

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Clay



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Last Modified on: 10-10-2012

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Title I District Improvement Plan

Title I, Section 1116(c)(7)

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

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

Title I District Improvement Plan - (Part1_1)

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

At the conclusion of the 11-12 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, district intervention coaches and district leaders. The discussion was focused around the major District initiatives, which include the Common Core State Standards, Lesson Study and RtI. 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

No Data Found

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

Title I District Improvement Plan - (Part 2)

2) Based on the 2011-2012 AMO data and the 2012-2013 achievement objectives, identify the specific academic problems of low-achieving students, the fundamental teaching and learning needs of each subgroup, and how these will be addressed. Also, include why the prior plan did not sufficiently meet these needs. Complete for each subgroup/subject area not making satisfactory progress. Add additional strategies as needed. For English Language Learners (ELL), if the district receives Title III funds see section "Title III District Improvement Plan."

Subgroup not making satisfactory progress.	Subject Area	Specific Teaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
Total	Reading	<p>The district saw a consistent % of students obtaining proficient or higher from 2011 to 2012. In both years, 65% of all students scored at or above proficient in Reading. Also, students identified as “lower quartile” showed a high increase in reading learning gains, with 65% making gains in 2012 as compared to 59% in 2011. In all grade levels, taking Reading FCAT, Grades 3-10, Clay County out performed the state average in all grade levels. Overall, students performed highest in the area of Vocabulary and lowest in Informational Text and Research Process.</p>	<p>While teachers were able to identify students who fell within the lower quartile, the progress monitoring of these students and the individualized instruction was not sufficient or effective. As a result, RTI training took place to allow staff to further understand the systems of support for the implementation and ensure student needs are being met.</p>	<p>a. Use of a new student information system, FOCUS a data system, Performance Matters, the assessment system SAM and FAIR, 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 and Common Core.</p> <p>b. Teachers in grades K-6 will utilize revised curriculum resources aligned to the new standards and the aligned progress monitoring assessments by content area available with the Macmillan Treasures Reading Series. All teachers K-12 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)</p>	<p>a. Professional Development will be provided to all instructional and administrative staff on the use of Performance Matters data system, SAM assessment system, FAIR and PD360. 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/Instructional Coaches, and teachers.</p> <p>ELA District Lead Teacher Meetings: Elementary - 10/17/12 6/6/13 Secondary - 10/18/12 5/7/13 NGCAR-PD training for 6th grade: 8/9/12, 9/13/12, 10/9/12, 10/23/12, 11/29/12 Secondary Reading 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</p>	<p>a. Instructional Division b. Asst. Superintendent of Instruction c. Curriculum Specialists d. Paul Parker, CTE Director, e. Shannah Kosek, PD Supervisor and f. DeWitt Lewis, Title I Director g. Suzanne Herndon, Reading Supervisor.</p>

				<p>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 implementation of the K-12 Reading Plan and RTI problem solving.</p>	<p>discussions around new/improved concepts: January of 2013.</p> <p>Common Core Training: Elementary: 9/5/12, 11/5/12, 1/14/13, 3/4/13, 5/13/13</p> <p>Secondary: 9/4/12, 11/7/12, 1/15/13, 3/5/13.</p>	
Total	Mathematics	<p>The district saw an increase in the % of students scoring proficient or higher in Math from 2011 to 2012. In 2011, 63% of all students scored at proficient or above, whereas in 2012, 66% of all students obtained proficient or higher. In 2012, 63% of the lowest quartile (25%) students demonstrated making learning gains. In all grade levels taking Math FCAT, grades 3-8, Clay County outperformed the state in every grade level. Overall, students performed highest in the area of Number Operations, Problems, statistics and Base Ten and Fractions and lowest in Geometry and measurement.</p>	<p>While teachers were able to identify students who fell within the lower quartile, the progress monitoring of these students and the individualized instruction was not sufficient or effective. As a result, RTI training took place to allow staff to further understand the systems of support for the implementation and ensure student needs are being met.</p>	<p>a. Use of a new student data system, Performance Matters and the 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 and the Common Core. b. Teachers in grades K-6 will utilize revised curriculum maps/guides aligned to the new standards and the aligned progress monitoring assessments by content area. Training of a Nationally Recognized program, INTEL Math, will occur with identified teachers.</p>	<p>a. Professional Development will be provided to all instructional and administrative staff on the use of Performance Matters data system, SAM assessment system, and PD360. A PLC/Lesson Study Training and follow-up will be provided by Dist. Curriculum Specialists.</p> <p>Math District Lead Teacher Meetings: Elementary - 10/30/12 2/28/13 Secondary - 11/6/12 3/7/13</p> <p>Common Core Training: Elementary: 9/5/12, 11/5/12, 1/14/13, 3/4/13, 5/13/13 Secondary: 9/4/12, 11/7/12, 1/15/13, 3/5/13.</p>	<p>a. Instructional Division- b. Asst. Superintendent of Instruction c. Curriculum Specialists d. Paul Parker, CTE e. Shannah Kosek, PD Supervisor.</p>
				<p>a. Use of a new student data system, Performance Matters, the assessment system SAM and FAIR, will allow teachers to create local assessments and access real-time data on each</p>	<p>a. Professional Development will be provided to all instructional and administrative staff on</p>	

White	Reading	68% of White students scored at or above proficient in Reading for 2012. This is above the district's total student population scoring proficient, which is 65%.	While teachers were able to identify students who fell within the lower quartile, the progress monitoring of these students and the individualized instruction was not sufficient or effective. As a result, RTI training took place to further support implementation and ensure student needs are being met.	<p>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 and Common Core. b. Teachers in grades K-6 will utilize revised curriculum resources aligned to the new standards and the aligned progress monitoring assessments by content area available with the Macmillan Treasures Reading Series. All teachers K-12 have been trained in the use of NGS question stems to increase reading integration across the content areas. 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. 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 implementation of the K-12 Reading Plan and RTI problem solving.</p>	<p>the use of Performance Matters data system, SAM assessment system, FAIR and PD360. A PLC/Lesson Study Training and follow-up will be provided by Dist. Curriculum Specialists b. LLT training and reading lead teacher training. c. NGCAR-PD training for all Reading Coaches, Instructional Coaches and teachers. ELA District Lead Teacher Meetings: Elementary - 10/17/12 6/6/13 Secondary - 10/18/12 5/7/13 NGCAR-PD training for 6th grade: 8/9/12, 9/13/12, 10/9/12, 10/23/12, 11/29/12 Secondary Reading Coaches are facilitating the remainder of initial courses and the Spring Practicum. 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: 1/13 Common Core Training: Elementary: 9/5/12, 11/5/12, 1/14/13, 3/4/13, 5/13/13 Secondary: 9/4/12, 11/7/12, 1/15/13, 3/5/13.</p>	<p>a. Instructional Division- b. Asst. Superintendent of Instruction c. Curriculum Specialists d. Paul Parker, CTE Director, e. Shannah Kosek, PD Supervisor and f. DeWitt Lewis, Title I Director g. Suzanne Herndon, Reading Supervisor.</p>
				a. Use of a new student data system, Performance Matters and the assessment system SAM, will allow		

White	Mathematics	68% of White students scored at or above proficient in Math for 2012. This is above the district's total student population scoring proficient, which is 66%. Additionally, in 2011, 65% of White students scored at or above proficient in Math, which shows a 3% increase in 2012.	While teachers were able to identify students who fell within the lower quartile, the progress monitoring of these students and the individualized instruction was not sufficient or effective. As a result, RTI training took place to further support implementation and ensure student needs are being met	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 and the Common Core. b. Teachers in grades K-6 will utilize revised curriculum maps/guides aligned to the new standards and the aligned progress monitoring assessments by content area. Training of a Nationally Recognized program, INTEL Math, will occur with identified teachers.	a. Professional Development will be provided to all instructional and administrative staff on the use of Performance Matters data system, SAM assessment system, and PD360. A PLC/Lesson Study Training and follow-up will be provided by Dist. Curriculum Specialists. Math District Lead Teacher Meetings: Elementary - 10/30/12 2/28/13 Secondary - 11/6/12 3/7/13 Common Core Training: Elementary: 9/5/12, 11/5/12, 1/14/13, 3/4/13, 5/13/13 Secondary: 9/4/12, 11/7/12, 1/15/13, 3/5/13.	a. Instructional Division- b. Asst. Superintendent of Instruction c. Curriculum Specialists d. Paul Parker, CTE e. Shannah Kosek, PD Supervisor
Black	Reading	49% of Black students scored at or above proficient in Reading for 2012. This is below the district's total student population scoring proficient, which is 65%. However, this is an increase from last year's % of proficient or higher for Black students, which was 48%.	Performance Matters benchmark assessments were administered to all K-2nd grade students and FAIR was administered to all 3-6th grade and secondary students in 2011-2012. 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 instruction was not specific and support was not as consistent and focused as needed. As a result, all K-10th grade students will be assessed using the	a. All schools will receive training in Lesson Study and Common Core Standards to improve reading instruction. b. Progress monitoring will be conducted using the FAIR for students in K-10. c. Compass Learning will be utilized at grades 7-10.	a. All teachers will receive training in Lesson Study, Common Core and IPDP's will reflect participation and implementation of FCIM as well as identified needs based on the SIP. Common Core Training: Elementary: 9/5/12, 11/5/12, 1/14/13, 3/4/13, 5/13/13 Secondary: 9/4/12, 11/7/12, 1/15/13, 3/5/13.	a. Instructional Division- b. Asst. Superintendent of Instruction c. Curriculum Specialists d. Paul Parker, CTE Director, e. Shannah Kosek, PD Supervisor and f. DeWitt Lewis, Title I Director g. Suzanne Herndon, Reading Supervisor.

			FAIR assessment.			
Black	Mathematics	48% of Black students scored at or above proficient in Math for 2012. This is below the district's total student population scoring proficient, which is 66%. The district maintained the % of Black students scoring proficient or higher in Math from 2011.	<p>Math instruction remained broad rather than developing deep conceptual understanding. Differentiated instruction was not a consistent practice especially in mathematics where more whole group instruction took place. Conceptual problem solving, through the implementation of the Common Core Standards, clearing up misconceptions in mathematics and the use of higher order questioning will be the focus.</p>	<p>a. Use of a new student data system, Performance Matters and the 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 and the Common Core. b. Teachers in grades K-6 will utilize revised curriculum maps/guides aligned to the new standards and the aligned progress monitoring assessments by content area available with Go Math. c. Training with a Nationally Recognized program will occur with identified teachers in the INTEL Math.</p>	<p>a. Professional Development will be provided to all instructional and administrative staff on the use of local assessments by way of Performance Matters data system, SAM assessment system, and PD360. A PLC/Lesson Study Training and follow-up will be provided by Dist. Curriculum Specialists. Math District Lead Teacher Meetings: Elementary - 10/30/12 2/28/13 Secondary - 11/6/12 3/7/13 Common Core Training: Elementary: 9/5/12, 11/5/12, 1/14/13, 3/4/13, 5/13/13 Secondary: 9/4/12, 11/7/12, 1/15/13, 3/5/13.</p>	<p>a. Instructional Division- b. Asst. Superintendent of Instruction c. Curriculum Specialists d. Paul Parker, CTE Director, e. Shannah Kosek, PD Supervisor and f. DeWitt Lewis, Title I Director</p>
			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			

Hispanic	Reading	61% of Hispanic students scored at or above proficient in Reading for 2012. This is slightly below the district's total student population scoring proficient, which is 65%. This is a slight decrease from 2011's % of Hispanic students scoring proficient or higher in Reading, which was 63%	practices at home. Local benchmark assessments were administered to all K-2nd grade students and FAIR was administered to all 3-6th grade and secondary students in 2011-2012. 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 instruction was not specific and iii support was not as consistent and focused as needed. As a result, all K-10th grade students will be assessed using the FAIR assessment	<p>a. Rosetta Stone will be utilized for all ELL students during the school day to provide iii.</p> <p>b. Rosetta Stone has been added to the public library for public access servicing those families without computer access in the home.</p>	<p>a. Rosetta Stone Training for school personnel, 2012-2013</p> <p>b. ESOL Blackboard Courses for Teachers and Administrators.</p>	<p>a. DeWitt Lewis/ Patti Robbins/ Melissa Wright</p> <p>b. Suzanne Herndon</p>
Hispanic	Mathematics	62% of Hispanic students scored at or above proficient in Math for 2012. This is below the district's total student population scoring proficient, which is 66%. This is an increase in the % of Hispanic students scoring proficient or higher in Math from 2011, which was 58%.	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.	<p>a. Rosetta Stone will be utilized for all ELL students during the school day to provide iii.</p> <p>b. Rosetta Stone has been added to the public library for public access servicing those families without computer access in the home.</p>	<p>a. Rosetta Stone Training for school personnel, 2012-2013</p> <p>b. ESOL Blackboard Courses for Teachers and Administrators.</p>	<p>a. DeWitt Lewis/ Patti Robbins/ Melissa Wright</p> <p>b. Curriculum Specialists</p>
			Performance Matters benchmark assessments were administered to all K-			

Asian	Reading	77% of Asian students scored at or above proficient in Reading for 2012. This is above the district's total student population scoring proficient, which is 65%. This is an increase in the % of Asian students scoring proficient or higher in Reading from 2011, which was 76%.	2nd grade students and FAIR was administered to all 3-6th grade and secondary students in 2011-2012. 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 instruction was not specific and iii support was not as consistent and focused as needed. As a result, all K-10th grade students will be assessed using the FAIR assessment.	<p>a. All schools will receive training in Lesson Study and Common Core Standards to improve reading instruction.</p> <p>b. Progress monitoring will be conducted using the FAIR for students in K-10.</p> <p>c. Compass Learning will be utilized at grades 7-10.</p>	<p>a. All teachers will receive training in Lesson Study, Common Core and IPDP's will reflect participation and implementation of FCIM as well as identified needs based on the SIP. Common Core Training: Elementary: 9/5/12, 11/5/12, 1/14/13, 3/4/13, 5/13/13 Secondary: 9/4/12, 11/7/12, 1/15/13, 3/5/13.</p>	<p>a. Instructional Division- b. Asst. Superintendent of Instruction c. Curriculum Specialists d. Paul Parker, CTE Director, e. Shannah Kosek, PD Supervisor and f. DeWitt Lewis, Title I Director g. Suzanne Herndon, Reading Supervisor.</p>
Asian	Mathematics	84% of Asian students scored at or above proficient in Math for 2012. This is well above the district's total student population scoring proficient, which is 66%. This is an increase in the % of Asian students scoring proficient or higher in Math from 2011, which was 82%.	Math instruction remained broad rather than developing deep conceptual understanding. Differentiated instruction was not a consistent practice especially in mathematics where more whole group instruction took place. Conceptual problem solving, through the implementation of the Common Core Standards, clearing up misconceptions in mathematics and the use of higher order questioning will be the focus.	<p>a. Use of a new student data system, Performance Matters and the 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 and the Common Core. b. Teachers in grades K-6 will utilize revised curriculum maps/guides aligned to the new standards and the aligned progress monitoring assessments by content area available with Go Math.</p> <p>c. Training with a</p>	<p>a. Professional Development will be provided to all instructional and administrative staff on the use of local assessments by way of Performance Matters data system, SAM assessment system, and PD360. A PLC/Lesson Study Training and follow-up will be provided by Dist. Curriculum Specialists. Math District Lead Teacher Meetings: Elementary - 10/30/12 2/28/13 Secondary - 11/6/12 3/7/13 Common Core Training: Elementary: 9/5/12, 11/5/12, 1/14/13, 3/4/13, 5/13/13 Secondary: 9/4/12, 11/7/12, 1/15/13, 3/5/13.</p>	<p>a. Instructional Division- b. Asst. Superintendent of Instruction c. Curriculum Specialists d. Paul Parker, CTE Director, e. Shannah Kosek, PD Supervisor and f. DeWitt Lewis, Title I Director</p>

				Nationally Recognized program will occur with identified teachers in the INTEL Math.		
American Indian	Reading	65% of American Indian students scored at or above proficient in Reading for 2012. This is consistent with the district's total student population scoring proficient, which is 65%. There is a slight decrease in the % of American Indian students scoring proficient or higher in Reading from 2011, which was 68%.	Performance Matters benchmark assessments were administered to all K-2nd grade students and FAIR was administered to all 3-6th grade and secondary students in 2011-2012. 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 instruction was not specific and iii support was not as consistent and focused as needed. As a result, all K-10th grade students will be assessed using the FAIR assessment.	<p>a. All schools will receive training in Lesson Study and Common Core Standards to improve reading instruction.</p> <p>b. Progress monitoring will be conducted using the FAIR for students in K-10.</p> <p>c. Compass Learning will be utilized at grades 7-10.</p>	<p>a. All teachers will receive training in Lesson Study, Common Core and IPDP's will reflect participation and implementation of FCIM as well as identified needs based on the SIP. Common Core Training: Elementary: 9/5/12, 11/5/12, 1/14/13, 3/4/13, 5/13/13 Secondary: 9/4/12, 11/7/12, 1/15/13, 3/5/13.</p>	<p>a. Instructional Division- b. Asst. Superintendent of Instruction c. Curriculum Specialists d. Paul Parker, CTE Director, e. Shannah Kosek, PD Supervisor and f. DeWitt Lewis, Title I Director g. Suzanne Herndon, Reading Supervisor.</p>
				a. Use of a new student data system, Performance Matters and the assessment system SAM, will allow		

American Indian	Mathematics	<p>64% of American Indian students scored at or above proficiency in Math for 2012. This is slightly below the district's total student population scoring proficient, which is 66%. There is a slight decrease in the % of American Indian students scoring proficient or higher in Math from 2011, which was 65%.</p>	<p>Math instruction remained broad rather than developing deep conceptual understanding. Differentiated instruction was not a consistent practice especially in mathematics where more whole group instruction took place. Conceptual problem solving, through the implementation of the Common Core Standards, clearing up misconceptions in mathematics and the use of higher order questioning will be the focus.</p>	<p>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 and the Common Core. b. Teachers in grades K-6 will utilize revised curriculum maps/guides aligned to the new standards and the aligned progress monitoring assessments by content area available with Go Math. c. Training with a Nationally Recognized program will occur with identified teachers in the INTEL Math.</p>	<p>Professional Development will be provided to all instructional and administrative staff on the use of local assessments by way of Performance Matters data system, SAM assessment system, and PD360. A PLC/Lesson Study Training and follow-up will be provided by Dist. Curriculum Specialists. Math District Lead Teacher Meetings: Elementary - 10/30/12 2/28/13 Secondary - 11/6/12 3/7/13 Common Core Training: Elementary: 9/5/12, 11/5/12, 1/14/13, 3/4/13, 5/13/13 Secondary: 9/4/12, 11/7/12, 1/15/13, 3/5/13.</p>	<p>a. Instructional Division- b. Asst. Superintendent of Instruction c. Curriculum Specialists d. Paul Parker, CTE Director, e. Shannah Kosek, PD Supervisor and f. DeWitt Lewis, Title I Director</p>
Economically Disadvantaged	Reading	<p>The district saw significant improvements in Reading performance from Title I schools. Of the 7 Title I buildings, 6 buildings either maintained an "A" or improved the overall status. 54% of ED students scored at or above proficiency in Reading for 2012. This is below the district's total student population scoring proficient</p>	<p>Differentiated instruction was not effectively utilized in all classrooms. Efforts are in place for RtI supports to change this outcome. FAIR data will also identify specific student needs to guide the differentiation.</p>	<p>a. All Title I schools are offering free tutoring through SES providers for Level I and Level II students. 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 WorkSource grant will work with 60 students who are economically disadvantaged and basic skills deficient to increase their skills at</p>	<p>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: 9/12 12/12 2/13 4/13 d. Title I specific monthly Reading Coach Trainings: 8/12</p>	<p>a. Dewitt Lewis b. Paul Parker, CTE c. Title I Curriculum Specialists d. Title I PD Specialist</p>

		or above, which is 65%. This is a slight increase in the % of ED students scoring proficient or higher in Reading from 2011, which was 53%.		least one grade level in the 2012-13 school year. d. PAC (Parent Advisory Council) trainings for parents are offered four times a year: 9/12 12/12 2/13 4/13	9/12 10/12 12/12 1/13 2/13 3/13 5/13	
Economically Disadvantaged	Mathematics	The district saw significant improvements in Math performance from Title I schools. Of the 7 Title I buildings, 6 buildings either maintained an "A" or improved. 54% of ED students scored at or above proficiency in Math for 2012. This is below the district's total student population scoring proficient or above, which is 66%. This is an increase in the % of ED students scoring proficient or higher in Math from 2011, which was 51%.	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.	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 identified schools to provide coaching and support in the area of mathematics. 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.	a. Professional Development will be provided to all instructional and administrative staff on the use of Performance Matters data system, SAM assessment system, and PD360. A PLC/Lesson Study Training, Common Core training and follow-up will be provided by Dist. Curriculum Specialists. Math District Lead Teacher Meetings: Elementary - 10/30/12 2/28/13 Secondary - 11/6/12 3/7/13 Common Core Training: Elementary: 9/5/12, 11/5/12, 1/14/13, 3/4/13, 5/13/13 Secondary: 9/4/12, 11/7/12, 1/15/13, 3/5/13.	a. Dewitt Lewis b. Paul Parker, CTE c. Curriculum Specialists d. Title I PD Specialist
English Language Learners	Reading	See Title III District Improvement Plan				
English Language Learners	Mathematics	See Title III District Improvement Plan				

Students with Disabilities	Reading	43% of SWD students scored at or above proficient in Reading for 2012. This is below the district's total student population scoring proficient or higher, which is 65%. However, compared to the 2011 results, SWD made progress in the % of students scoring proficient or higher in Reading, which was 42%.	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 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.	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-10) will be administered three times during the year and results analyzed and shared with all teachers. c. Instructional personnel for 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.	a. Monthly reading coach meetings and PLC. b. Training will be conducted periodically throughout the school year at all school sites on the analysis of data and its use in FAIR. Common Core Training: Elementary: 9/5/12, 11/5/12, 1/14/13, 3/4/13, 5/13/13 Secondary: 9/4/12, 11/7/12, 1/15/13, 3/5/13.	a. Suzanne Herndon b. Terry Roth c. School In-service Coordinator d. Reading Coaches
Students with Disabilities	Mathematics	44% of SWD students scored at or above proficient in Math for 2012. This is below the district's total student population scoring proficient, which is 66%. Compared to the 2011 SWD Math results, there was a slight increase in the % of SWD students scoring proficient or higher, which was 43%	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 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.	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 refresher trainings will be offered as needed. 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 PLC's with embedded Common Core Standards by way of Lesson Study. Math District Lead Teacher Meetings: Elementary - 10/30/12 2/28/13 Secondary - 11/6/12 3/7/13 Common Core Training: Elementary: 9/5/12, 11/5/12, 1/14/13, 3/4/13, 5/13/13 Secondary: 9/4/12, 11/7/12, 1/15/13, 3/5/13.	a. School In-service Coordinator b. Terry Roth c. District Curriculum Specialists d. Shannah Kosek
Other (e.g. Migrant) [as needed]	Reading					

Other (e.g. Migrant) [as needed]	Mathematics
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Title I District Improvement Plan - (Part3_1)

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

Grade Level	Core Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>Elementary teachers will provide core instruction using the adopted comprehensive core reading program (MacMillan Treasures). Teachers will also use additional research-based instructional materials to meet specific academic needs of students as determined by baseline and progress monitoring data. The District plans to utilize the train-the-trainer model so that K-2 teachers will become familiar with the new Common Core State Standards for ELA. Additional support for teachers will be provided through webinars that are accessible to all teachers. As a result of this training, K-2 teachers will meet the Common Core State Standards for ELA by selecting well-chosen complex texts for read alouds. K-2 teachers will be encouraged to use the guidelines for questioning provided by Just Read Florida in an effort to promote rich discussion and deeper understanding of the text. Teachers will be encouraged to employ close reading strategies during multiple reads of a specific text. Writing will also be incorporated in the 90-minute block as a means for students to demonstrate evidence-based comprehension.</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. At the 7th and 8th grade level, students scoring level 3 or above on the FCAT Reading 2.0 are not required to take a reading course. However, literacy and critical thinking skills are promoted across the content areas by having multiple teachers at every school participate in the NG CAR-PD training. The presence of an on-site coach provides on-going professional development for all teachers – not just those teachers involved in NG CAR-PD.</p> <p>The current CIRP does not include selections that would be considered complex in nature. Additional exposure to complex text is needed. Initial texts selected for instructional purposes will be chosen from lists provided in Common Core State Standard Appendices and by Just Read Florida. Committees of educators who attend the Common Core State Standards professional development in June will be formed to help create an additional selection of complex texts to be used for instruction and/or independent reading. The two teams who attend the JRF Summer Text Complexity Lesson Development Workshop will gain valuable knowledge of how to develop exemplar lessons to accompany complex text. The teams will then train coaches in the development of those lessons. Coaches will bring selections of complex texts to our monthly meetings. During the meetings, we will assist them in rating the sample texts in line with the text complexity grade level bands and work collaboratively to develop exemplar lessons. This collaborative process will increase coaches' knowledge and build their confidence which will, in turn, enable them to support teachers' efforts in working with complex texts.</p> <p>Through our district provided training sessions, administrators and teachers will be encouraged to enhance their classroom libraries and media center collections with texts more complex in nature, particularly informational texts. All current and 2012/2013 NGCAR-PD participants (6th – 12th grades teachers) who successfully complete the required 90 hours will be provided a bonus in which to purchase materials that support instructional practices learned throughout the NGCAR-PD coursework.</p>
HIGH	<p>The current CIRP does not include selections that would be considered complex in nature. Additional exposure to complex text is needed. Initial texts selected for instructional purposes will be chosen from lists provided in Common Core State Standard Appendices and by Just Read Florida. Committees of educators who attend the Common Core State Standards professional development in June will be formed to help create an additional selection of complex texts to be used for instruction and/or independent reading. The two teams who attend the JRF Summer Text Complexity Lesson Development Workshop will gain valuable knowledge of how to develop exemplar lessons to accompany complex text. The teams will then train coaches in the development of those lessons. Coaches will bring selections of complex texts to our monthly meetings. During the meetings, we will assist them in rating the sample texts in line with the text complexity grade level bands and work collaboratively to develop exemplar lessons. This collaborative process will increase coaches'</p>

knowledge and build their confidence which will, in turn, enable them to support teachers' efforts in working with complex texts. Through our district provided training sessions, administrators and teachers will be encouraged to enhance their classroom libraries and media center collections with texts more complex in nature, particularly informational texts. All current and 2012/2013 NGCAR-PD participants (6th – 12th grades teachers) who successfully complete the required 90 hours will be provided a bonus in which to purchase materials that support instructional practices learned throughout the NGCAR-PD coursework.

Additional Information

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>We do not anticipate having a school rated within the lowest 100 schools in the state. Therefore, the one hour extended day requirement will not apply. However, we will continue to provide additional intervention outside of the normal school day through tutoring opportunities. Strong communication between classroom teachers and the teachers providing the tutoring services will be critical in order to assure that interventions provided during this time are focused specifically on student needs.</p> <p>Initial texts selected for instructional purposes will be chosen from lists provided in Common Core State Standard Appendices and by Just Read Florida. Committees of educators who attend the Common Core State Standards professional development in June will be formed to help create an additional selection of complex texts to be used for instruction and/or independent reading. The two teams who attend the JRF Summer Text Complexity Lesson Development Workshop will gain valuable knowledge of how to develop exemplar lessons to accompany complex text. The teams will then train coaches in the development of those lessons. Coaches will bring selections of complex texts to our monthly meetings. During the meetings, we will assist them in rating the sample texts in line with the text complexity grade level bands and work collaboratively to develop exemplar lessons. This collaborative process will increase coaches' knowledge and build their confidence which will, in turn, enable them to support teachers' efforts in working with complex texts.</p> <p>Through our district provided training sessions, administrators and teachers will be encouraged to enhance their classroom libraries and media center collections with texts more complex in nature, particularly informational texts. All current and 2012/2013 NGCAR-PD participants (6th – 12th grades teachers) who successfully complete the required 90 hours will be provided a bonus in which to purchase materials that support instructional practices learned throughout the NGCAR-PD coursework.</p> <p>Students will be identified for tier 2 and tier 3 intervention using data analysis of screening and progress monitoring tools, as well as classroom performance and mastery of concepts taught. Schools have the option of using the Clay County Kindergarten Screening Assessment as early as possible in the school year to target specific student needs. Teachers will monitor students' progress in grades K through 5 on a regular basis using running records, in-program assessments, and/or other formal and informal assessments. Students will be grouped for instruction based upon the need for like strategies. Groups will be flexible, consisting of no more than 7 students. Students will move in and out of intervention groups within the CCRP based on mastery of specific target strategies. All students will receive appropriate levels of differentiated instruction/intervention in designated small groups during the 90-minute reading block as determined by available assessment data. Students will also have an opportunity to practice previously taught skills during the small group/center portion of the 90-minute reading block. In addition to the focused, differentiated instruction all students will receive during the 90-minute reading block, all K-5 students scoring in the red success zone will also receive iii outside the 90-minute reading block on a daily basis. Selected students who scored in the yellow success zone (particularly those scoring 16-44% PRS in grades K-2) may also be targeted for iii outside the 90-minute reading block if multiple data sources indicate a need for more time on task. The focus and intensity of this iii will be determined by FAIR assessment data and other available data sources. K-5 students scoring in the yellow success zone but for whom the additional iii outside the reading block is deemed unnecessary will receive intentional small group instruction that is designed and implemented to meet the specific academic needs of students during the reading block, as well as more frequent progress monitoring to assure student learning is taking place and that the gap between student performance and the expected benchmark is closing at an acceptable rate.</p>
	<p>The current CIRP does not include selections that would be considered complex in nature. Additional exposure to complex text is needed. Initial texts selected for instructional purposes will be chosen from lists provided in Common Core State Standard Appendices and by Just Read Florida. Committees of educators who attend the Common Core State Standards professional development in June will be formed to help create an additional selection of complex texts to be used for instruction and/or independent reading. The two teams who attend the JRF Summer Text Complexity Lesson Development Workshop will gain valuable knowledge of how to develop exemplar lessons to accompany complex text.</p>

MIDDLE	<p>The teams will then train coaches in the development of those lessons. Coaches will bring selections of complex texts to our monthly meetings. During the meetings, we will assist them in rating the sample texts in line with the text complexity grade level bands and work collaboratively to develop exemplar lessons. This collaborative process will increase coaches' knowledge and build their confidence which will, in turn, enable them to support teachers' efforts in working with complex texts.</p> <p>Through our district provided training sessions, administrators and teachers will be encouraged to enhance their classroom libraries and media center collections with texts more complex in nature, particularly informational texts. All current and 2012/2013 NGCAR-PD participants (6th – 12th grades teachers) who successfully complete the required 90 hours will be provided a bonus in which to purchase materials that support instructional practices learned throughout the NGCAR-PD coursework.</p>
HIGH	<p>The current CIRP does not include selections that would be considered complex in nature. Additional exposure to complex text is needed. Initial texts selected for instructional purposes will be chosen from lists provided in Common Core State Standard Appendices and by Just Read Florida. Committees of educators who attend the Common Core State Standards professional development in June will be formed to help create an additional selection of complex texts to be used for instruction and/or independent reading. The two teams who attend the JRF Summer Text Complexity Lesson Development Workshop will gain valuable knowledge of how to develop exemplar lessons to accompany complex text. The teams will then train coaches in the development of those lessons. Coaches will bring selections of complex texts to our monthly meetings. During the meetings, we will assist them in rating the sample texts in line with the text complexity grade level bands and work collaboratively to develop exemplar lessons. This collaborative process will increase coaches' knowledge and build their confidence which will, in turn, enable them to support teachers' efforts in working with complex texts. Through our district provided training sessions, administrators and teachers will be encouraged to enhance their classroom libraries and media center collections with texts more complex in nature, particularly informational texts. All current and 2012/2013 NGCAR-PD participants (6th – 12th grades teachers) who successfully complete the required 90 hours will be provided a bonus in which to purchase materials that support instructional practices learned throughout the NGCAR-PD coursework.</p>
Additional Information	

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

Title I District Improvement Plan - (Part 3_2)

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

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
	<p>All elementary schools will provide opportunities for before and/or afterschool tutoring. All Title 1 schools offer free tutoring through Supplemental Educational Services (SES) in partnership with the Clay County School District. Title 1 schools will use SuccessMaker software and have set up SuccessMaker labs which are utilized during the day. Many of these schools make use of the SuccessMaker labs for before and after school tutoring purposes as well. Some elementary schools offer a "Saturday Scholars" tutoring opportunity on weekends prior to the administration of the FCAT. Student attendance at tutoring opportunities is prioritized by academic need as indicated by student performance data (FCAT level, progress monitoring data, etc.) Many schools devise a summer reading incentive program to motivate students to read over the summer and to combat "summer slip". All schools will communicate with parents in the spring concerning the importance of reading over the summer. In order to ensure that students are continually reading, all students are</p>		

<p>ELEMENTARY</p>	<p>expected to read the equivalent of one book every two weeks.</p> <p>All intervention teachers and summer reading camp teachers meet highly qualified requirements as outlined by the State. Administrators are encouraged to select these teachers carefully, considering the teacher’s expertise in effective reading instruction. It is important to note that over half of the teachers endorsed in reading in Clay District Schools are from elementary classrooms. Elementary principals should take this into consideration when selecting teachers for reading intervention and summer reading camp.</p> <p>It is not anticipated that Clay District Schools will have a school that is designated one of the lowest 100 elementary schools. However, additional time has been allocated in an effort to provide remediation for students outside of the school day. All schools will offer before or after school tutoring. The focus of the tutoring sessions will be based upon the specific academic needs of students as determined by on-going progress monitoring assessments. Many schools open their computer labs before and/or after school to allow students to strengthen their reading skills through programs such as Successmaker, FCAT Explorer, or Compass Odyssey. During this lab time, teacher support is available.</p>		<p>Dewitt Lewis/Title I Suzanne Herndon/Reading Depart.</p>
<p>MIDDLE</p>	<p>All students scoring a level 1 on FCAT 2.0 will be placed in an intensive reading class and will have extended time for reading opportunities. Students scoring a level 2 on FCAT Reading 2.0 will be screened for decoding and text reading efficiency. Level 2 students scoring below District established benchmarks on any two of the three screening assessments administered will be placed in one period of intensive reading and will have extended time for reading opportunities.</p> <p>All junior high 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>School Administrator</p>
<p>HIGH</p>	<p>All students scoring a level 1 on FCAT 2.0 will be placed in an intensive reading class and will have extended time for reading opportunities. Students scoring a level 2 on FCAT Reading 2.0 will be screened for decoding and text reading efficiency. Level 2 students scoring below District established benchmarks on any two of the three screening assessments administered will be placed in one period of intensive reading and will have extended time for reading opportunities</p> <p>All high schools will provide opportunities for before and/or after school tutoring and mentoring. Teachers will communicate with the tutors to ensure that the tutoring sessions align with what is being taught in class and also with student needs. 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 (FAIR, FCAT 2.0, in-program assessments, etc.) and teacher</p>		<p>School Administrator</p>

	<p>recommendation.</p> <p>Schools will promote reading throughout the year, providing incentives and direction for students. The District's goal is to increase the amount of time students spend reading. In order to ensure that students are continually reading, all students are expected to read the equivalent of one book every two weeks. This will be monitored by teachers as designated by the school principal.</p> <p>Incentive programs that motivate students to read over the summer will be available for all students in grades 9-12. Parents will receive information in the spring highlighting the importance of reading over the summer.</p>		
Additional Information			

Title I District Improvement Plan - (Part 3_3)

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

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	Students with the greatest academic needs (Levels 1 and 2) will be eligible for the before, after, and summer school reading activities as determined by assessment data (FAIR- K-6) as well as FCAT and CELLA, based on teacher recommendation. Summer Reading Incentive Programs will be available to all students K – 6.	Depending on the school site, most will offer extended learning opportunities twice weekly beginning 9/12 – 3/13.	Dewitt Lewis/Title I Suzanne Herndon/Non-Title I
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.		Suzanne Herndon/Non-Title I
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.		Suzanne Herndon/Non-Title I

Title I District Improvement Plan - (Part 4)

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

Grade Level	Core Mathematics and Scientifically Research-Based Program(s)	Supplemental Mathematics and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Math Grades K – 5 Go Math! Florida, 2011/1st Edition K 1 2 3 4 5 Math Grade 6 Big Ideas Math, 2010, 1st Edition 6	SuccessMaker, FASTT Math, Mastering Math Facts, AIMS materials, Math Field Day activities, Tinker plots, FCAT Explorer District developed Math Curriculum Maps and Pacing Guides	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 and Common Core, Common Core training, district math committee training: 10/13/12, 2/28/13
	Math - Middle/Junior 1 6 Big Ideas Math 6, 2010, 1st		

MIDDLE	<p>Edition Math - Middle/Junior 2 7 Big Ideas Math 7, 2010, 1st Edition</p> <p>Edition Math - Middle/Junior 3 8 Big Ideas Math 8, 2010, 1st Edition</p> <p>Edition Math - Middle/Junior Advanced 1 6 Glencoe Florida Math Connects Plus Course 1, 2011, 1st Edition</p> <p>Math - Middle/Junior Advanced 2 7 Glencoe Florida Math Connects Plus Course 2, 2011, 1st Edition</p> <p>Math - Middle/Junior Advanced 3 8 Glencoe Florida Math Connects Plus Course 3, 2011, 1st Edition</p> <p>Math - Pre-Algebra See Middle/Junior Advanced 3</p>	Compass Learning, Geometers Sketchpad, FCAT Explorer, Math Curriculum Maps	PLC with Lesson Study, curriculum mapping, district math committee training, Common Core training, coaching, mentoring and math committee meetings: 11/6/12, 3/7/13
HIGH	<p>Math - Algebra I Standard Prentice Hall Algebra I</p> <p>Math - Algebra IA & IB See Algebra I</p> <p>Math - Algebra I Honors Prentice Hall Algebra I Honors, Gold Series, 2011, 1st Florida Edition</p> <p>Math - Liberal Arts Math Thinking Mathematically</p> <p>Math - Informal Geometry Geometry: Concepts and Skills, 2003 Edition</p> <p>Math - Geometry Standard Prentice Hall Geometry, 2011, 1st Florida Edition</p> <p>Math - Geometry Honors Prentice Hall Geometry Honors, Gold Series, 2011, 1st Florida Edition</p> <p>Math - Algebra II Standard Prentice Hall Algebra 2, 2011, 1st Florida Edition</p> <p>Math - Algebra II Honors Prentice Hall Algebra 2 Honors, Gold Series, 2011, 1st Florida Edition</p> <p>Math - Trigonometry Trigonometry, 2009. 9th Edition (Lial)</p> <p>Math - Advanced Algebra with Financial Applications Advanced Algebra with Financial Applications, 2010, 1st Florida Edition</p> <p>Math - Pre-Calculus PreCalculus: Mathematics for Calculus, 2010, 5th Edition (Stewart)</p>	Compass Learning, FCAT Explorer, Math Curriculum Maps, Math Pacing Guides	PLC with Lesson Study, curriculum mapping, district math committee training, Common Core Training, coaching, mentoring and math committee meetings: 11/6/12, 3/7/13

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

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
All elementary schools will provide opportunities for before and/or after school tutoring. All 8 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.	Priority will be given to students with the greatest academic needs (Levels I and II) but any student testing may attend tutoring sessions	9/12-4/13	School Administrator

Title I District Improvement Plan - (Part 5)

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

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Science Grades K - 1 Harcourt Science, 2007 Edition Science grades 3-5 National Geographic, 2011 Grade 6 Pearson Interactive, 2011	AIMS materials, science fair activities, Great Water Odyssey, Project Wet, Lakeville, Project-based experience, outdoor field experiences, Uncovering Student Misconceptions in Science Formative Assessment Probes, Supplemental Science Kits, Compass Learning (6th grade).	Science learning community, district science committee trainings, science fair training, science safety training, science leader training, Field-based Science Lab Training, Lesson Study Learning in Florida: 8/27/12- 9/12/12. Environmental (LIFE) training: (Grant schools only). Science Lead Teacher Meetings: 10/10/12, 5/13/13
MIDDLE	Science 6, 7, 8 Pearson Interactive, 2011	Compass, Science Fair Projects, Great Water Odyssey, Project Wet, Lakeville	District science committee training, science fair training, science safety training Science Lead Teacher Meetings: 10/11/12, 5/14/13
	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		District science committee training,

HIGH	<p>Edition Science - Biology Standard Biology: Science - Biology Honors Pearson, 2011 Science - Chemistry Pearson, 2011</p>	<p>Compass, Science Fair Project, Outdoor field experiences, Uncovering Student Misconceptions in Science Formative Assessment Probes.</p>	<p>science fair training, science safety training, field-based science training, project-based learning, lesson study, Physical Science training: July, 2012</p>
	<p>Science - Environmental Science Florida Holt Environmental Science, 2006 Edition Science - Marine Science I Life on an Ocean Planet, 2006 Edition</p>		<p>Science Lead Teacher Meetings: 10/11/12, 5/14/13</p>
	<p>Science - Physics Honors Standard and Pearson, 2011</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
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. An Everything's Scientific Camp will be available at Title I schools during the summer.	Grade 5	September 2012 - March 2013	School Principal Dewitt Lewis, Title I
All secondary school provide remedial instruction in science through the use of Compass Learning before and after-school.	Grades 8, 11	August 2012 - March 2013	a. Asst. Superintendent of b. Curriculum Director of Secondary Education

Title I District Improvement Plan - (Part 6)

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

Grade Level	Core Writing and Scientifically Research-Based Program(s)	Supplemental Writing and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	The elementary Comprehensive Core Reading Program (CCRP), Macmillan/McGraw-Hill, contains an evidenced-based writing program that incorporates both the reading and language arts standards.	<p>A large majority of the schools utilize Writer's Workshop. Schools utilize evidenced-based writing strategies with authentic literature rather than a specific program. Schools not making AYP will explore using the 6 Traits of Writing.</p> <p>A District Writing Assessment is given two times annually to monitor writing progress. Student writing portfolios serve as a progress</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</p>

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

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

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
Students in grades 4-6 participate in the Tropicana Speech Contest. Students in grade 6 focus on report writing and have an opportunity to participate in the annual Science Fair. A Young Author's Summer Writing Camp will be offered at Title I schools.	All students in grades 4-6 All students in grade 6	January 2013 November 2012 - February 2012 June 2013 - July 2013	Suzanne Herndon Curriculum Specialists Dewitt Lewis, Title I
Students in grade 6 focus on report writing and have an opportunity to participate in the annual Science Fair.	All students in grade 6	November 2012 - February 2013	Curriculum Specialists
All Title I schools offer free before and after school tutoring and a Summer Learning Camp. Title I schools also provide extended after school library hours for students and parents.	All students in grade 6	November 2012 - February 2013	Dewitt Lewis - Title I
Compass Learning is used at the secondary schools and offers extended learning opportunities in writing through its on-line courses.	Level 1 and 2 students.	September 2012 - June 2013	Mike Wingate
Annual District Media Festival	K-12	October 2012 - February 2013	Media Specialist

Title I District Improvement Plan - (Part 7)

7) Describe how the district will ensure that no less than 10% of Title I, Part A funds are committed to support the professional development activities described in this plan.

The 10% set aside is no longer a Title I mandate.

Title I District Improvement Plan - (Part 8)

8) Describe specific activities or strategies the district will use to promote effective parental involvement.

Specific Parent Needs	Data to Support Parent Needs	Activities/Strategies to Address Parent Needs	Evaluation Mechanism	Person/Department Responsible for Monitoring
<p>Share more effectively information related to school programs, meetings, school reports, and activities in a more understandable format 1118(e)(9)];</p>	<p>An "Annual Survey of the Content and Effectiveness of the District's Parent Involvement Policies" is conducted in February of each school year by the Director of Instructional Projects. The survey is sent to all PAC members. Additionally, open dialog and listening sessions will convene as a means for retrieving information and data related to topics of interest, and barriers. A careful analysis will be done to identify patterns that are potential barriers to parent participation in decision making related to parent involvement. Results will be used to adjust activities in current plans as well as for revisions to future plans. All findings will be compiled at the District Title I Office, and reported to the PAC for revisions, changes and/or deletion to the Parent Involvement plan. In September of each year the new parent involvement plan is reviewed at the first PAC meeting for fidelity and approval by the parents.</p>	<p>Strategies may include but are limited to the following: (send out E-mails to parents, grade level newsletters, utilization of school marquee to signal needs of school etc.</p>	<p>Parents can assist with their child's education thereby increasing the likelihood for success</p>	<p>Title I Director, Title I Specialist</p>
<p>Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];</p>	<p>An "Annual Survey of the Content and Effectiveness of the District's Parent Involvement Policies" is conducted in February of each school year by the Director of Instructional Projects. The survey is sent to all PAC members. Additionally, open dialog and listening sessions will convene as a means for retrieving information and data related to topics of interest, and barriers. A careful analysis will be done to identify patterns that are potential barriers to parent participation in decision making related to parent involvement. Results will be used to adjust activities in current plans as well as for revisions to future plans. All findings will be compiled at the District Title I Office, and reported to the PAC for revisions, changes and/or deletion to the Parent Involvement plan. In September of each year the new parent involvement plan is reviewed at the first PAC meeting for fidelity and approval by the parents.</p>	<p>Pay requested reasonable childcare expenses to conduct meetings with parents</p>	<p>Increase opportunities for parent participation raises student achievement</p>	<p>Title I Director, Title I Specialist</p>
	<p>An "Annual Survey of the Content and Effectiveness of the District's Parent Involvement Policies" is conducted in February of each school year by the Director of Instructional Projects. The survey is sent to all PAC members. Additionally, open dialog and listening sessions will convene as a means for</p>			

<p>Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times. 1118(e)(10);</p>	<p>retrieving information and data related to topics of interest, and barriers. A careful analysis will be done to identify patterns that are potential barriers to parent participation in decision making related to parent involvement. Results will be used to adjust activities in current plans as well as for revisions to future plans. All findings will be compiled at the District Title I Office, and reported to the PAC for revisions, changes and/or deletion to the Parent Involvement plan. In September of each year the new parent involvement plan is reviewed at the first PAC meeting for fidelity and approval by the parents.</p>	<p>Flexible scheduling during Title I meetings will be utilized to maximize parent participation</p>	<p>Meaningful involvement of parents raises student achievement</p>	<p>Title I Director, Title I Specialist</p>
<p>Establishing a LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and</p>	<p>An "Annual Survey of the Content and Effectiveness of the District's Parent Involvement Policies" is conducted in February of each school year by the Director of Instructional Projects. The survey is sent to all PAC members. Additionally, open dialog and listening sessions will convene as a means for retrieving information and data related to topics of interest, and barriers. A careful analysis will be done to identify patterns that are potential barriers to parent participation in decision making related to parent involvement. Results will be used to adjust activities in current plans as well as for revisions to future plans. All findings will be compiled at the District Title I Office, and reported to the PAC for revisions, changes and/or deletion to the Parent Involvement plan. In September of each year the new parent involvement plan is reviewed at the first PAC meeting for fidelity and approval by the parents.</p>	<p>Convene LEA wide Parent Advisory Council Meetings</p>	<p>Parents will learn strategies to enhance the involvement of other parents; participate in all matters related to parental involvement in Title I, Part A programs.</p>	<p>Title I Director, Title I Specialist</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.2012-2013 b.2012-2013	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										
<table border="1"> <thead> <tr> <th data-bbox="99 512 272 552">Grade Level</th> <th data-bbox="272 512 1044 552">Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)</th> </tr> </thead> <tbody> <tr> <td data-bbox="99 552 272 592">K-2</td> <td data-bbox="272 552 1044 592">Grade K-2 Chart</td> </tr> <tr> <td data-bbox="99 592 272 632">3-5</td> <td data-bbox="272 592 1044 632">Grade 3-5 Chart</td> </tr> <tr> <td data-bbox="99 632 272 672">6-8</td> <td data-bbox="272 632 1044 672">Grade 6-8 Chart</td> </tr> <tr> <td data-bbox="99 672 272 707">9-12</td> <td data-bbox="272 672 1044 707">Grade 9-12 Chart</td> </tr> </tbody> </table>	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			
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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.2012-2013 b.2012-2013	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. 9/12-6/13	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 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.	a. Reading Supervisor b. ESOL Supervisor/PD facilitators	a.2012-2013 b.2012-2013	a. Title II b. District 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.2012-2013	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. 2012-2013	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 2012.	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. 9/12-6/13	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. 2012-2013	d. Dist. Funds
e. An ELL parent and community liaison assists parents with instructional materials and resources to help their child at home. Parent liaison helps to provide translation for parents and encourage parent involvement including parent education opportunities.	e. ESOL Supervisor	e. 2012-2013	e. Title III Grant

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

District Assistance and Intervention Plan: Differentiated Accountability

Section 1001.42(18), Florida Statutes

This section addresses how the district will provide assistance and intervention to schools in danger of not meeting state standards or not making Adequate Yearly Progress by implementing the required support and interventions under Differentiated Accountability.

Directions: **Upload the district's Differentiated Accountability Checklist of Compliance.**

[Show Attached district's Differentiated Accountability Checklist of Compliance.](#)