



District Improvement Plan and the District Assistance and Intervention Plan

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Please summarize your plan in the narrative form addressing the following key areas of responsibility.

Summarize the process utilized for writing this plan. Include how parents, school staff, and others were involved.

Input for the plan has been obtained from the SAC Chairs who are comprised of teachers, support personnel and parents. Also Title I Parents have had input into the plan via Title I Parent Meetings and ESOL Parents through our Parent Leadership Council. There have been meetings with these groups as well as Curriculum Council meetings at the district level with principals, assistant principals and district office staff to develop and implement this plan.

Responsibility 1: Incorporate scientifically based research strategies that strengthen the core academic program.

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

Question 1A

There are currently two schools in Clay County that are a part of the Reading First grant. For the 2005-2006 school year, two additional schools will utilize the Reading First program with their students. (These schools are identified as having the highest concentration of level one and level two students.) While these two schools will not be funded by the Reading First grant, the District is committed to providing the schools with the same materials as the funded Reading First schools. Provisions for assessment and tracking student progress will also follow the Reading First model.

In Clay District Schools, the core reading program for students in grades K through 5 varies by grade level. Students in grades K-2 receive basis instruction using the Harcourt series. Students in grades 3-5 use the basal series by Scott Foresman. Students in sixth grade use the Prentice Hall basal series.

Question 1B

Supplemental materials used at the elementary level vary by school. Schools utilize some of the following materials:

- ? Quick Reads (grades 2-4)
- ? Sing, Spell, Read and Write (grades K-2)
- ? Jamestown Fluency Series (all 6th grades)
- ? Road to the Code (grades K-1)
- ? Earobics (grades K-3)
- ? Read Naturally (grades 1-6)
- ? Great Leaps
- ? Language for Thinking
- ? Word Works
- ? Rigby
- ? Bridges to Literature series is being introduced to Level 1 and 2 students in all sixth grade classrooms.

Question 1C

The primary intervention programs used throughout Clay District elementary schools is the SRA Direction Instruction program. K-2 teachers use the Reading Mastery Plus SRA Program. Students in grades 3-6 who score at the 39th percentile or lower on a NRT will continue with the Corrective and Decoding portions of the SRA program. All teachers have received training in the use of the SRA program. Training for new teachers and updates for other teachers are offered every summer. SRA coaches are designated at each elementary school. These coaches attend specialized training three times during the school year. SRA representatives go out to each elementary school several times during the year to ensure that the program is carried out as intended and that the integrity of the program is intact.

Question 1D

Educational software used in the elementary schools varies by school. Software used for curriculum supplementation includes:

- ? Orchard (grades K-3)
- ? New Century Learning Lab
- ? Academy of Reading Lab
- ? FCAT Explorer
- ? NCS Pearson Instructional Materials (grades K-6)
- ? Waterford
- ? Fast ForWord

Question 1E

Reading programs that are designed to provide intrinsic motivation for reading include Accelerated Reader and Academy of Reading. Teachers will receive additional training on the use of these programs in the summer of 2005. While these programs have an extensive variety of texts for students to select, students will not be limited to reading books that are only found in these programs. Students will be allowed and encouraged to select texts that are not a part of Accelerated Reader or Academy of Reading. Classroom libraries, as well as media center materials, are also available for student selection.

Question 2A

As a part of our new middle school reading initiative, we will be providing all of our junior high schools with a supplemental reading program called Bridges to Literature. This series, based on the research of Marzano, focuses on fluency, vocabulary and comprehension. This series contains high-interest literature selections and introduces students to all types of reading strategies that can be used with all content area texts. The Bridges to Literature series comes with diagnostic tests, fluency passages, and comprehension assessments. The Bridges to Literature materials will be used with all level two students and with level one students who do not need instruction in phonics or phonemic awareness. Level one students will also be placed in the SRA Corrective Reading Program

In addition to the Bridges to Literature program, the District will also provide all junior high schools with McDougal Littell's Interactive Reader materials. These materials serve as a bridge between the Bridges to Literature program and the county-adopted anthology used in regular reading classes. The Interactive Reader materials take quality modern and classic literature, and present it in a format that students can read and understand. The Interactive Reader will be used with higher level two students who are ready to make the transition to on-grade level reading/ language arts literature classes.

Question 2B

Intervention materials used with all level one students and some level two students predominately are from the research-based SRA Reading Program. With middle school aged students, the focus is mostly on decoding and corrective reading instruction.

Materials that serve as a supplement to the core reading program include:

- ? Great Leaps – Used for instruction in vocabulary, comprehension and fluency
- ? Books on Tape – Used as a medium for fluency and comprehension instruction. Students can listen and follow along with the text of novels that are covered in class, but that might not be on a student's independent reading level.
- ? Novel class sets – Used for comprehension and fluency. The District office will provide additional class novel sets as funding allows. Priority will be placed upon stocking classrooms with a wide variety of class novel sets. This summer the literature review committee is reviewing almost 30 new novels as possibilities of additions to classroom libraries.
- ? Jamestown Fluency Series – Used to monitor and practice fluency and comprehension. This

series was used during the 2004-2005 school year as a means of monitoring students for the RRR Requirement. This series provides high interest passages for students to practice fluency, and for teachers to track student progress in fluency and comprehension. In the upcoming 2005-2006 school year, we will use the State-provided oral reading fluency passages. Jamestown passages will be used for practice and monitoring purposes.

? “Read” and “Current Events” magazines – These will be used to promote interest in reading and will provide students with access to “Real World” issues. In addition to these texts, newspapers and common magazines will be used to teach comprehension, fluency and vocabulary.

? Classroom libraries – These books will be selected by students and will represent a wide variety of interests and reading levels. Multiple genres will be represented as well. Students will be able to select these books for pleasure reading and for some class assignments.

? Great Source materials – Used for instruction in vocabulary, comprehension, and fluency

? Buckle Down – Used for instruction in vocabulary, comprehension and fluency

? Soar to Success – Used for instruction in vocabulary, comprehension and fluency

? Readers’ Handbook – Used to promote comprehension and vocabulary strategies and serves as a reference for students.

? Timed Readings in Social Studies & Science (Jamestown)- This series provides high interest passages for students to practice fluency and for teachers to monitor student progress in fluency and comprehension. They will also serve to enhance the social studies and science content areas.

Question 2C

Computer software programs that enhance the curriculum include:

? New Century Lab

? FCAT Explorer

? PLATO

? Compass

Question 2D

To build extrinsic motivation for reading, teachers also use high-interest texts on current events, magazines, newspapers, plays, and editorials. Students also have access to classroom libraries that include a wide variety of subjects and genres of literature. These texts are written on a wide range of reading levels. Many of the junior high schools provide some type of prize or incentive for making adequate progress in reading or math (based on FCAT performance).

Question 1A

In recognition of the fact that students at the high school level who are not reading on grade level have a variety of remediation needs, Clay District Schools has a reading plan in place for these students. This plan incorporates the use of a wide variety of reading materials as well as technological resources in an effort to meet the needs of our students.

At the ninth grade level, the Bridges to Literature and Interactive Reader supplemental materials

will be used with level two students. This will allow students to make the transition from below grade level text to grade level text. The goal is for our struggling readers to be able to work in the county-adopted anthology by the time they reach tenth grade. These programs are outlined in detail in the middle school section of this plan.

Question 1B

MANY OF THE MATERIALS THAT ARE USED IN HIGH SCHOOL ARE ALSO USED AT THE MIDDLE SCHOOL LEVEL. TEACHERS UTILIZE DIFFERENT EDITIONS OF THESE MATERIALS AND THE STORIES TO WHICH A STUDENT IS EXPOSED IS DIFFERENT AT THE HIGH SCHOOL LEVEL. BY WRITING THIS K-12 PLAN, IT HAS BECOME OBVIOUS TO OUR DISTRICT THAT WE NEED TO PROVIDE HIGH SCHOOL TEACHERS WITH ADDITIONAL RESOURCES AND TEXTS. AS A RESULT, WE HAVE SPONSORED TWO READING FIRST SUMMER ACADEMIES. A PORTION OF THE MONEY WE RECEIVED AS A HOST SITE WILL BE DESIGNATED FOR HIGH SCHOOL LITERACY MATERIALS.

Materials that currently serve as an intervention resource to high school reading teachers include:

- ? Great Leaps – Used for instruction in vocabulary, comprehension and fluency
- ? Books on Tape – Used as a medium for fluency and comprehension instruction. Students can listen and follow along with the text of novels that are covered in class, but that might not be on a student’s independent reading level.
- ? Novel class sets – Used for comprehension and fluency. The District office will provide additional class novel sets as funding allows. Priority will be placed upon stocking classrooms with a wide variety of class novel sets. This summer the literature review committee is reviewing almost 30 new novels as possibilities of additions to classroom libraries.
- ? Jamestown Fluency Series – Used to monitor and practice fluency and comprehension. This series was used during the 2004-2005 school year as a means of monitoring students for the RRR Requirement. This series provides high interest passages for students to practice fluency, and for teachers to track student progress in fluency and comprehension. In the upcoming 2005-2006 school year, we will use the State-provided oral reading fluency passages. Jamestown passages will be used for practice and monitoring purposes.
- ? “Read” and “Current Events” magazines – These will be used to promote interest in reading and will provide students with access to “Real World” issues. In addition to these texts, newspapers and common magazines will be used to teach comprehension, fluency and vocabulary.
- ? Classroom libraries – These books will be selected by students and will represent a wide variety of interests and reading levels. Multiple genres will be represented as well. Students will be able to select these books for pleasure reading and for some class assignments.
- ? Great Source materials – Used for instruction in vocabulary, comprehension, and fluency
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- ? Soar to Success – Used for instruction in vocabulary, comprehension and fluency
- ? Readers’ Handbook – Used to promote comprehension and vocabulary strategies and serves as a reference for students.
- ? Timed Readings in Social Studies & Science (Jamestown)- This series provides high interest passages for students to practice fluency and for teachers to monitor student progress in fluency

and comprehension. They will also serve to enhance the social studies and science content areas.

Question 1C

Computer software programs that enhance the curriculum include:

- ? New Century Lab
- ? FCAT Explorer
- ? PLATO
- ? Compass

Question 1D

To build extrinsic motivation for reading, teachers also use high-interest texts on current events, magazines, newspapers, plays, and editorials. Students also have access to classroom libraries that include a wide variety of subjects and genres of literature. These texts are written on a wide range of reading levels. Many of the high schools provide some type of prize or incentive for making adequate progress in reading or math (based on FCAT performance).

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

All programs used in clay County are research-based and the adopted textbooks are selected from the state's approved textbook list. Clay County utilizes in elementary grades K-5: Harcourt; middle school (junior high) grades 6-8 McDougal Littell; and high school: varies according to math content: Pre-Algebra and Algebra I, IA & B, Liberal Arts Math, Geometry, Trigonometry: Prentice Hall; Algebra I Honors, Algebra II and Algebra II Honors: Glencoe; Informal Geometry, Geometry, Integrated Math, Math Analysis: McDougal Littell; Analytic Geometry: PWS-ITP; Pre-Calculus: Brooks/Cole; and Calculus - teacher choice.

Also utilized at our schools is FCAT Explorer for grades 3 - 10; Orchard grades K-3; Plato and New Century in all grade levels; and Larson's Math in Algebra I, Intensive math, and Algebra IA & B. Also Larger Than Life with founder Ron Large is being implemented at three of the Title I schools: Charles E. Bennett, J. L. Wilkinson Elementary School, and Grove Park Elementary School.

Responsibility 2: Identify actions that have the greatest likelihood of improving the achievement of participating students in meeting the State's student academic achievement standards.

Identify specific actions that your district will take to ensure the greatest likelihood of improving the achievement for each identified subgroup that did not make adequate yearly progress. Further, describe how the district-level administrator will monitor reading instruction both at the district and school levels. Address the following areas in the Comprehensive K12 Reading Plan: Sec. "Leadership and Monitoring #1 (a-i)"

Question 1A

Administrators at the district level are committed to supporting the implementation of the K-12 Comprehensive Research-Based Reading Plan. District administration has stressed the importance of having all of our principals attend the Just Read, Florida! Leadership Conference held in June 13-15, 2005 at the Orlando Rosen Centre Hotel. As such, the majority of our principals have registered for the conference. If the principal is unable to attend, an assistant principal from the school will attend in the absence of the principal.

Question 1B

The district also recognizes the value of training for our reading coaches. With this being the first year that Clay District Schools will be utilizing reading coaches on a broad scale, it is even more critical that these dedicated educators receive the proper training that will help them serve as a reading coach in the elementary and secondary settings. As such, all reading coaches will be required to attend the Just Read, Florida! Coaches' Conference in August, as well as all future content training opportunities. The district will assume the responsibility of explaining the role of the reading coach to principals and will monitor the implementation of the coaching model. The role of the reading coach is outlined in newly-created job descriptions for both elementary and secondary coaches. These job descriptions were based heavily upon Reading First reading coach job descriptions currently in use at Reading First schools in Clay County.

Question 1C

The district will monitor principals and schools to determine how well they are meeting the requirements of the K-12 Comprehensive Research-Based Reading Plan. The District Reading Supervisor will visit schools and principals at least once per quarter. District staff and principals will also be able to communicate at District Curriculum Meetings that convene every other month. Assessment data from DIBELS testing in grades K-5 and the State-provided oral reading fluency passages for grades 6-8 will be sent to the Reading Supervisor on a quarterly basis. This data will be reviewed to determine the progress of each individual school.

Question 1D

If problems are perceived from assessment data, the Reading Supervisor will communicate concerns to district level administrators as well as the school level administrator. Progress monitoring tools will include the DIBELS in grades K-5 and State-provided oral reading fluency passages for grades 6-8. The DAR will be administered to struggling readers in grades K-12. In addition to assessment information, the Reading Supervisor will determine the level of implementation of the plan by meeting with all reading coaches at least once per month. If it is determined that a school is having difficulty carrying out the tenets of the plan, the Reading

Supervisor or the Directors of Elementary and Secondary Education will meet with specific principals and reading coaches on a more regular basis.

Refer to Organizational Chart on Next Page

Organizational Chart

District Research-Based Reading Plan
2005/2006

Assistant Superintendent of Instruction

Director of Elementary Education Director of Secondary Education

Supervisor of Language Arts / Reading

School-Based Administrators

Full-time Reading Coaches
(if applicable)

Classroom Teachers

Question 1E

The district will enforce in each elementary school a 90-minute uninterrupted reading block in grades K - 5. Language arts instruction will not be included as a part of the reading block. In grades 6-12, remediation will be implemented through daily intensive reading courses of at least

50 minutes in duration. These courses will serve as many of our level one and level two students as funding permits. Secondary schools are encouraged to provide additional reading instruction over and above the 50 minute minimum for level one and level two students. Compliance with the reading block mandate will be monitored by checking school schedules, making school visits, and having conversations with reading teachers and reading coaches.

Question 1F

The district will conduct fidelity checks of reading instruction within the schools. These checks will occur when the Reading Supervisor and other district administration are meeting with the principals, teachers and coaches at the school site. SRA representatives will also go into the elementary classrooms to ensure that the integrity of the SRA program is being maintained. School-based administrators will conduct classroom walkthroughs on a weekly basis to determine whether reading instruction is being carried out as outlined in the District Research-Based Reading Plan.

Question 1G

A District Reading Improvement Team will be used as a resource for schools that are not making academic improvements in the area of reading. This team will be comprised of the Director of Elementary Education, the Director of Secondary Education, the District Reading Supervisor, a District Reading Specialist, and an ESE Curriculum Specialist. This team will work side-by-side with the school-based administrator to determine ways to improve the quality of reading instruction at the school. The team will use assessment data and fidelity check information as a source of determining which schools will need the most assistance.

Question 1H

Clay District Schools has already implemented the walk-through model in all of its elementary and secondary schools. All administrators have been trained in the Classroom Literacy Walk-through Model as endorsed by Dr. Janet Allen, a leading authority in reading instruction. All principals and assistant principals will receive further instruction in classroom walk-throughs utilizing the model endorsed by the State of Florida – the Learning 24/7 Classroom Walk-Through Model. This training is scheduled for the summer of 2005. Clay County has four administrators who have been trained and certified to serve as Learning 24/7 facilitators. A critical component of this training addresses how school-based administrators can provide valuable feedback to

teachers pertaining to instructional practices. During the 2005-2006 school year, school administrators will conduct walkthroughs in all classrooms at least one time per week.

Question 1I

If a school does not make academic gains, intensive intervention may become necessary on the behalf of the district administration. At this time, the Director of Elementary Education and/or the Director of Secondary Education would meet with the principal to determine a plan of improvement for the school. This plan must include increased progress monitoring procedures.

Our District Based Reading Improvement Team as described above would be available to these schools to provide assistance. Other district administrators would be used as the need dictates.

Responsibility 3: Address the professional development needs of the instructional staff by committing to spend not less than 10% of the Title I funds received by the district for each fiscal year.

List and describe specific professional development programs that will be provided to staff, that are aligned to the school improvement plans, and that are aligned to both teacher and student needs as evidenced by the disaggregated data.

Each Title I eligible school has a specific professional development plan designed to meet the training needs of teachers in the areas where students are not making Adequate Yearly Progress. These plans are aligned with the School Improvement Plan. Every professional development event is scientifically researched based. Professional development events include SRA Direct instruction, Waterford Early Reading Program, Best Teaching Math Practices Summer Workshops, Strategies for Writing, Successmaker Computer Assisted Instruction, Reading First and a New Teacher Summer Boot Camp to begin the teacher mentoring process.

How will you ensure that not less than 10% of Title I Part, A funds are committed to support these professional development programs?

Every Title I eligible school currently in School Improvement designates 10% of the school allocation to Professional Development. This is documented in an extensive Professional Development Plan submitted to the District Office. The Title I Grant also employs two Curriculum Specialists who have the designated responsibility of providing on-going professional development to Title I Schools. The 10% set aside is monitored weekly by the Title I Supervisor for proper expenditure of funds.

Responsibility 4: Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data.

List and describe specific measurable achievement goals and targets for each student subgroup that did not meet AYP proficiency targets in reading, mathematics, and/or writing as evidenced by district student disaggregated achievement data.

AYP Proficiency target for reading for LEP students for 2005 - 2006 as evidenced by the 2006 FCAT Reading test will be 44% proficient scoring level 3 and above. Purchased for use to assist in the increase of proficiency is the ELLIS program for Limited English Proficient students. This program is research-based and endorsed by Florida Center for Reading Research. Teachers utilizing the program have been trained to use the program with LEP students in their classrooms. The program utilizes the FAB 5, phonics, phonemic awareness, fluency, vocabulary, and comprehension skills to improve the students' acquisition of the English Language. These skills are developed through the use of the computer as well as through the use of speaking and listening devices that the student uses during the program. Data is collected on the server through the management system. Teachers are able to access the data to determine student progress in English language acquisition as well as comprehension skill development. Also LEP Parent meetings have been held three times thus far with training for parents on the use of FCAT Explorer at home, as well as other resources have been provided to participants in the training. Those resources include but are not limited to FCAT Practice Materials, Great Source - Readers' Handbook for the appropriate grade level student, Write Source materials for the appropriate grade level student, as well as the math resources from Great Source for the appropriate grade level student.

AYP Proficiency target for math for LEP students for 2005 - 2006 as evidenced by the 2006 FCAT Mathematics test will be 50% proficient scoring level 3 and above. As noted in the above paragraph, parent training sessions have been provided with materials and suggestions for assisting students at home.

AYP Proficiency target for math for Students with Disabilities for 2005 - 2006 as evidenced by the 2006 FCAT Mathematics test will be 50% proficient scoring level 3 and above. The district has provided parent sessions in which parents have received training to assist their struggling students at home. The parent organization in Clay County is very active with parents participating in such trainings.

Responsibility 5: Address the fundamental teaching and learning needs, and the specific academic problems of low-achieving students, including a determination of why the district's prior plan failed to bring about increased student achievement.

Describe how the fundamental teaching and learning needs and the specific academic problems of level 1 and level 2 students will be addressed by the district. and particular challenges in the district's prior plan that prevented desired increased student achievement.

1. The teaching needs have been addressed for the level one and two students through the district reading plan by developing a research-based training plan as well as teaching strategies to assist in the classrooms not only of reading teachers but also content area teachers.
 2. Continuation of the Literacy Leadership training among administrators new to administration as well as those who were unable to attend the training last year. Training for all administrative staff at the school level has been done. As new administrators are added the training through the Literacy Leadership Collaborative will be continued next school year.
 3. A cadre of trainers for each secondary school in the Janet Allen Train the Trainer model was completed last school year with implementation of training in each of the secondary schools this year with research-based strategies, "how-to" lessons, model lessons, and conferencing with teachers not only in Language Arts and Reading, but also in various content areas. This training will continue through out the next several years.
 4. Training of trainers with Janet Allen has continued this school year with emphasis on the grades 7 and 8 Language Arts and Reading Teachers. The teachers will complete a 6-session training on the research-based strategies and "how-to" lessons that Janet has received her doctoral degree and the Orange County Literacy Project research for potential drop out students. This training has proven to be very beneficial to all teachers attending with the increase in student achievement in those areas of teacher expertise.
 5. The SRA training for teachers, SRA coaches, reading coaches, and administrators continues to be a major focus for the district for elementary and junior high school level staff. The program is research-based and has been implemented in Clay County for the past several years.
 6. Two of our Title I schools in school improvement received funding from the district office to become "mock" Reading First Schools. The two schools participating in this program are J. L. Wilkinson Elementary School and Charles E. Bennett Elementary. The schools were given the funds to implement the Reading First program and attend the week-long summer training and to purchase materials. The schools are also included in the Progress Monitoring Resource Network for their students who are in the high to moderate risk based on the DIBELS assessment for grades K - 6.
 7. The A.P.P.L.E. Research Model has been implemented in every school in the district. Teachers, administrators, and media specialists from all schools have been trained to implement research strategies in classrooms and media centers. The professional development focus for this training is on reference/research and how to locate and determine the validity of the source of the reference. Students and teachers alike have found this model to be very useful as well as improving student achievement in this area of weakness in the district. The research for this model has been certified by Nova University.
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Responsibility 6: Incorporate activities before school, after school, during the summer, and during an extension of the school year.

How will the district incorporate activities before school, after school, during the summer, and during an extension of the school year to ensure all subgroups of students will meet the proficiency targets of reading, mathematics, and/or writing at or above grade level for the 2005 - 2006 school year?

Question 10

Struggling students will have access to services outside of the normal school hours. Examples of additional educational opportunities might include tutoring before or after school, mentoring programs, Saturday school, and summer reading camps. All third grade level one students (in the area of reading) are strongly encouraged to attend summer reading camps. Information pertaining to Clay District Schools' summer reading camp has been submitted to the Florida Department of Education. Tutoring and mentoring programs will focus primarily on reading. Students who attend summer reading camps will be monitored by using DIBELS assessments.

The Clay County Public Library System has received a grant entitled "Summer Library School Partnership". All level one third grade students have received an invitation to this program. The program consists of the following elements:

- ? Puppet shows, story times and computer games to enhance and reinforce learning
- ? Parent sessions that focus on how parents can help their children excel in the area of reading
- ? Children's sessions that allow students the opportunity to respond to many different types of texts
- ? Earobics will be available to students; staff assistance is available.

Questions 9A, 9B,9C and 9D

Every effort will be made to provide students with additional opportunities for reading practice and instruction. Schools will be encouraged to offer before and after school tutoring programs, as well as peer tutoring programs. Saturday school is also an option for struggling readers. An intensive reading class is offered at every jr. high as a part of the Clay District Schools summer school program. The summer intensive reading class utilizes materials available from the media center. Leveled readers are also incorporated into the program. Additional leveled readers will be provided as funding allows. The summer intensive reading classes extend twenty-four days over the summer and are five hours a day in length.

Question 8

Every effort will be made to provide students with additional opportunities for reading practice and instruction. Schools will be encouraged to offer before and after school tutoring programs, as well as peer tutoring programs. Saturday school is also an option for struggling readers. An intensive reading class is offered at every high school as a part of the Clay District Schools summer school program. The summer intensive reading class utilizes materials available from the media center. Novels and texts that are new to the students are also incorporated into the program. Technology plays an important part in student practice. The summer intensive reading classes extend twenty-four days over the summer and are five hours a day in length.

Responsibility 7: Include strategies to promote effective parental involvement in the school.

How will the district ensure parents are involved in the development of the school improvement plan, and the process of school review and improvement?

Through the School Advisory Councils' (SAC) requirements for parental and community involvement, the district monitors the involvement through the School Improvement Plans, the School Advisory Council Composition, and SAC meeting minutes. The School Improvement Plans and SAC Composition are required to receive approval by the Clay County District School's School Board. Also through the development of the School Improvement Plans, parents are involved in developing the objectives and strategies, as well as assisting in the determination of the professional development offered at the school and district levels.

Describe specific strategies the district will use for planning and implementing effective parent involvement activities that will result in increased participation.

The Title I Supervisor and the ESOL Supervisor have formed Parent Leadership Councils and provide training via the council meetings at least four times a year. These meetings have created an increase in the number of parents involved with their child's education. Through these trainings, parents receive materials that will assist them with helping their students learn the concepts taught in the schools. Also, through the encouraging of the district more schools are offering sessions for parents to become more familiar with strategies they can utilize at home to assist their students with mastering the concepts.

District Assistance and Intervention

Describe how the district will assist schools and school advisory councils with analysis of student data.

The district provides disaggregated data to the schools when test data is received. Also, the district provides a tool that can be utilized not only by district office personnel but also school-based administrators and teachers to view their individual students' testing history very easily. The tool also provides graphs of learning gains, achievement levels, and a breakdown of the data based upon test cluster/benchmark areas. Also, identified by the program are areas in which the teachers, parents, and students need to focus more intensively based upon non proficiency status of the cluster/benchmark areas. This information is provided for reading and math. Also included in the program are strategies for the teachers to potentially use with the students. This information is available through the staff of each school to be presented to school advisory councils. Data has to be shared with School Advisory Councils very discriminately as to not give specific student names and SSN's.

Describe how the district will assist schools in identifying and implementing research-based professional development, instructional strategies and methods of instruction addressing the issues that caused the school(s) to be identified for school improvement.

Through the Professional Development and Curriculum office, a list of research-based, quality professional development consultants is maintained. Also, professional development is designed and delivered to those schools, administrators, and teachers upon request or need as identified by the school and/or district. Instructional strategies are identified as the highest yielding strategies and information is provided via training or via learning communities prior to implementation in the classroom.

Two of our Title I schools in school improvement received funding from the district office to become "mock" Reading First Schools. The two schools participating in this program are J. L. Wilkinson Elementary School and Charles E. Bennett Elementary. The schools were given the funds to implement the Reading First program and attend the week-long summer training and to purchase materials. The schools are also included in the Progress Monitoring Resource Network for their students who are in the high to moderate risk based on the DIBELS assessment for grades K - 6.

Describe how the district will assist schools in analyzing and revising the school budget to more effectively allocate resources to address the issues that caused the schools to be identified for school improvement.

Through the meetings with the inservice coordinators from each school and through the School Improvement Planning Workshops in the summer and meetings throughout the year, professional development budgets are reviewed for appropriate and effective use of resources. The Professional Development Advisory Council also reviews the Professional Development and School Improvement Plans of each school and makes recommendations for appropriate effective allocations of resources. Also, the Title I staff and the Title I Parents assist with determining effective use of resources.

Describe how the district will implement teacher and school leadership mentor programs at the schools listed above.

At the Title I schools, two Title I Curriculum Specialists are provided to assist all eight Title I schools with emphasis given to the three schools in SINI status. Along with the Title I specialists, there are three Curriculum Specialists who are also utilized in the same capacity. The specialists provide training opportunities for teachers in general as well as specifically customized training for grade level specific teachers. Along with the training, model lessons and conferencing services are provided.

List the research-based technical assistance that will be provided by the district to the schools listed above.

The SINI schools that have received research-based technical assistance are Wilkinson Elementary and Charles E. Bennett Elementary that included training for K-2 teachers and grades 3 - 6 teachers on 5 separate occasions for each group of teachers. The workshops focused on reading and writing best practices and strategies, how to implement, focus on student work samples and determining the best strategies to use with students. The sessions were followed by the presenters providing individual model lessons and conferencing sessions for teachers. Also, classroom visits were made available to the teachers attending the sessions.

The schools, all three, include Grove Park Elementary, contracted with Ron Large, Larger Than Life, consulting firm to provide math training, model lessons, conferencing, and diagnostic assessment of students throughout this school year.

At the Title I schools, two Title I Curriculum Specialists are provided to assist all eight Title I schools with emphasis given to the three schools in SINI status. Along with the Title I specialists, there are three Curriculum Specialists who are also utilized in the same capacity. The specialists provide training opportunities for teachers in general as well as specifically customized training for grade level specific teachers. Along with the training, model lessons and conferencing services are provided.

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Return on Investment

Describe how the district will assist schools in analysing Return on Investment (ROI) data/information to improve the school's efforts to improve student performance in a fiscally efficient manner.

Describe what technical assistance will be provided to schools that have been determined to have a significant discrepancy (gap) between 'Learning Gains' and 'Program Costs', i.e., low learning gains and high program costs.
