

FLORIDA DEPARTMENT OF EDUCATION  
Differentiated Accountability  
2010-2011 District Improvement and Assistance Plan  
District: Clay



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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.

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

At the conclusion of the 09-10 school year, all stakeholders were asked to complete an on-line survey that addressed specific school and district standards for leadership and learning. In late May, district leaders met with members of each school's School Advisory Committee and reviewed available school and district data including the results of the Stakeholder Survey. Priority needs were established and strategies for improvement were discussed. In mid-June, all school and district leaders met to review available data and begin the school and district plans for improvement. A needs assessment was developed and related strategies identified. Data analysis and planning meetings were conducted with district curriculum specialists, reading coaches and district intervention coaches. Feedback from prior meetings were collected and distributed and used by the District's Instructional Leadership Team in the completion of the District Improvement Plan.

### STRATEGIES TO SUPPORT TEACHING AND LEARNING

2009-2010 Adequate Yearly Progress (AYP) Report - District Level - Page 1		Clay District Level - 0000		
Detailed Report				
Did the District Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 74%		
Total Writing Proficiency Met:	YES	2009-2010 School Grade:		
Total Graduation Criterion Met:	YES			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	NO	YES
WHITE	YES	YES	YES	YES
BLACK	YES	YES	NO	NO
HISPANIC	YES	YES	NO	NO
ASIAN	YES	YES	YES	YES
AMERICAN INDIAN	YES	YES	YES	YES
ECONOMICALLY DISADVANTAGED	YES	YES	NO	NO
ENGLISH LANGUAGE LEARNERS	YES	YES	NO	YES
STUDENTS WITH DISABILITIES	YES	YES	NO	NO

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

2) Identified below are the 2010-2011 achievement goals and targets for each student subgroup in reading, mathematics, writing, and graduation rate. If a subgroup did not make AYP, the target should be the 2010-2011 AYP benchmark. If a subgroup made AYP, then the district may include a higher target.

Subgroup	Reading Achievement Target	Mathematics Achievement Target	Writing Achievement Target	Graduation Target
Total	79.00 %	80.00 %	90.00 %	85.00 %
White	79.00 %	80.00 %	90.00 %	85.00 %

Black	79.00 %	80.00 %	90.00 %	85.00 %
Hispanic	79.00 %	80.00 %	90.00 %	85.00 %
Asian	79.00 %	80.00 %	90.00 %	85.00 %
American Indian	79.00 %	80.00 %	90.00 %	85.00 %
Economically Disadvantaged	79.00 %	80.00 %	90.00 %	85.00 %
English Language Learners	79.00 %	80.00 %	90.00 %	85.00 %
Students with Disabilities	79.00 %	80.00 %	90.00 %	85.00 %
Other (e.g. Migrant) [as needed]	79.00 %	80.00 %	90.00 %	85.00 %

3) Based on the 2009-2010 AYP data and the 2010-2011 achievement objectives, identify the specific academic problems of low-achieving students, the fundamental teaching and learning needs of each AYP 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 AYP. Add additional strategies as needed. For English Language Learners (ELL), if the district receives Title III funds, then see section "Title III District Improvement Plan."

Subgroup Not Making AYP	Subject Area	Specific Teaching and Learning Needs of Students Not Making AYP	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	While the district saw overall learning gains increase from 2009, students identified as "lower quartile" showed a decline in reading performance. With 61% making gains in 2009 and 58% making gains in 2010. Seventy-four (74) percent of the students met high standards in reading. Overall, students performed highest in the area of Words and Phrases and lowest in Reference and Research skills.	While teachers were able to identify students who fell within the lower quartile, the progress monitoring of these students and the individualized instruction was not sufficient or effective.	<p>a. Use of a new student data system, Dashboard, will allow teachers to access real-time data on each student from all state and local assessments. The system will identify increases and decreases in performance by content area allowing for easy access to progress monitoring data. Weekly to monthly data meetings will be held with grade levels/departments leading to the implementation of Lesson Study.</p> <p>b. Teachers in grades K-6 will utilize a revised curriculum map aligned to the new standards and the aligned progress monitoring assessments by content area available with the Macmillan Treasures Reading Series. All teachers K-12 will be trained in the use of NGS question stems to increase reading integration across the content areas.</p> <p>c. Career Specialists working with CTE have been assigned to identify low performing students and provide counseling and support for entrance into career academy programs.</p> <p>d. Eleven (11) RTI Coaches have been added to a cluster site of 3 schools to provide support in the implementation of the K-12 Reading Plan and RTI problem solving.</p>	<p>a. Professional Development will be provided to all instructional and administrative staff on the use of available data collection tools.</p> <p>a. PLC/Lesson Study Training will be provided by Dist. Curriculum Specialists and Dist Intervention Coaches.</p> <p>b. LLT training and reading lead teacher training.</p> <p>ELA District Lead Teacher Meetings:            Elementary - 11/2/10            5/3/11            Secondary - 11/4/10            5/5/11            c. 8/10 - 6/11            d. 8/10 - 6/11</p>	<p>a. Information Services/Instructional Division</p> <p>b. Reading Department/Curriculum Specialists</p> <p>c. Paul Parker, CTE</p> <p>d. Suzanne Herndon, Reading Supervisor</p>
Total	Math					
White	Reading					
White	Math					

Black	Reading	While 70% of the total tested population scored a Level 3 or higher on FCAT Reading, only 55% of black students met proficiency. Black students in grades 3-7 outperformed secondary students in reading with an average proficiency of 68% while secondary students averaged at 50% proficiency.	While DIBELS was administered to all elementary students and secondary students enrolled in Intensive Reading, the data analysis was not specific to determine individual weaknesses by benchmark. Differentiation of instruction was not specific and iii support was not as consistent and focused as needed.	a. All schools will receive training in Lesson Study to improve reading instruction b. Progress monitoring will be conducted using the FAIR for all grade levels. c. Compass Learning will be utilized at grades 7-10.	a. All teachers will be trained in Lesson Study and IPDPs will reflect participation and implementation of FCIM.	a. Diane Kornegay b. Suzanne Herndon c. Mike Wingate
Black	Math	In grades 3 – 10, only 59% of the students scored at proficiency on FCAT Math. Students performed lowest in the area of Measurement.	Math instruction remained broad rather than developing deep conceptual understanding. Differentiation of instruction was not a consistent practice especially in mathematics where more whole group instruction took place.	a. Utilization of Math Instructional Maps aligned to Next Generation SSS. b. Compass Learning will be utilized at grades 7-10. c. Training by National Consultant Julie Dixon – “Teaching Conceptual Math” for math lead teachers in grades 3-6.	a. Monthly Math Coach/Lead Teacher Training b. Compass Learning Training – Master Trainers – 8/ 12, 19 c. Julie Dixon – Math Training, 6/8-11  Math District Lead Teacher Meetings: Elementary - 10/5/10 2/24/11 Secondary - 10/14/10 2/23/11  Math Content Training 9/21/10 10/7/10 10/14/10 10/28/10 11/30/10	a. Dist. Curriculum Specialist b. Mike Wingate c. Dewitt Lewis
Hispanic	Reading	Only 1 of the district's 39 schools failed to meet AYP in the subgroup “Hispanic”. The one high school with a small Hispanic population showed 66% meeting proficiency. An analysis of subgroup data showed that Comparison and Reference and Research were the greatest area of weakness.	The school not meeting AYP in the Hispanic subgroup for reading has been using a self-contained instructional model. This year, the school will utilize an inclusion ELL model.	a. Rosetta Stone will be utilized for all ELL students during the school day to provide iii. b. An after-school tutoring program has been established for ELL students at OPH. c. OPH in collaboration with the DLT will explore an alternative instructional model for ELL students.	a. Rosetta Stone Training for school personnel, 9/10 b. ESOL Blackboard Courses for Teachers and Administrators. In 2009-2010, a cohort of teachers from OPH participated in ELL training conducted by the ESOL Supervisor.	a. Diane Kornegay b. Diane Kornegay/ Maureen Martin
Hispanic	Math					
Asian	Reading					
Asian	Math					
American Indian	Reading					
American Indian	Math					
Economically Disadvantaged	Reading	FCAT analysis shows that 61% of the students in the ED subgroup scored at proficiency in reading. Students in grades 3-6 had the greatest difficulty when responding to questions regarding Main Idea/Purpose. Grades 7-10 as with other subgroups, are weak in Reference/Research and Comparisons	Differentiated instruction was not effectively utilized in all classrooms.	a. Successmaker will be utilized at all Title I schools. b. Schools will implement a schedule that allows for frequent data chats followed by coaching and mentoring support to assist teachers in the differentiation of instruction. c. A dedicated Career Specialist funded through a WorkSource grant will work with 60 students who are economically disadvantaged and basic skills deficient to increase their skills at least one grade level in the 2010-11 school year. The Career Specialist will also work with students who have attendance problems or other barriers to school success (pregnant, teen parent, offender, homeless, runaway) to make sure they move on to the next grade	a. Successmaker Training held at all school sites to include data analysis training by Successmaker representative, 8/10 c. Grant Monitoring and Reporting	a-b. Dewitt Lewis c. Paul Parker, CTE

				level and eventually graduate from high school.		
Economically Disadvantaged	Math	For grades 3-6, Measurement is consistently a learning need with 59% of the students meeting proficiency. Grades 7-10 show that Measurement and Geometry performance are equally low with 46% meeting proficiency in Geometry and 50% proficient in Measurement.	While this subgroup made slight achievement gains over prior years, it continues to fail to meet the proficiency target for math at 19 of our 39 schools. Because at these schools, the majority of the students fall into the ED subgroup, teachers tend to teach to the group rather than to the individual needs of the students. Effective RTI implementation and differentiation of instruction is key to improvement.	a. A Title I Summer Institute was conducted to assist teachers in the understanding of teaching conceptual math. b. A curriculum specialist has been assigned to each school to provide coaching and support in the area of mathematics and conduct on-going professional development as determined by student data collected from progress monitoring assessments. c. Compass Learning will be utilized in grades 7-12. Successmaker will be utilized at all Title I schools.	a. Summer Math Institute K-2, 6/8-9, Grade 3, 6/10-11 b. SIP for each school will identify specific professional development needs based upon student data. Training will be supported by district curriculum specialist. c. Compass Learning Training – Master Trainers – 8/ 12, 19 Successmaker Training held at all school sites to include data analysis training by Successmaker representative, 8/10  Lead Teacher Meetings: Elementary - 10/5/10 2/24/11 Secondary - 10/14/10 2/23/11  Math Content Training 9/21/10 10/7/10 10/14/10 10/28/10 11/30/10	a. Dewitt Lewis b. Mike Wingate/ Sharon Chapman c. Mike Wingate/ Dewitt Lewis
English Language Learners	Reading	See page 11. Title III District Improvement Plan				
English Language Learners	Math	See page 11. Title III District Improvement Plan				
Students with Disabilities	Reading	Only 50% of the SWD subgroup met proficiency in reading. Main Idea/Purpose and Reference/Research remain the lowest content areas on the FCAT.	The SWD subgroup is a challenge due to the large number of students with specific learning disabilities. Again, differentiated instruction with small group/one to one instruction is needed for students to make academic gains.	a. Instruction will allow for an initial lesson from the CCRP followed by differentiated instruction and iii as determined by progress monitoring. b. FAIR will be administered three times during the year and results analyzed and shared with all teachers. c. Instructional personnel with SWD students will establish learning gain goals and identify related professional development in their IPDP. Teachers will participate in regular data chats and Lesson Study groups.	a. Monthly reading coach meetings and PLC. b. Training will be conducted 8/10 at all school sites on the analysis of data and its use in completing the IPDP.	a. Suzanne Herndon b. Suzanne Herndon c. School Inservice Coordinator
Students with Disabilities	Math	54% of the students in the SWD subgroup met proficiency in math. Math scores in grades 7-10 were particularly low for this subgroup with only 37% meeting proficiency in Geometry.	The SWD subgroup is a challenge due to the large number of students with specific learning disabilities. Again, differentiated instruction with small group/one to one instruction is needed for students to make academic gains.	a. A formal diagnostic and mid-year assessment will be administered to all Level 1, 2 and 3 students through the use Discovery Ed. Assessment (3-6) and Compass Learning (7-10) b. Math Curriculum Maps with access points have been revised and will be used along with student data to drive instruction.	a. DEA Training for new instructional personnel, 9/10 Compass Learning Training – Master Trainers – 8/ 12, 19 b. Specialists will provide coaching/mentoring on the use of the math maps along with cluster site meetings for collegial planning and conversations. Math lead teacher workshops will occur monthly throughout the year. Lead teachers will serve as peer mentors and coaches and assist in the development of PLCs with embedded Lesson Study.  Lead Teacher Meetings: Elementary - 10/5/10 2/24/11 Secondary - 10/14/10 2/23/11  Math Content Training 9/21/10 10/7/10 10/14/10 10/28/10 11/30/10	a. School Inservice Coordinator/ Mike Wingate b. District Curriculum Specialists
Other (e.g. Migrant) [as needed]	Reading					

Other (e.g. Migrant) [as needed]	Math					
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4) 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 elementary Comprehensive Core Reading Program (CCRP) is Macmillan/McGraw-Hill Treasures for grades K ??? 6. All teachers will implement the core reading program with fidelity during the initial instruction / whole group portion of the reading block, as well as during differentiated small group instruction. The Macmillan/McGraw-Hill Treasures program will serve as the basis of instruction for students receiving tier 1, 2 and 3 interventions. Teachers will follow the RTI problem solving approach to meet the needs of individual students.
MIDDLE	One school in our district offers a developmental reading program for junior high students (Keystone Heights Jr./Sr. High School). In 7th and 8th grades teachers use the Jamestown Critical Reading Program with students who score a level 3 or higher on FCAT. Seventh grade students receive additional instruction from the Scholastic Scope Program. These programs provide a variety of methods and materials to develop strategies and critical thinking skills in reading. The skills and strategies taught align with Sunshine State Standards for Reading at the appropriate grade levels and may be transferred to content area courses across the curriculum. Level one and two 7th and 8th grade students in need of more intensive interventions (tier three) will be placed in a double block of reading. (Refer to Chart G for placement guidelines.) During this double block, students will receive instruction using the SRA /McGraw-Hill, Reach Higher program. The use of the program???s components will support students??? development in all six areas of reading. Level one and two students needing less intensive intervention (tier two) will receive one period of intensive reading instruction using the Voyager Expanded Learning Voyager Passport ??? Florida Edition which focuses on fluency, vocabulary and comprehension. The RTI problem solving approach will be followed to match all students to appropriate instructional strategies.
HIGH	All of the high schools in Clay District Schools will be utilizing Read 180 as a Comprehensive Intervention Reading Program for some tier 2 and tier 3 ninth grade students who would benefit from a double block of intensive reading as determined by assessment data and teacher recommendation. The Read 180 program is research-based and covers all six areas of reading and enables teachers to differentiate instruction based upon student need and supporting data. Intensive reading students not placed in Read 180 will be placed in the Hampton Brown-Edge National Geographic series. All students will be given a placement test to determine their Lexile level. This Lexile score will indicate which level of book will be used for instruction. FAIR assessment reports will assist teachers in determining the strengths and weaknesses of students. Instruction will be based upon this data, as well as teacher observation and student work samples.

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>Elementary schools use a variety of supplemental materials to enhance the core reading program. (Chart C provides a break-down by school.) Supplemental materials include, but are not limited to, Quick Reads, Read Naturally, Great Leaps, leveled reading books, and classroom libraries. Teachers will determine the area(s) of need for each student and will match the student to an appropriate form of supplemental materials. These materials will be used in both small group and individual settings, as well as learning center activities. The use of specific supplemental materials will be based upon formal and informal student assessments and can be utilized in iii intervention efforts.</p> <p>Due to budgetary constraints, the District did not provide a separate Comprehensive Intervention Reading Program (CIRP) for all students. The SRA Reading Mastery Plus program will continue to be used in the majority of the self-contained ESE classrooms. All other students will use the Macmillan/McGraw-Hill Treasures Core Reading Program. Students receiving tier 2 interventions will be provided instruction using strategies within this core program, as well as other supplemental materials as deemed appropriate. For students in need of tier 3 interventions, teachers may also utilize the Triumphs intervention materials in conjunction with the Macmillan/McGraw-Hill Treasures program. These students are identified as those who continue to struggle and for whom progress monitoring data indicates a need for increased intensity of instruction. All students scoring in the FAIR Red Success Zone and selected students in the FAIR Yellow Success Zone will receive intensified interventions as an extension of the 90-minute reading block.</p> <p>Computer-based resources used for support in reading include Orchard, Waterford, New Century, SuccessMaker, Academy of Reading, Accelerated Reader, and Macmillan/McGraw-Hill Treasures technology support. These programs are in addition to teacher-led instruction and support what the teacher has presented during the 90-minute reading block. One school with intensive ESE reading classes also used Soliloquy, a computer-based fluency program.</p>
MIDDLE	Students will use additional materials that focus on fluency, vocabulary and comprehension. Some of the supplemental materials used at the junior high level include: classroom novel sets, Reader???s Handbook, Newspapers in Education, Jamestown Fluency series, Jamestown Content Area Reading series, Janet Allen???s Plugged Into Reading (Books on Tape), and Real World Literacy. Technology-based support opportunities for students include FCAT Explorer, PLATO, Academy of Reading, New Century and Compass . Students will also use the technological support that is part of the Voyager series. These programs are designed for additional student support and are not to be used as a substitute for teacher-led instruction.
HIGH	Students will use materials that focus on fluency, vocabulary and comprehension. Some of the supplemental materials available at the high level include: classroom novel sets, Reader???s Handbook, Newspapers in Education, Jamestown Fluency series, Jamestown Content Area Reading series, Janet Allen???s Plugged Into Reading (Books on Tape), and Real World Literacy. Technology based support opportunities for students include FCAT Explorer, PLATO, Academy of Reading, New Century and Compass . Students will also use technology resources that come with the new Hampton Brown/Edge adoption. These programs are designed for additional student support and are not to be used as a substitute for teacher-led instruction.

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	<a href="#">Click here to Professional Development in Reading web page</a>
MIDDLE	
HIGH	

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

school_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	Math Grades K – 5 Go Math! Florida, 2011/1st Edition K 1 2 3 4 5 Math Grade 6 Big Ideas Math, 2010, 1st Edition 6	SuccessMaker, FASTT Math, Discovery Education Assessment Probes, Mastering Math Facts, AIMS materials, Math Field Day activities, Tinkerplots, FCAT Explorer  District developed Math Curriculum Maps and Pacing Guides	Math professional learning communities with Lesson Study, Math Focus Training, Consultant Coaching and modeling support by Curriculum Specialists and lead teachers, grade level meetings on NGSSS, district math committee training
MIDDLE	Math - Middle/Junior 1 6 Big Ideas Math 6, 2010, 1st Edition Math - Middle/Junior 2 7 Big Ideas Math 7, 2010, 1st Edition Math - Middle/Junior 3 8 Big Ideas Math 8, 2010, 1st Edition Math - Middle/Junior Advanced 1 6 Glencoe Florida Math Connects Plus Course 1, 2011, 1st Edition Math - Middle/Junior Advanced 2 7 Glencoe Florida Math Connects Plus Course 2, 2011, 1st Edition Math - Middle/Junior Advanced 3 8 Glencoe Florida Math Connects Plus Course 3, 2011, 1st Edition Math - Pre-Algebra See Middle/Junior Advanced 3	Compass Learning, Geometers Sketchpad, FCAT Explorer, Math Curriculum Maps	PLC with Lesson Study, curriculum mapping, district math committee training, coaching and mentoring
HIGH	Math - Algebra I Standard Prentice Hall Algebra I Math - Algebra IA & IB See Algebra I Math - Algebra I Honors Prentice Hall Algebra I Honors, Gold Series, 2011, 1st Florida Edition  Math - Liberal Arts Math Thinking Mathematically  Math - Informal Geometry Geometry: Concepts and Skills, 2003 Edition Math - Geometry Standard Prentice Hall Geometry, 2011, 1st Florida Edition Math - Geometry Honors Prentice Hall Geometry Honors, Gold Series, 2011, 1st Florida Edition Math - Algebra II Standard Prentice Hall Algebra 2, 2011, 1st Florida Edition Math - Algebra II Honors Prentice Hall Algebra 2 Honors, Gold Series, 2011, 1st Florida Edition Math - Trigonometry Trigonometry, 2009, 9th Edition (Lial) Math - Advanced Algebra with Financial Applications Advanced Algebra with Financial Applications, 2010, 1st Florida Edition Math - Pre-Calculus PreCalculus: Mathematics for Calculus, 2010, 5th Edition (Stewart)	Compass Learning, FCAT Explorer, Math Curriculum Maps	PLC with Lesson Study, curriculum mapping, district math committee training, coaching and mentoring

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
All elementary schools will provide opportunities for before and/or after school tutoring. Our two Title 1 schools that may be going through the restructuring process offer free tutoring through Supplemental Educational Services (SES) in partnership with the Clay District School Board. Some elementary schools offer a "Saturday Scholars" tutoring opportunity on weekends prior to the administration of the FCAT. Many schools devise a summer reading incentive program to motivate students to read over the summer.	Students with the greatest academic needs (Levels 1 and 2) will be eligible for the before, after, and summer school reading activities as determined by assessment data (FAIR, FCAT, Cella) and teacher recommendation. Summer Reading Incentive Programs will be available to all students K – 6.	9/10-4/11	School Administrator

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

school_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	Science Grades K - 5 Harcourt Science, 2007 Edition  Physical Science Grade 6 Holt Science & Technology, Physical Science, 2005 Edition	AIMs materials, science fair activities, Great Water Odyssey, Project Wet	Science learning community, district science committee trainings, science fair training, science safety training, science leader training  Science Lead Teacher Meetings: 9/23/10 5/17/11  Content Focus Training: 3/8/11 3/29/11 4/28/11 5/1/11
MIDDLE	Science 6 Holt Science and Technology, Physical Science, 2005 Edition Science - Life Science 7 GLencoe Life Science, 2006 Edition Science - Earth Space 8 Earth Science: Geology, The Environment, and the Universe, 2006 Edition	Compass	Curriculum map training, district science committee training, science fair training, science safety training  Science Lead Teacher Meetings: 9/22/10 5/19/11  Content Focus Training 5/5/11 5/24/11
HIGH	Science - Anatomy & Physiology Standard Essentials of Human Anatomy & Physiology, 2006 Edition Science - Anatomy & Physiology Honors Hole's Anatomy & Physiology, 2004 Edition Science - Astronomy Astronomy Today, 2005 Edition Science - Biology Standard Biology: The Dynamics of Life, 2006 Edition Science - Biology Honors Prentice Hall Biology, 2006 Florida Edition Science - Chemistry Standard Chemistry: Matter and Change, 2006 Edition Science - Chemistry Honors Modern Chemistry, 2006 Edition Science - Environmental Science Florida Holt Environmental Science, 2006 Edition Science - Marine Science I Life on an Ocean Planet, 2006 Edition Science - Physical Physical Science with Earth Science, 2006 Edition Science - Physics Standard Physics: Principles and Problems, 2005 Edition Science - Physics Honors Holt Physics, 2006 Edition	Compass	Curriculum map training, district science committee training, science fair training, science safety training

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
All elementary schools will provide opportunities for before and/or after school tutoring. All Title 1 schools offer free before and after school tutoring and a Summer Learning Camp through Supplemental Educational Services (SES) in partnership with the Clay District School Board. Some elementary schools offer a "Saturday Scholars" tutoring opportunity on weekends prior to the administration of the FCAT. An Everything's Scientific Camp will be available at Title I schools during the summer.	Grade 5	September - March June 2011 - July 2011	School Principal Dewitt Lewis, Title I
All secondary school provide remedial instruction in science through the use of Compass Learning before and after-school.	Grades 8, 11	August - March	Asst. Principal for Curriculum

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

school_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	The elementary Comprehensive Core Reading Program (CCRP), Macmillan/McGraw-Hill, contains a evidenced-based writing program that incorporates both the reading and language arts standards. 6-Traits of writing	A large majority of the schools utilize Writer's Workshop. Schools utilize evidenced-based writing strategies with authentic literature rather than a specific program. Schools not making AYP will explore using the 6 Traits of Writing.  A District Writing Assessment is given two times annually to monitor writing progress. Student writing portfolios serve as a progress monitoring tool for writing.	Melissa Forney and Kathy Robinson continue to serve as writing trainers for the district and provide support to participating schools.  Writing Rubric Training provided to reading coaches /reading lead teachers with support from district curriculum specialists.



		Writing is taught across the content areas using K-12 content/objectives listed in the core reading program.	Writing training in the use of the 6+1 Traits of Writing will be offered as a uniform PD opportunity for all Title I schools.
MIDDLE	Language Arts - Literature 7 McDougal Littell Florida Literature, 2009, 1st Edition Language Arts - Literature 8 McDougal Littell Florida Literature, 2009, 1st Edition	A District Writing Assessment is given two times annually to monitor writing progress. Student writing portfolios serve as a progress monitoring tool for writing.  Writing is taught across the content areas using K-12 content/objectives listed in the core reading program.	Writing Rubric Training provided to reading coaches /reading lead teachers with support from district curriculum specialists.
HIGH	Language Arts - Literature 9 McDougal Littell Florida Literature, 2009, 1st Edition Language Arts - Literature 10 McDougal Littell Florida Literature, 2009, 1st Edition Language Arts - Literature 11 Timeless Voices, Timeless Themes, 2003 Edition Language Arts - Literature 12 Timeless Voices, Timeless Themes, 2003 Edition	A District Writing Assessment is given two times annually to monitor writing progress. Student writing portfolios serve as a progress monitoring tool for writing.  Writing is taught across the content areas using K-12 content/objectives listed in the core reading program.	Writing Rubric Training provided to reading coaches /reading lead teachers with support from district curriculum specialists.

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
Students in grades 4-6 participate in the Tropicana Speech Contest. Students in grade 6 focus on report writing and have an opportunity to participate in the annual Science Fair. A Young Author's Summer Writing Camp will be offered at Title I schools.	All students in grades 4-6 All students in grade 6	January 2011 November 2010 – February 2011 Jun3 2011 - July 2011	Suzanne Herndon Curriculum Specialists Dewitt Lewis, Title I
Students in grade 6 focus on report writing and have an opportunity to participate in the annual Science Fair.	All students in grade 6	November 2010 – February 2011	Curriculum Specialists
All Title I schools offer free before and after school tutoring and a Summer Learning Camp. Title I schools also provide extended after school library hours for students and parents.	All students in grade 6	November 2010 – February 2011	Dewit Lewis - Title I
Compass Learning is used at the secondary schools and offers extended learning opportunities in writing through its on-line courses.	Level 1 and 2 students.	September 2010 - June 2011	Mike Wingate
Annual District Media Festival	K-12	October 2010 - February 2011	Media Specialist

8) 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.

Every Title I school in Clay County identified as a SINI school is required to designate 10% of the Title I school allocation to professional development. This is documented in an extensive alignment of professional development with the School Improvement Plan. SINI schools have chosen to provide a Reading Coach to meet this requirement and increase student achievement through the quality professional development provided by the coach. In addition, the Title I Grant employs a curriculum specialist responsible for providing on-going professional development to Title I Schools. The 10% set aside is monitored weekly by the Title I Supervisor for proper expenditures of funds. Additional oversight of funds will occur through the monitoring of all expenditures by the District Leadership Team for Correct I and Prevent I schools.

9) 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
The Annual Parent Climate Survey shows that 32% of the parents believe that the district does not provide timely and useful information.	Annual Climate Survey	a. SmartWeb, an on-line grade reporting and course information system is available for parents of all students in grades 9-12. b. EduLink, an informational telephone messaging system will contact parents of absent students nightly. EduLink can also send important district/school information via telephone as needed. c. A Parent Portal provides parents access to state and local assessment data. d. Stakeholder survey aligned to SACS/CASI standards for quality schools will be sent to all parents, faculty, staff and administrators.	a. SmartWeb Usage Reports b. EduLink Usage Reports c. Usage Reports d. Annual Climate Survey Results	a. Ken Meyer/I.S. b. Ken Meyer/ I.S. c. Bill Ralls d. Diane Korngay
The Annual Survey of Title I Policies and Plans showed that schools were not providing programs in all of the six areas of parental involvement: communicating, parenting, student learning, volunteering, school decision making and advocacy, and collaborating with the community.	Annual Survey of Title I Policies and Plans	Title I Schools will complete and implement a revised Parent Involvement Plan documenting the six areas of an effective parent involvement program	a. Peer review of plan b. Annual Survey of Title 1 Policies and Plans	a. Dewitt Lewis, Title I Director b. Dewitt Lewis, Title I Director



# 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)

The language barriers of the ELL student create challenges for teaching and learning. ELL students lack the background knowledge and vocabulary skills needed to grasp concepts and develop reading comprehension skills. The lack of available assessments other than the CELLA available to adequately diagnose the ELL student's learning deficits, makes differentiated instruction difficult. Progress monitoring tools are not available in the child's native language. Assessments in the students' home language would allow educators to determine the difference between language and academic barriers and determine a base of academic ability and skill level.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
a. Rosetta Stone English language acquisition program b. Effective use of collaboration games, cooperative learning and partner work are taught within the ESOL Professional Development courses to increase opportunities for practicing social language interaction, directly impacting English-language proficiency. These strategies are aligned with the national standards for teaching ESOL. The standards provide clear guidelines in supporting English Language Learners as they become more proficient in speaking, writing and comprehending social and academic English.	a. ESOL Supervisor b. Classroom Teachers	a. 2010-2011 b. 2010-2011	a. Title III b. District Funding

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
a. District recently adopted a new math series. Go Math by Houghton Mifflin is used in K-5, Big Ideas for Middle School Math and 10-12 are various approved scientifically research-based series for each individual course including Pearson Math for Algebra 1, Algebra II and Geometry. b. In addition to the Go Math series for K-5, the district purchased the supplemental materials for ELL students. Supplemental materials include specific strategies for using manipulatives and visual aids to strengthen concept understanding.	a. Curriculum Specialists b. Classroom Teachers	a. 2010-2011 b. 2010-2011	a. Dist. Textbook funds b. Title III Grant
c. An Ipad instructional project has been implemented at two schools with the highest ELL population (GPE, GCJ). Each student has their own Ipad device with ELL instructional applications. These applications allow for individualized and engaging learning opportunities for each student through assistive technology.	a. Title III Admin. Asst.	c. 9/10-6/11	c. Title III Grant

5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.	Personnel Responsible	Timeline	Funding Source
a. ELL strategies aligned with the national standards for teaching ESOL are embedded throughout the Reading endorsement. The FOR PD class that our classroom teachers and administrators are taking also has ELL strategies. b. Clay County is using the book 50 Strategies for Teaching English Language Learners by Michael Jordan which is scientifically based with effective ELL strategies for our ESOL Classes supported by S. Krashen & Terrell (1983), Garcia (1994), Collier (1995) and many more ESOL experts and researchers in the field. PD-360 by Education Impact offers model ELL lessons and strategies and is available to all teachers enrolled in an ESOL course.	a. Reading Supervisor b. ESOL Supervisor/PD facilitators	a. 2010-2011 b. 2010-2011	a. Title II b. District Funding
c. The implementation of Lesson Study has allowed teachers the opportunity to focus on lessons that will enhance ELL student's learning and lesson engagement.	c. PD Director	c. 2010-2011	c. Dist. Funding
d. Training for teachers and administrators focuses on the use of available data management tools such as DataStar and Dashboard. These programs allow schools to easily obtain CELLA, FAIR and other state and local assessment data by subgroup and individual student.	d. PD Director	d. 2010-2011	d. Dist. Funding

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
a. Title I and Title III will be conducting parent information sessions/parent nights together to reach out to parents to become involved in the education of their children. b. Rosetta Stone labs will be made available outside of the school day for parents and children to work on language acquisition together.	a. Title I and Title III supervisors b. Title I supervisor	a. Two times per year b. Lab opportunities will be advertised in September and will be open in October-December 2009	a. Title III Grants b. Title III Grants
c. Rosetta Stone labs have been added at local libraries as a district sponsored community outreach program.	c. Title III Admin. Asst.	c. 9/10-6/11	c. Title III Grant

d. TransAct is used to provide school information and volunteer opportunities in the parent's home language.	d. Title III Admin. Asst.	d. 2010-2011	d. Dist. Funds
e. An ELL parent and community liaison assists parents with instructional materials and resources to help their child at home. Parent liaison helps to provide translation for parents and encourage parent involvement including parent education opportunities.	e. ESOL Supervisor	e. 2010-2011	e. Title III Grant

7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
N/A			

## 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.](#)