improvement Plan and the District Improvement and Assistance Plan. All data will be reviewed quarterly to identify areas of concern and to make appropriate instructional changes as needed.</p> <p>Classroom student achievement data will be reviewed quarterly to identify areas of concern and to identify teachers requiring additional support to deliver the core reading program.</p> <p>*Schedules will be reviewed to ensure appropriate time is allowed for implementation of the core reading program.</p>		
			<p>*The implementation of core math programs will be monitored by the District Leadership team, school principals and assistant principals to ensure instruction is provided with fidelity.</p> <p>*Principal classroom walkthrough data will document review of math lessons at all grade levels.</p> <p>*Classroom Walkthroughs will be modified to include specific Look Fors and Ask</p>	<p>*Nationally recognized math consultant will be utilized to provide Professional development for all schools.</p> <p>*Pre-AP Math Vertical Team professional development.</p> <p>*The district will provide professional development for</p>	

Total	Mathematics	Number sense, geometry, and data analysis	The district did not monitor classroom activities closely enough to ensure that core math programs were implemented with fidelity.	<p>Fors specific to each School Improvement Plan and the District Improvement and Assistance Plan. All data will be reviewed quarterly to identify areas of concern and to make appropriate instructional changes as needed.</p> <p>*Implementation of Algebra curriculum at the middle school level.</p> <p>*Utilize technology to monitor progress (USA TestPrep) and inform instruction.</p> <p>*Utilize pre-test and post test benchmark assessment data to inform instruction.</p> <p>*Utilize Classworks Assessment data to monitor progress and inform instruction.</p> <p>*Classroom walkthrough data will be analyzed by district and school staff quarterly to identify areas of concern in core instruction and to make appropriate changes in instructional delivery.</p>	<p>curriculum development/alignment and the development of assessments to inform instruction in the area of math at all grade levels.</p> <p>*Teachers will be provided additional professional development in the implementation of the core math program as needed, based on student data.</p> <p>*Reports from progress monitoring tool USA Test Prep will be utilized to inform instruction.</p> <p>*Classworks data will be used to monitor student progress.</p> <p>*Utilize FCAT Explorer and Classworks to increase exposure to rigorous FCAT test items.</p> <p>*Utilize dual enrollment courses to increase exposure to rigorous course content.</p>	Director of Instruction, Principals, Assistant Principals, Director of Administration, and Teacher Mentor
White	Reading					
White	Mathematics					
				<p>District and school level MTSS leadership team meetings monthly</p> <p>District MTSS specialist and District Reading Coach will assist teachers with problem solving to provide instruction</p>		

Black	Reading	Interventions designed to match student academic need	Insufficient analysis of data and instructional strategies for this subgroup.	<p>and reading interventions matched to student needs.</p> <p>The district will build capacity for problem solving at all school sites by providing professional development to key teachers that will assist other teachers in the implementation of problem solving practices.</p> <p>Principals will ensure that all staff providing research based reading strategies are appropriately trained.</p> <p>Principals,district staff, and reading coach will monitor the implementation of targeted reading intervention on an ongoing basis to ensure fidelity of implementation.</p> <p>Principals will require docuementation weekly to ensure that teachers have reviewed intervention strategies to ensure success.</p> <p>Principals will provide a monthly report on all areas at the monthly RtI leadership meeting.</p>	<p>Professional development will be provided by the district RtI specialist and the district reading coach to teachers during the school year.</p> <p>The district RtI team will participate in a professional learning community to increase knowledge and skills related to the successful implementation of RtI in the district.</p>	<p>District Level School Psychologist/RtI Specialist, District ESE Coordinator,Director of Instruction and District Reading Coach</p>
				<p>District and school level RtI leadership team meetings monthly</p> <p>District RtI specialist and school</p>		

Black	Mathematics	Interventions designed to match student academic need.	Insufficient analysis of data and instructional strategies for this subgroup.	<p>guidance counselors will assist teachers with problem solving to provide instruction and interventions matched to student needs.</p> <p>The district will build capacity for problem solving at all school sites by providing professional development to key teachers that will assist other teachers in the implementation of problem solving practices.</p> <p>Teachers in grades 4th - 6th will be provided additional time to plan and implement intervention strategies to increase student achievement.</p> <p>Principals will ensure that all staff providing research based reading strategies are appropriately trained.</p> <p>Principals and district staff, will monitor the implementation of targeted reading intervention on an ongoing basis to ensure fidelity of implementation.</p> <p>Principals will require documentation weekly to ensure that teachers have reviewed intervention strategies to ensure</p>	<p>Professional development will be provided by the district MTSS specialist and the district math coach to teachers during the school year.</p> <p>The district MTSS team will participate in a professional learning community to increase knowledge and skills related to the successful implementation of MTSS in the district. Teachers in grades 4th - 6th will be given extra time to plan intervention strategies.</p>	District Level School Psychologist/RtI Specialist, District ESE Coordinator and Director of Instruction.
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				<p>success.</p> <p>Principals will provide a monthly report on all areas at the monthly RtI leadership meeting.</p>		
Hispanic	Reading					
Hispanic	Mathematics					
Asian	Reading					
Asian	Mathematics					
American Indian	Reading					
American Indian	Mathematics					
Economically Disadvantaged	Reading	Interventions designed to match student needs.	Insufficient analysis of student data and instructional practices.	<p>District and school level RtI leadership team meetings monthly</p> <p>District RtI specialist and District Reading Coach will assist teachers with problem solving to provide instruction and reading interventions matched to student needs.</p> <p>The district will build capacity for problem solving at all school sites by providing professional development to key teachers that will assist other teachers in the implementation of problem solving practices.</p> <p>Principals will ensure that all staff providing research based reading strategies are appropriately trained.</p> <p>Principals,district staff, and reading coach will monitor</p>	<p>Professional development will be provided by the district RtI specialist and the district reading coach to teachers during the school year.</p> <p>The district RtI team will participate in a professional learning community to increase knowledge and skills related to the successful implementation of RtI in the district.</p>	<p>District Level School Psychologist/MTSS Specialist, District ESE Coordinator,Director of Instruction and District Reading Coach</p>

				<p>the implementation of targeted reading intervention on an ongoing basis to ensure fidelity of implementation.</p> <p>Principals will require documentation weekly to ensure that teachers have reviewed intervention strategies to ensure success.</p> <p>Principals will provide a monthly report on all areas at the monthly RtI leadership meeting.</p>		
Economically Disadvantaged	Mathematics	Interventions designed to match student academic need.	Insufficient analysis of data and instructional strategies for this subgroup.	<p>District and school level MTSS leadership team meetings monthly</p> <p>District MTSS specialist and school guidance counselors will assist teachers with problem solving to provide instruction and reading interventions matched to student needs.</p> <p>The district will build capacity for problem solving at all school sites by providing professional development to key teachers that will assist other teachers in the implementation of problem solving practices.</p> <p>Principals will ensure that all staff providing research based reading strategies are appropriately trained.</p>	<p>Professional development will be provided by the district MTSS specialist and the district reading coach to teachers during the school year.</p> <p>The district MTSS team will participate in a professional learning community to increase knowledge and skills</p>	<p>District Level School Psychologist/MTSS Specialist, District ESE Coordinator and Director of Instruction.</p>

				<p>Principals and district staff, will monitor the implementation of targeted reading intervention on an ongoing basis to ensure fidelity of implementation.</p> <p>Principals will require documentation weekly to ensure that teachers have reviewed intervention strategies to ensure success.</p> <p>Principals will provide a monthly report on all areas at the monthly MTSS leadership meeting.</p>	related to the successful implementation of MTSS in the district.	
English Language Learners	Reading					
English Language Learners	Mathematics					
Students with Disabilities	Reading	Adequate/ appropriate reading skills	Teachers were not utilizing data in a way that would guide instruction.	<p>Utilizing data such as FAIR, Classworks, classroom assessments to progress monitor and guide instruction.</p> <p>The problem solving process will be utilized to address individual strategies to increase student achievement.</p>	<p>Professional development in utilizing data to guide instruction.</p> <p>Professional Development in Differentiated Instruction.</p> <p>Increased use of problem solving process.</p>	District ESE Coordinator, Reading Coach and Director of Instruction
				Utilizing data such	Professional development in utilizing data to guide instruction.	

Students with Disabilities	Mathematics	Adequate/ appropriate math skills	Teachers were not utilizing data in a way that would guide instruction.	as Classworks, USA Test Prep, Benchmark assessments and classroom assessments to progress monitor and guide instruction.	Professional development in Differentiated Instruction. Professional development in Positive Behavior Support and the implementation of Tier I, II, III strategies as appropriate.	District ESE Coordinator, Reading Coach and Director of Instruction
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>Scott Foresman Reading Program will be used for initial instruction at W. R. Tolar, Hosford School, and Horizons School.</p> <p>Apalachicola Forest Youth Academy will utilize SRA Corrective Reading as their CCRP. These programs will be used during the 90 minute reading block for whole group and small group differentiated instruction.</p>
MIDDLE	<p>The goal of a middle grades program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading for students who are reading on or above grade level and are enrolled in reading courses which may be transferred to content courses across the curriculum. The skills and strategies taught will align with the NGSSS and the Common Core State Standards at the appropriate grade level.</p> <p>All middle school students will take a 90 reading/language arts block. The SpringBoard curriculum which is aligned to the CCSS and will be used as the instructional materials. Embedded within this curriculum are strategies that integrate reading and writing and enhance critical thinking skills.</p> <p>The district/teachers will develop a curriculum for students enrolled in a developmental reading course that includes the utilization of shorter more complex texts, to be used on a regular basis, that require students to read closely and to reread for extended text study. Great Leaps, Rewards, Rally, Jamestown Readers and other complex and rigorous text (articles, etc.) will be used to provide remedial instruction based on the Florida reading assessment results. AR will also be used with all students for independent practice within their independent reading level. Teachers will also be provided with professional development regarding the NG-CARPD Comprehension Instructional Sequence to help them develop lessons that support deeper reading of more complex text. A Developmental Reading Course is not required for students reading on and above grade level. The school will ensure that the amount and variety of complex text used to teach comprehension tasks through more frequent and better developed read aloud/questioning tasks at all grade levels. The school will also increase the amount of non-fiction texts utilized as companion pieces with literature to provide a more thematic approach by integrating the content into reading/literature classes.</p> <p>The SpringBoard curriculum also includes exposure to complex text, demanding critical thinking tasks, and the integration of reading and writing.</p> <p>Our school is committed to purchasing a variety of complex text that will be used to enhance the core curriculum and to aide in activities designed to extract information from complex text leading to deeper learning. Embedded</p>

	reading and re-reading strategies will be used to provide opportunities for students to use more complex text to aide in comprehension.
HIGH	District and school staff will collaborate to ensure that each school improvement plan addresses the need to increase the amount of complex text provided for students and will also provide professional learning opportunities for teachers in this area. The amount and variety of complex text used to teach comprehension tasks will be taught through more frequent and better developed read aloud questioning tasks at all grade levels.
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>Our district is not required to provide the one hour extended day however we plan to partner with 21st Century Leadership to offer small group intervention sessions for targeted students based on assessment data as well as classroom data. Certified teachers will provide intervention that aligns with the instruction given during the regular school day.</p> <p>Accelerated Reader is an incentive programs that encourages independent reading and practice. This programs assess students and provides an individual reading level that is within the zone of proximal development (ZPD) for the student. The books in the media center are identified by the grade level ranges and students select books from their range. The media centers provide a variety of text materials at all levels and interest. Teachers will conduct daily independent reading periods in grades K-12. Teachers will build, update and utilize classroom libraries utilizing the appendix B suggested text list of the Common Core State Standards.</p> <p>Students in need of immediate intensive intervention will receive differentiated instruction based on appropriate assessments. Direct instruction will be delivered to small reading groups who have similar needs. Student placement in these groups is flexible and different curricular will be used to instruct these groups. These students will meet each day for at least 20 minutes in a small group setting. All activities will connect to the five areas of reading and will include clearly articulated academic goals. An additional 30 minutes above the 90 minute reading block will be given to those students who are in greatest need of immediate intensive intervention. This instruction will be given by the classroom teacher, reading resource teacher, or paraprofessional under the guidance of the classroom teacher.</p>
MIDDLE	<p>The school will ensure that the amount and variety of complex text used to teach comprehension tasks through more frequent and better developed read aloud/questioning tasks at all grade levels. The school will also increase the amount of non-fiction texts utilized as companion pieces with literature to provide a more thematic approach by integrating the content into reading/literature classes.</p> <p>The SpringBoard curriculum also includes exposure to complex text, demanding critical thinking tasks, and the integration of reading and writing.</p> <p>Our school is committed to purchasing a variety of complex text that will be used to enhance the core curriculum and to aide in activities designed to extract information from complex text leading to deeper learning. Embedded reading and re-reading strategies will be used to provide opportunities for students to use more complex text to aide in comprehension.</p>
	District and school staff will collaborate to ensure that each school improvement plan addresses the need to

HIGH	increase the amount of complex text provided for students and will also provide professional learning opportunities for teachers in this area. The amount and variety of complex text used to teach comprehension tasks will be taught through more frequent and better developed read aloud questioning tasks at all grade levels.
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
ELEMENTARY	<p>Before school computer based activities are offered to students who arrive at school early. Each school offers computer based activities after school partnering with the 21st Century Program. These activities are used to strengthen skills that have been taught in the classroom. Students at W.R. Tolar School are offered an after school program as a preparatory for the FCAT. The goal of this after school program is to provide students with additional practice in advance of FCAT practice. Teachers are used as instructors for this program.</p> <p>Recruiting highly qualified teachers as reading intervention teachers as well as summer reading camp instructors is a priority. Qualifications: reading endorsed, teachers with a record of success at working with students who experience reading difficulties, highly motivated, have knowledge and skills to differentiate, engage, and motivate struggling readers.</p> <p>Our district does not contain one of these schools. The district will provide additional time outside of the school day for reading intervention by partnering with 21st Century leaders to develop small group lessons which focus on the student's reading deficits (determined by school level and classroom data).The intensive reading instruction delivered during this time will utilize research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency; differentiated instruction based on student assessment data to meet students' specific reading needs; explicit and systematic reading development in phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction and feedback; and the integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading. The instruction will be taught by teachers and reading specialist who have a record of</p>		

	increasing student achievement in reading.
MIDDLE	<p>All data sources will be reviewed at the school level to identify those students who have decoding and text reading deficits. Students will then be scheduled for extended time to meet their learning needs.</p> <p>The district will review middle school schedules to ensure that students requiring decoding and text reading efficiency strategies have been afforded extended time in their day.</p> <p>A summer reading list will be provided to students. Assessment of their reading will take place through a variety of means upon return to school.</p> <p>The 21st Century Grant will provide before and after school tutoring.</p>
HIGH	<p>All data sources will be reviewed at the school level to identify those students who have decoding and text reading deficits. Students will then be scheduled for extended time to meet their learning needs.</p> <p>The district will review middle school schedules to ensure that students requiring decoding and text reading efficiency strategies have been afforded extended time in their day.</p> <p>After school tutoring is available at the high school level and the media center will provide extended hours before school. The high school also provides WEB (We Expect Better) challenge for students not completing course assignments in reading and language arts.</p> <p>Credit recovery is available to students as needed.</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	21st Century Tutoring - All students	Four days per week at two school sites.	Seth Geiger, 21st Century Coordinator
	SES Tutoring - Level 1 & 2 students reading, and math	SES - as contracted with providers.	Gay Lewis, Director of Instruction
	Title VI - computer labs available for grades 4th -6th.	Title VI - computer labs 30 minutes, 2 days weekly.	Gay Lewis, Director of Instruction and Principals
MIDDLE	21st Century Tutoring - All students	Four days per week at two school sites.	Seth Geiger, 21st Century Coordinator
	SES Tutoring - Level 1 & 2 students reading, and math	SES - as contracted with providers.	Gay Lewis, Director of Instruction
	Quarterly Data Chats - all students	Data Chats - all students, quarterly	School Principals and teachers
	WEB Challenge (We Expect Better) tutoring sessions for students not completing assignments.	Weekly	School Principals and teachers
	Summer School - provided to students who have failed courses in the regular school year.	Four days per week during summer school.	Summers School Teachers
	Credit Recovery - Provides students an extended		

HIGH	learning opportunity outside of the regular school day to make up courses failed during the regular year. Failure Is Not An Option - students struggling academically.	Before and after school daily as needed.	Credit Recovery Teachers Teachers assigned to FNO
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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	Go Math- Houghton Mifflin Harcourt	SuccessMaker Enterprise FCAT Explorer Education City FCAT Focus Lessons Classworks Assessments/Probes	PD - Use of technology based learning programs, Classworks, Performance Matters, FCAT Explorer, Education City. Professional development for new textbook series provided by Houghton Mifflin Harcourt. Professional development for curriculum alignment and pacing. PD - FCIM
MIDDLE	Big Ideas Math	FCAT Explorer SuccessMaker Enterprise Version Classworks Prescriptive Program FCAT Focus Lessons EZ CBM Education City	PD - Use of technology based learning programs, Classworks, SuccessMaker Enterprise, FCAT Explorer, Education City Professional development for curriculum alignment and pacing guides. PD - FCIM
HIGH	Holt McDougal - Algebra I, II, Geometry and Trig/Pre-Cal Big Ideas Math - Algebra I	FCAT Explorer FCIM Focus Lessons Mini Assessments Classworks Prescriptive Program	PD - Use of technology based learning programs, FCAT Test Maker Pro, FCAT Explorer Professional development for curriculum alignment and pacing guides for Algebra and Geometry. PD - FCIM

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
21st Century After School Tutoring - This program is available to all students to provide an extended learning opportunity in a well supervised, safe learning environment. Services include academic instruction, remediation, music and art enrichment, and physical fitness activities.		21st Century - daily SES - as contracted	21st Century Coordinator

SES Tutoring - Provides individual and small group instruction to disadvantaged students who are low performing in math.	All students have an opportunity to participate in 21st Century after school program, and parent information nights.	Parent Information Nights - quarterly	State approved SES Providers
Quarterly Data Chats - Provide progress monitoring information to students and parents regarding academic progress being made in all subject areas.	SES tutoring is targeted for disadvantaged students who are Level 1 and low performing Level 2 on FCAT.	Summer School - Daily for 6 weeks during the summer	School level teachers assigned to Parent Information Nights
Summer School - provided to students who have failed courses in the regular school year.		Credit Recovery - Daily or as needed during the regular school year	Summer School teachers
Credit Recovery - Provides students an extended learning opportunity outside of the regular school day to make up courses failed during the year.		Failure is Not An Option - Before and after school, daily as needed.	Credit Recovery Teachers
Failure is Not An Option - provided before and after to struggling students.			Teachers

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	Fusion - Houghton Mifflin Harcourt	Education City	Textbook consultants provide training when new series are adopted; PAEC provides training for SOAR, Promise and Scii
MIDDLE	Fusion - Houghton Mifflin Harcourt	Materials from STEM, SOAR, SCii and Promise	Textbook consultants provide training when new series are adopted; PAEC provides training for SOAR, Promise and Scii
HIGH			The Learning Cycle: Science Education" Cavallo, et al. Bioscopes- summer and fall inservice. Use USA TestPrep for progress monitoring.

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
Computer Labs are open before school on Monday-Thursday from 8:00-8:30 AM 21st Century Tutoring is available after school from 3:30-6:00 at K-8 schools.	Computer Labs are open before school on Monday-Thursday from 8:00-8:30 AM	After School Tutoring is available Monday-Thursday from 3:30-6:30 P.M.	After School Tutoring is available Monday-Thursday from 3:30-6:30 P.M.

Project based learning activities are provided as part of this program. Failure is not an Option is provided before and after school for struggling middle and high school students.	21st Century Tutoring is available after school from 3:30-6:00.	Computer Labs are open before school on Monday-Thursday from 8:00-8:30 AM	Computer Labs are open before school on Monday-Thursday from 8:00-8:30 AM
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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	Schools use the writing process that incorporates the components of Powerwriting and the Six Traits of Writing	Liberty Writes prompts for progress monitoring two times before Florida Writes - writing is scored using trained scorers who utilize the Florida Writes Rubric My Access, Education City, Just Write, Scott Foresman, 6 Traits Writing	Training is provided to support all programs used.
MIDDLE	Schools use the writing process that incorporates the components of Six Traits of Writing.	Liberty Writes prompts for progress monitoring two times per year prior to Florida Writes - writing is scored using trained scorers who utilize the Florida Writes Rubric. My Access, Education City, Just Write, and Scott Foresman.	Training is provided to support all programs.
HIGH	Schools use the writing process that incorporates the components of Six Traits of Writing.	Liberty Writes prompts two times prior to FCAT Writes. My Access SpringBoard	Training is provided to support all programs.

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
There are no formal opportunities for extended learning opportunities for students other than elementary schools with SES.	Students scoring below Level 3.5 in writing and below Level 3 in reading.	Services are dependent upon parent request and upon SES provider contracted services.	Director of Instruction/SES provider supervisor/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 Title I Director will monitor expenditures to ensure that no less than 10% of Title I, Part A funds are spent to support

professional development activities.

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
Family Reading Nights, opportunities for parent information nights on a variety of topics, Science nights, Social Studies nights, College Readiness nights and data chats.	The Title I Parent Survey indicated that parents wanted to continue Family Reading Night and Parent Information Nights.	Family Reading Night Family Nights for Science Information Data Chats PTO Meetings College and Career Nights 11th grade Parent Meeting High School Transition Meetings Grade level school performances	The Parent Survey and the School Climate survey data will evaluate parent satisfaction. In addition, parent attendance at school sponsored activities (sign-in sheets)	School Principals Director of Instruction

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
Differentiated instruction in reading and math	Teachers Principals	Ongoing 2011-2012	Title I Part A School Improvement Initiative

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+)	Director of Instruction Director of Administration Director of Instruction Principals Teachers Coordinator of Technology Principals Teachers Director of Instruction Principals Teachers District Reading Coach Director of Instruction Principals	Ongoing during the 2011-2012 school year Ongoing during the 2011-2012 school year. Weekly Daily	Title I Title II Title I Title I, School Improvement Initiative Reading Allocation Title I Title I, School Improvement Initiative E2T2 Title I Title I, School Improvement Initiative Title I Reading Initiative
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
Research based professional development activities in math to align curriculum to standards, develop curriculum pacing guides, and use of strategies to teach NGSSS/Common Core Standards. Use of differentiated instruction techniques and materials. Supplemental Computer based instruction using research based computer software WEB Challenge	Director of Instruction Director of Administration Principals same Principals	Summer 2011 Ongoing 2011-2012 School Year Ongoing 2011-2012 school year Ongoing 2011-2012	Title I Title II School Improvement Initiative Title I Title I, School Improvement Initiative Title I

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
Reading Curriculum Alignment Math Curriculum Alignment Science Curriculum Alignment Differentiated Instruction	Director of Administration Director of Instruction Principals	Summer 2011 Ongoing during 2011-2012 school year	Title II Title I Title I School Improvement Initiative IDEA

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
Family Reading Nights Parent Information Nights Data Chats	Principals Guidance Counselors Teachers	Ongoing during 2011-2012 school year	Title I Title I, School Improvement Initiative

7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
None			

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.