

FLORIDA DEPARTMENT OF EDUCATION
Differentiated Accountability
2011-2012 District Improvement and Assistance Plan
District: Clay

Contact Person: Shannah Kosek
Title: Supervisor of School Improvement, Professional Development and Assessment
E-mail: smkosek@mail.clay.k12.fl.us
Phone Number: 904-284-6547
Fax: 904-529-4811

Last Modified on: 24-08-2011



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

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

Title I District Improvement Plan

Title I, Section 1116(c)(7)

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

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

Title I District Improvement Plan - (Part1_1)

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

At the conclusion of the 10-11 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.

Title I District Improvement Plan - (Part1_2)

STRATEGIES TO SUPPORT TEACHING AND LEARNING

2010-2011 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: 67%		
Total Writing Proficiency Met:	YES	2010-2011 School Grade:	A	
Total Graduation Criterion Met:	YES			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	NO	NO
WHITE	YES	YES	NO	NO

BLACK	YES	YES	NO	NO
HISPANIC	YES	YES	NO	NO
ASIAN	YES	YES	YES	YES
AMERICAN INDIAN	YES	YES	NO	NO
ECONOMICALLY DISADVANTAGED	YES	YES	NO	NO
ENGLISH LANGUAGE LEARNERS	YES	YES	NO	NO
STUDENTS WITH DISABILITIES	YES	YES	NO	NO

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

Title I District Improvement Plan - (Part 2)

2) Identified below are the 2011-2012 achievement targets for each student subgroup in reading, mathematics, writing, and graduation. If a subgroup did not make AYP, the target should be the 2011-2012 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	86.00 %	86.00 %	90.00 %	85.00 %
White	86.00 %	86.00 %	90.00 %	85.00 %
Black	86.00 %	86.00 %	90.00 %	85.00 %

Hispanic	86.00 %	86.00 %	90.00 %	85.00 %
Asian	86.00 %	86.00 %	90.00 %	85.00 %
American Indian	86.00 %	86.00 %	90.00 %	85.00 %
Economically Disadvantaged	86.00 %	86.00 %	90.00 %	85.00 %
English Language Learners	86.00 %	86.00 %	90.00 %	85.00 %
Students with Disabilities	86.00 %	86.00 %	90.00 %	85.00 %
Other (e.g. Migrant) [as needed]	86.00 %	86.00 %	90.00 %	85.00 %

Title I District Improvement Plan - (Part 3)

3) Based on the 2010-2011 AYP data and the 2011-2012 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 a slight drop in learning gains	While teachers were able to identify students who fell within	a. Use of a new student data system, Performance Matters, and	a. Professional Development will be provided to all instructional and	a. Information Services/Instructional Division b. Reading

		<p>from 2010, students identified as “lower quartile” showed a slight increase in reading performance. With 58% making gains in 2010 and 59% making gains in 2011. Seventy-five (75) percent of the students met high standards in reading. Overall, students performed highest in the area of Vocabulary and lowest in Reading Application.</p>	<p>the lower quartile, the progress monitoring of these students and the individualized instruction was not sufficient or effective. As a result, RtI will be implemented in order to ensure student needs are being met.</p>	<p>assessment system SAM, will allow teachers to create local assessments and 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 and sub-groups, allowing for easy access to progress monitoring data. Weekly to monthly data meetings will be held with grade levels/departments leading to or continuing 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</p>	<p>administrative staff on the use of Performance Matters data system, SAM assessment system and PD360.</p> <p>A PLC/Lesson Study Training and follow-up will be provided by Dist. Curriculum Specialists</p> <p>b. LLT training and reading lead teacher training.</p> <p>c. NGCAR-PD training for all Reading Coaches, Instructional Coaches and teachers</p> <p>ELA District Lead Teacher Meetings: Elementary - 11/1/11 3/29/12 Secondary - 11/3/11 4/3/12 NGCAR-PD training: 8/5/11 8/22/11 Secondary Reading</p>	<p>Department/Curriculum Specialists</p> <p>c. Paul Parker, CTE</p> <p>d. Suzanne Herndon, Reading Supervisor</p>
--	--	--	---	---	--	---

				<p>assessments by content area available with the Macmillan Treasures Reading Series. All teachers K-12 have been 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. Thirteen (13) elementary Coaches have been assigned to 2 schools each and fourteen (14) secondary Coaches have been assigned to each secondary schools. All 27 coaches will provide support in the</p>	<p>Coaches are facilitating the remainder of initial courses and the Spring Practicum.</p> <p>Share Fair's are being implemented for all K-12 teachers. Teacher Leaders will share best practices with colleagues and lead discussions around new/improved concepts: 1/4/12</p>	
--	--	--	--	--	---	--

				implementation of the K-12 Reading Plan and RTI problem solving.		
Total	Mathematics					
White	Reading					
White	Mathematics					
Black	Reading	<p>While 70% of the total tested population scored a Level 3 or higher on FCAT Reading, 54% of black students met the 79% standard of scoring at or above grade level in reading. While 55% of black students are on track to be proficient in reading, 46% of black students are below grade level in reading.</p>	<p>FAIR was administered to all elementary students and secondary students in 2010-2011. The data analysis was not specific to determine individual weaknesses of upper elementary, middle school and high school students. Performance Matters provides data that's aligned to the FCAT assessment categories. Differentiated</p>	<p>a. All schools will receive training in Lesson Study to improve reading instruction b. Progress monitoring will be conducted using the FAIR for students in K-2 and PM in grades 3-10. c. Compass Learning will be utilized at grades 7-10.</p>	<p>a. All teachers will be trained in Lesson Study and IPDPs will reflect participation and implementation of FCIM.</p>	<p>a. Suzanne Herndon b. Shannah Kosek c. Mike Wingate d. Curriculum Specialists</p>

			<p>instruction was not specific and iii support was not as consistent and focused as needed. As a result, all K-2 students will continue with the FAIR assessment and 3-12 students will utilize Performance Matters assessments. All level I and II 11th and 12th graders will take the 10th grade Performance Matters Reading assessment.</p>			
Black	Mathematics	<p>While 76% of the total tested population met the 80% standard of scoring at or above grade level in math, 62% of black students met the 80% standard of</p>	<p>Math instruction remained broad rather than developing deep conceptual understanding. Differentiated instruction was not a consistent practice especially in</p>	<p>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</p>	<p>a. Monthly Math Coach/Lead Teacher Training b Julie Teague– Math Training, 9/14/11 Math District Lead Teacher Meetings: Elementary -</p>	<p>a. Dist. Curriculum Specialist b. Mike Wingate c. Dewitt Lewis</p>

		scoring at or above grade level in math. While 62% of black students are on track to be proficient in math, 38% of black students are below grade level in math.	mathematics where more whole group instruction took place. Conceptual problem solving, clearing up misconceptions in mathematics and the use of higher order questioning will be the focus.	Julie Teague– “Teaching Conceptual Math” for math lead teachers in grades 3-6.	10/25/11 3/6/11 Secondary – 10/27/11 3/8/11	
Hispanic	Reading	70% of the total tested population scored a Level 3 or higher on FCAT Reading, while 67% of Hispanic students met the 79% standard of scoring at or above grade level in reading. While 67% of Hispanic students are on track to be proficient in reading, 33% of	More of a focus has been placed on meeting with parents of Hispanic students to provide them with the necessary tools and materials to assist their child and reinforce best practices at home.	a. Rosetta Stone will be utilized for all ELL students during the school day to provide iii. b. Rosetta Stone has been added to the public library for public access servicing those families without computer access in the home.	a. Rosetta Stone Training for school personnel, 2011-2012 b. ESOL Blackboard Courses for Teachers and Administrators.	a. DeWitt Lewis/ Patti Robbins b.Suzanne Herndon c. Shannah Kosek

		Hispanic students are below grade level in reading.				
Hispanic	Mathematics					
Asian	Reading					
Asian	Mathematics					
American Indian	Reading					
American Indian	Mathematics					
Economically Disadvantaged	Reading	70% of the total tested population scored a Level 3 or higher on FCAT Reading, while 60% of Economically Disadvantaged students met the 79% standard of scoring at or above grade level in reading. While 60% of Economically Disadvantaged students are on track to be proficient in	Differentiated instruction was not effectively utilized in all classrooms. Efforts are in place for RtI supports to change this outcome. Performance Matters data will also provide specific student needs to guide the differentiation.	a. All Title I schools are offering free tutoring through SES providers. b. Successmaker will be utilized at all Title I schools. c. Schools will implement a schedule that allows for frequent “data chats” followed by coaching and mentoring support to assist teachers with differentiated instruction. d. A dedicated Career Specialist funded through a	a.Successmaker Training held at all school sites to include data analysis training by Successmaker representative b. Grant Monitoring and Reporting c. PAC training for parents has been scheduled quarterly: 9/15/11 12/8/11 2/16/12 4/22/12 d. Title I specific Reading Coach Trainings:	a. Dewitt Lewis b. Paul Parker, CTE c. Curriculum Specialists

		reading, 39% of Economically Disadvantaged students are below grade level in reading.		<p>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 2011-12 school year.</p> <p>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 level and eventually graduate from high school.</p> <p>d. PAC (Parent Advisory Council) trainings for parents are offered four times a year:</p> <p>9/15/11 12/8/11 2/16/12</p>	<p>8/29/11 9/26/11 10/17/11 12/5/11 1/23/12 2/27/12 3/12/12 5/7/12</p>	
--	--	---	--	--	--	--

				4/22/12		
Economically Disadvantaged	Mathematics	<p>Geometry and Measurement continue to be the lowest performing standards among this subgroup of students. While 76% of the total tested population met the 80% standard of scoring at or above grade level in math, 66% of Economically Disadvantaged students met the 80% standard of scoring at or above grade level in math. While 63% of Economically Disadvantaged students are on track to be proficient in math, 34% of</p>	<p>While this subgroup made slight achievement gains over prior years, it continues to fail to meet the proficiency target for math. The majority of the students fall into the ED subgroup; consequently, teachers tend to teach to the group rather than to the individual needs of the students. Effective RTI implementation and differentiated instruction is key to improvement.</p>	<p>a. A Title I Summer Institute was conducted to assist teachers in the understanding of teaching conceptual math. b. A curriculum coach 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. D. Successmaker will be utilized at all Title I schools.</p>	<p>a. Summer Math Training on conceptual mathematics instruction b. SIP for each school will identify specific professional development needs based on student data. Training will be supported by district curriculum specialist. c. Successmaker Training held at all applicable school sites to include data analysis training by Successmaker representative d. Julie Teague Math Training- 9/14/11 Lead Teacher Meetings: Elementary - 10/25/11 3/6/12 Secondary – 10/27/11</p>	<p>a. Dewitt Lewis b. Curriculum Specialists</p>

		Economically Disadvantaged students are below grade level in math.			3/8/12 Title I specific Math Leadership Learning Community meetings: 9/8/11 10/13/11 12/1/11 1/19/12 2/9/12 3/8/12 5/10/12	
English Language Learners	Reading	See Title III District Improvement Plan				
English Language Learners	Mathematics	See Title III District Improvement Plan				
Students with Disabilities	Reading	70% of the total tested population scored a Level 3 or higher on FCAT Reading, while 49% of SWD met the 79% standard of scoring at or above grade level in reading.	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	a. Instruction will allow for an initial lesson from the CCRP followed by differentiated instruction and iii as determined by progress monitoring. b.FAIR (K-2) and PM (3-12) will be administered three times during the year	a. Monthly reading coach meetings and PLC. b. Training will be conducted 8/11/11 at all school sites on the analysis of data and its use in Performance Matters.	a. Suzanne Herndon b. Terry Roth c. School In-service Coordinator d. PM training the trainers

		While 49% of SWD are on track to be proficient in reading, 51% of SWD are below grade level in reading.	is needed for students to make academic gains. In an effort to reduce the number of students who are placed in this subgroup, RtI is implemented in order for teachers to meet the varying needs of students prior to Special Education placement.	and results analyzed and shared with all teachers. c. Instructional personnel with SWD will establish learning gain goals and identify related professional development in their IPDP. Teachers will participate in regular data chats and Lesson Study groups.		
Students with Disabilities	Mathematics	Geometry is the lowest performing standard among this subgroup. While 76% of the total tested population met the 80% standard of scoring at or above grade level in math, only 55% of SWD met the 80% standard of	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. In an effort to	a. Benchmark assessments will be administered three times a year to determine student needs and teacher PD. b. Math Curriculum Maps with access points have been revised and will be used along with student data to drive instruction.	a. PM training– 8/11/11 b. Specialists will provide coaching/mentoring on the use of the math maps along with math meetings for collegial planning and conversations. Lead teachers will serve as peer mentors and coaches and assist in the development of PLCs with embedded	a. School In-service Coordinator b. Terry Roth c. District Curriculum Specialists d. Shannah Kosek

		scoring at or above grade level in math. While 53% of SWD are on track to be proficient in math, 45% of SWD are below grade level in math.	reduce the number of students who are placed in this subgroup, RtI is implemented in order for teachers to meet the varying needs of students prior to Special Education placement.		Lesson Study. Lead Teacher Meetings: Elementary - 10/25/11 3/6/12 Secondary – 10/27/11 3/8/12	
Other (e.g. Migrant) [as needed]	Reading					
Other (e.g. Migrant) [as needed]	Mathematics					
Professional Development to Support Strategies/Actions for Above Table						

Title I District Improvement Plan - (Part4_1)

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	<p>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 utilizing its instructional tools to provide high quality instruction to students during the 90-minute reading block, which includes designated time for whole group and small group instruction. Teachers will provide systematic, explicit instruction through the CCRP that is targeted for student needs as determined by in-program assessments as well as student work, teacher observation, FAIR (K-2) data, Performance Matters (3-6) data, and other available data sources. 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. Any 6th grader who is Level I or Level II uses Bridges to Literature as their Core Reading program.</p>
MIDDLE	<p>All 6th graders scoring a level 3 or above on FCAT Reading are enrolled in a 50 minute developmental reading course five days per week. The core materials used in the developmental 6th grade reading program are from the Macmillan Treasures series. 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 NGSSS for Reading at the appropriate grade levels and may be transferred to content area courses across the curriculum. All students, regardless of their core program or FCAT level, will be challenged with reading, discussing and comprehending texts of higher complexity. Materials used in the middle grades intensive reading classes are described below in question 2.2.</p> <p>All sixth grade students scoring a level 1 or 2 on the prior years' FCAT reading subtest will be placed in one period of intensive reading using the Bridges to Literature intervention core program. Additional intervention will occur within the content area classroom. For students in need of still greater support, Compass Odyssey technology is available both at school and at home.</p> <p>All seventh and eighth grade students scoring a level 1 on the prior years' FCAT reading subtest will be placed in one period of intensive reading. Intensive reading teachers will administer a phonics screener to determine students-ability to decode words. Fluency and comprehension will also be assessed in an effort to develop instructional plans that meet the specific needs of students. Level 1 intensive reading students will use the Voyager program as the CIRP. In addition to the use of the Voyager program, students will be required to engage in reading activities outside</p>

	<p>of the reading period. This activity will be monitored by the intensive reading teacher. Level 1 students will also be encouraged to attend before and after-school tutoring opportunities.</p> <p>All seventh and eighth grade students scoring a level 2 on the prior year-s FCAT reading subtest will be placed in an intensive reading course or a NGCAR-PD content area class. Screeners will be given at the end of the 2011-2012 school year to facilitate proper placement for the 2012-2013 school year. (See Middle Grades Curriculum Decision Tree for placement guidelines.) The screeners will assess students- ability to decode and to read text efficiently. Level 2 students who are placed in an intensive reading class will use the Voyager Passport program as the CIRP. The district is researching various supplemental programs that will be used for instruction in decoding.</p> <p>All Level I and less fluent Level II students utilize the Rewards program. Both level 1 and 2 students will receive additional instruction in reading through content area classes. Clay District Schools will be placing a strong emphasis on the NG CAR-PD and plan to have teachers in all disciplines trained in content area reading. Students will be instructed using methods that promote higher level thinking skills and will be challenged with questions that are reflective of the question stems found in FCAT 2.0. All students - regardless of their placement- will be challenged with reading, discussing and comprehending texts of higher complexity.</p>
HIGH	<p>Level 1 students and those level 2 students who meet the criteria for placement in an intensive reading class 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. Performance Matters assessment reports will assist teachers in determining the strengths and weaknesses of students and will serve as a source of progress monitoring. Instruction will be based upon this data, as well as teacher observation and student work samples. Four 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. 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.</p> <p>Both level 1 and 2 students will receive additional instruction in reading through content area classes. Clay District Schools will be placing a strong emphasis on the NG CAR-PD and plans to have teachers in all disciplines trained in content area reading. There will be a strong focus on having Career and Technical Education teachers trained in the NG CAR-PD program so that students can take advantage of these academy offerings. In these courses, students will be taught reading skills in the context of their academy studies. Students in need of extended reading instruction will</p>

	<p>be encouraged to take a virtual school course entitled -9-12 Reading for College Success-. This is an instructional reading course that counts as half a credit towards an elective. Students in all content area classes will be instructed using methods that promote higher level thinking skills and will be challenged with questions that are reflective of the question stems found in FCAT 2.0. All students, regardless of their core program or FCAT level, will be challenged with reading, discussing and comprehending texts of higher complexity.</p>
<p>Additional Information</p>	

<p>Grade Level</p>	<p>Supplemental Reading and Scientifically Research-Based Program(s)</p>
<p>ELEMENTARY</p>	<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 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>All K-5 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 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. They will receive intensified interventions as an extension of the 90-minute reading block. Sixth graders scoring a level 3, 4 or 5 on the 2011 FCAT will use the Macmillan/McGraw Hill Treasures as their core reading program. Those scoring a level 1 or 2 on the 2011 FCAT will be placed in an intervention core program - Bridges to Literature. All students, regardless of their core program or FCAT level, will be challenged with reading, discussing and comprehending texts of higher complexity.</p>

	<p>Computer-based resources used for support in reading include Orchard, Waterford, New Century, SuccessMaker, Academy of Reading, Accelerated Reader, FCAT Focus, FCAT Explorer and Macmillan/McGraw-Hill Treasures technology support. These programs are used to support teacher-led instruction presented during the 90-minute reading block. One school with intensive ESE reading classes also uses Soliloquy, a computer-based fluency program.</p>
MIDDLE	<p>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. The district will provide supplemental materials for phonics instruction through the use of the Rewards program.</p> <p>Technology- based support opportunities for students include FCAT Explorer, Academy of Reading, Compass Odyssey, Accelerated Reader, FCAT Focus and Lit2Go. Students will also use the technological support that is part of the Voyager Passport series. Our new assessment program Performance Matters allows teachers to create probes for reading practice and progress monitoring in comprehension. All of these programs are designed for additional student support and are not to be used as a substitute for teacher-led instruction.</p>
HIGH	<p>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.</p> <p>Technology-based support opportunities for students include FCAT Explorer, Academy of Reading, and Compass Odyssey. Students will also use technology resources that come with the Hampton Brown/Edge series. Four of the high schools are using the Read 180 program with ninth grade students. These programs are designed for additional student support and are not to be used as a substitute for teacher-led instruction.</p>
Additional Information	

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

Title I District Improvement Plan - (Part 4_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	All elementary schools will provide opportunities for before and/or after school tutoring and mentoring. Reading teachers will communicate with the tutors to ensure that the tutoring sessions align with what is being taught in class. Schools will promote reading throughout the year, providing incentives and direction for students. Incentive programs that motivate students to read over the summer will be available for all students. Parents will receive information in the spring highlighting the importance of reading over the summer. Since many of the tutors teach at the school in which they are tutoring, it is expected that the tutor will maintain communication with the classroom teacher. Tutors will extend upon what is being taught in class and will be aware of the reading level of each child. Teachers will inform the tutor of the concepts being taught	No Data Found	Dewitt Lewis/Title I Suzanne Herndon/Reading Depart.

	<p>during the school day. In turn, tutors will communicate with the teacher concerning the progress that each student is making during the tutoring sessions. Students with the greatest academic needs will be eligible for before, after, and summer school reading activities as determined by assessment data (Performance Matters, FCAT, in-program assessments, etc.) and teacher recommendation. Summer reading incentive programs will be available to all students, grades 6, 7 and 8.</p> <p>No Data Found</p>		
MIDDLE	<p>All middle schools will provide opportunities for before and/or after school tutoring and mentoring. Reading teachers will communicate with the tutors to ensure that the tutoring sessions align with what is being taught in class. Schools will promote reading throughout the year, providing incentives and direction for students. Incentive programs that motivate students to read over the summer will be available for all students. Parents will receive information in the spring highlighting the importance of reading over the summer. Since many of the tutors teach at the school in which they are tutoring, it is expected that the tutor will maintain communication with the classroom teacher. Tutors will extend upon what is being taught in class and will be aware of the reading level of each child. Teachers will inform the tutor of the concepts being taught during the school day. In turn, tutors will communicate with the teacher concerning the progress that each student is making during the tutoring sessions. Students with the greatest academic needs will be eligible for before, after, and summer school reading activities as determined by assessment data (Performance Matters, FCAT, in-program assessments, etc.) and teacher recommendation. Summer reading incentive programs will be available to all students, grades 6, 7 and 8.</p> <p>No Data Found</p>	No Data Found	School Administrator
HIGH	<p>All high schools will provide opportunities for before and/or after school tutoring and mentoring. Reading teachers will communicate with the</p>	No Data Found	School Administrator

	<p>tutors to ensure that the tutoring sessions align with what is being taught in class. Schools will promote reading throughout the year, providing incentives and direction for students. Incentive programs that motivate students to read over the summer will be available for all students. Parents will receive information in the spring highlighting the importance of reading over the summer. Since many of the tutors teach at the school in which they are tutoring, it is expected that the tutor will maintain communication with the classroom teacher. Tutors will extend upon what is being taught in class and will be aware of the reading level of each child. Teachers will inform the tutor of the concepts being taught during the school day. In turn, tutors will communicate with the teacher concerning the progress that each student is making during the tutoring sessions. Students with the greatest academic needs will be eligible for before, after, and summer school reading activities as determined by assessment data (Performance Matters, FCAT, in-program assessments, etc.) and teacher recommendation. Summer reading incentive programs will be available to all students, grades 6, 7 and 8.</p> <p>FCAT Camps are also provided for students in preparation for FCAT testing. Students review content, receive remediation and are exposed to test taking strategies.</p> <p>No Data Found</p>		
Additional Information			

Title I District Improvement Plan - (Part 4_3)

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	Students with the greatest academic needs (Levels 1 and 2)	Depending on the school	Dewitt Lewis/Title I

	will be eligible for the before, after, and summer school reading activities as determined by assessment data (FAIR-K-2) and PM-Reading (3-12), FCAT, Cella) and teacher recommendation. Summer Reading Incentive Programs will be available to all students K – 6.	site, most will offer extended learning opportunities twice weekly beginning 9/10 – 3/11.	Suzanne Herndon/Non-Title I School Improvement Supervisor
MIDDLE	Students with the greatest academic needs will be eligible for the before, after, and summer school reading activities as determined by assessment data (PM, FCAT, etc.) and teacher recommendation. Summer reading incentive programs will be available to all students, grades 7 and 8.		
HIGH	Students with the most academic needs will be eligible for before, after, and summer school reading activities as determined by assessment data (PM, FCAT, etc.) and teacher recommendation. Summer reading incentive programs will be available to all students, grades 9 through 12.		

Title I District Improvement Plan - (Part 5)

5) 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	Math Grades K – 5 Go Math! Florida, 2011/1st Edition K 1 2 3 4	SuccessMaker, FASTT Math, Mastering Math Facts, AIMS materials, Math Field Day activities, Tinker plots, FCAT Explorer	Math Professional Learning Communities with Lesson Study, Math Lead Teacher training, Consultant Coaching and modeling support by Curriculum Specialists and math lead teachers, grade level meetings on NGSSS, district math committee training:

	5 Math Grade 6 Big Ideas Math, 2010, 1st Edition 6	District developed Math Curriculum Maps and Pacing Guides	October 25, 2011 March 6, 2012
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, mentoring and math committee meetings: October 27, 2011 March 8, 2012
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	Compass Learning, FCAT Explorer, Math Curriculum Maps, Math Pacing Guides	PLC with Lesson Study, curriculum mapping, district math committee training, coaching, mentoring and math committee meetings: October 27, 2011 March 8, 2012

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)

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

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
<p>All elementary schools will provide opportunities for before and/or after school tutoring. All 7 Title 1 schools 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.</p>	<p>Priority will be given to students with the greatest academic needs (Levels I and II) but any student testing may attend tutoring sessions</p>	<p>9/11-4/12</p>	<p>School Administrator</p>

Title I District Improvement Plan - (Part 6)

6) 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	Science Grades K - 1 Harcourt Science, 2007 Edition Science grades 3-5 National Geographic, 2011 Grade 6 Holt Science Comprehensive Science Pearson Interactive, 2011	AIMS materials, science fair activities, Great Water Odyssey, Project Wet, Lakeville, Project-based experiences	Science learning community, district science committee trainings, science fair training, science safety training, science leader training, Field-based Science Lab Training, Lesson Study Science Lead Teacher Meetings: 10/24/11 Field Science Training: 9/14/11
MIDDLE	Science 6, 7, 8 Pearson Interactive, 2011	Compass	Curriculum map training, district science committee training, science fair training, science safety training Science Lead Teacher Meetings: 11/15/11

<p>HIGH</p>	<p>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: Science - Biology Honors Pearson, 2011 Science - Chemistry Pearson, 2011 Science - Environmental Science Florida Holt Environmental Science, 2006 Edition Science - Marine Science I Life on an Ocean Planet, 2006 Edition Science - Physics Honors Standard and Pearson, 2011</p>	<p>Compass</p>	<p>Curriculum map training, district science committee training, science fair training, science safety training, field-based science training, project-based learning, lesson study, field science training 9/16/11 Science Lead Teacher Meetings: 11/15/11</p>
-------------	--	----------------	--

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
<p>All elementary schools will provide opportunities for before and/or after school tutoring. All Title I 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.</p> <p>An Everything's Scientific Camp will be available at Title I schools during the summer.</p>	Grade 5	September - March June 2012 - July 2012	School Principal Dewitt Lewis, Title I
<p>All secondary school provide remedial instruction in science through the use of Compass Learning before and after-school.</p>	Grades 8, 11	August - March	Asst. Principal for Curriculum

Title I District Improvement Plan - (Part 7)

7) 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	The elementary Comprehensive Core Reading Program (CCRP), Macmillan/McGraw-Hill, contains an evidenced-based writing program that	A large majority of the schools utilize Writer’s Workshop. Schools utilize evidenced-based writing strategies with authentic literature rather than a specific	Melissa Forney and Kathy Robinson continue to serve as writing trainers for the district and provide support

	<p>incorporates both the reading and language arts standards. 6-Traits of writing</p>	<p>program. Schools not making AYP will explore using the 6 Traits of Writing.</p> <p>A District Writing Assessment is given two times annually to monitor writing progress. Student writing portfolios serve as a progress monitoring tool for writing.</p> <p>Writing is taught across the content areas using K-12 content/objectives listed in the core reading program.</p>	<p>to participating schools.</p> <p>Writing Rubric Training provided to reading coaches /reading lead teachers with support from district curriculum specialists.</p> <p>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.</p>
MIDDLE	<p>Language Arts - Literature 7 McDougal Littell Florida Literature, 2009, 1st Edition Language Arts - Literature 8 McDougal Littell Florida Literature, 2009, 1st Edition</p>	<p>A District Writing Assessment is given two times annually to monitor writing progress. Student writing portfolios serve as a progress monitoring tool for writing.</p> <p>Writing is taught across the content areas using K-12 content/objectives listed in the core reading program.</p>	<p>Writing Rubric Training provided to reading coaches /reading lead teachers with support from district curriculum specialists.</p>
HIGH	<p>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</p>	<p>A District Writing Assessment is given two times annually to monitor writing progress. Student writing portfolios serve as a progress monitoring tool for writing.</p> <p>Writing is taught across the content areas using K-12 content/objectives listed in the core reading program.</p>	<p>Writing Rubric Training provided to reading coaches /reading lead teachers with support from district curriculum specialists.</p>

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
<p>Students in grades 4-6 participate in the Tropicana Speech Contest.</p> <p>Students in grade 6 focus on report writing and have an opportunity to participate in the annual Science Fair.</p> <p>A Young Author's Summer Writing Camp will be offered at Title I schools.</p>	<p>All students in grades 4-6</p> <p>All students in grade 6</p>	<p>January 2011</p> <p>November 2011 – February 2012</p> <p>June 2011 - July 2011</p>	<p>Suzanne Herndon</p> <p>Curriculum Specialists</p> <p>Dewitt Lewis, Title I</p>
<p>Students in grade 6 focus on report writing and have an opportunity to participate in the annual Science Fair.</p>	<p>All students in grade 6</p>	<p>November 2011 – February 2012</p>	<p>Curriculum Specialists</p>
<p>All Title I schools offer free before and after school tutoring and a Summer Learning Camp.</p> <p>Title I schools also provide extended after school library hours for students and parents.</p>	<p>All students in grade 6</p>	<p>November 2011 – February 2012</p>	<p>Dewitt Lewis - Title I</p>
<p>Compass Learning is used at the secondary schools and offers extended learning opportunities in writing through its on-line courses.</p>	<p>Level 1 and 2 students.</p>	<p>September 2011 - June 2012</p>	<p>Mike Wingate</p>
<p>Annual District Media Festival</p>	<p>K-12</p>	<p>October 2011 - February 2012</p>	<p>Media Specialist</p>

Title I District Improvement Plan - (Part 8)

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.

Title I District Improvement Plan - (Part 9)

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	a. SmartWeb Usage Reports b. EduLink Usage Reports c. Usage Reports c. Annual d. Climate Survey Results	a. Ken Meyer/I.S. b. Ken Meyer/ I.S. c. Bill Ralls d. Shannah Kosek

		<p>via telephone as needed.</p> <p>c. A Parent Portal provides parents access to state and local assessment data.</p> <p>d. Stakeholder survey aligned to SACS/CASI standards for quality schools will be sent to all parents, faculty, staff and administrators.</p>		
<p>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.</p>	<p>Annual Survey of Title I Policies and Plans</p>	<p>Title I Schools will complete and implement a revised Parent Involvement Plan documenting the six areas of an effective parent involvement program</p>	<p>a. Peer review of plan b. Annual Survey of Title 1 Policies and Plans</p>	<p>a. Dewitt Lewis, Title I Director b. Dewitt Lewis, Title I Director</p>
<p>Check</p>				

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.2011-2012 b.2011-2012	a. Title III b. District Funding

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+)			
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
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. 2011-2012 b. 2011-2012	a. Dist. Textbook funds b. Title III Grant
c. An iPod instructional project has been implemented at two schools with the highest ELL population (GPE, POE). Each student has their own iPod 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. 9/11-6/12	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. b. Clay County is using the book	a. Reading Supervisor b. ESOL	a. 2011-2012 b. 2011-2012	a. Title II b. District

50 Strategies for Teaching English Language Learners, 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.	Supervisor/PD facilitators		Funding
c. The implementation of Lesson Study allows teachers of any subject area/specialty the opportunity to focus on lessons that will enhance ELL student's learning and lesson engagement.	c. PD Director	c.2011-2012	c. Dist. Funding
d. Training for teachers and administrators focuses on the use of available data management tool, Performance Matters. 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. 2011-2012	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. 9/11-6/12	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. 2011-2012	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	e. ESOL Supervisor	e. 2011-2012	e. Title III Grant

encourage parent involvement including parent education opportunities.			
--	--	--	--

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.**