

2009-2010 District Improvement Plan **

Contact Information and Summary

Contact Person:	
Title:	
Email:	
Phone Number:	
Fax:	

Add additional contacts as needed (i.e. Title III, School Improvement)

Title I District Improvement Plan

Title I, Section 1116(c)(7)

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

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

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

--

STRATEGIES TO SUPPORT TEACHING AND LEARNING

2008-2009 Adequate Yearly Progress (AYP) Report - District Level		District Level - 0000		
Click here to see a detailed report				
Did the District Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 77%		
Total Writing Proficiency Met:	YES	2007-2008 School Grade:		
Total Graduation Criterion Met:	NO			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	YES	YES
WHITE	YES	YES	YES	YES
BLACK	YES	YES	NO	NO
HISPANIC	YES	YES	YES	YES
ASIAN	YES	YES	YES	YES
AMERICAN INDIAN	YES	YES	YES	YES
ECONOMICALLY DISADVANTAGED	YES	YES	NO	NO
ENGLISH LANGUAGE LEARNERS	YES	YES	NO	NO
STUDENTS WITH DISABILITIES	YES	YES	NO	NO

2) Identified below are the 2009-2010 achievement goals and targets for each student subgroup in reading, mathematics, writing, and graduation rate. If a subgroup did not make AYP, the target should be the 09-10 AYP benchmark. If a subgroup made AYP, the district may include a higher target.

Subgroup	Reading Achievement Target	Mathematics Achievement Target	Writing Achievement Target	Graduation Target
Total	72%	74%	90%	85%
White	72%	74%	90%	85%
Black	72%	74%	90%	85%
Hispanic	72%	74%	90%	85%
Asian	72%	74%	90%	85%
American Indian	72%	74%	90%	85%
Economically Disadvantaged	72%	74%	90%	85%
English Language Learners	72%	74%	90%	85%
Students with Disabilities	72%	74%	90%	85%
Other [as needed]	72%	74%	90%	85%

3) Based on the 2008-2009 AYP data and the 2009-2010 achievement objectives, identify the specific academic problems of low-achieving students, the fundamental teaching and learning needs of each AYP subgroup, and how these will be addressed. Also, include why the prior plan did not sufficiently meet these needs. Complete for each subgroup/subject area not making AYP. Add additional strategies as needed. For English Language Learners, if the district receives Title III funds, see section "Title III District Improvement Plan."

Subgroup Not Making AYP	Subject Area	Specific Teaching and Learning Needs of Students Not Making AYP	Why the Prior Plan Did not Sufficiently Meet Needs	Strategies/Actions with the Greatest Likelihood of Improving Student Achievement	Professional Development to Support Strategies/Actions	Person/Department Responsible
Total	Reading			a. b.	a. b.	a. b.
Total	Mathematics			a. b.	a. b.	a. b.
White	Reading			a. b.	a. b.	a. b.
White	Mathematics			a. b.	a. b.	a. b.
Black	Reading			a. b.	a. b.	a. b.
Black	Mathematics			a. b.	a. b.	a. b.
Hispanic	Reading			a. b.	a. b.	a. b.
Hispanic	Mathematics			a. b.	a. b.	a. b.
Asian	Reading			a. b.	a. b.	a. b.
Asian	Mathematics			a. b.	a. b.	a. b.
American Indian	Reading			a. b.	a. b.	a. b.
American Indian	Mathematics			a. b.	a. b.	a. b.
Economically Disadvantaged	Reading			a. b.	a. b.	a. b.
Economically Disadvantaged	Mathematics			a. b.	a. b.	a. b.

** Pending State Board Approval July 14, 2009

English Language Learners	Reading			a. b.	a. b.	a. b.
English Language Learners	Mathematics			a. b.	a. b.	a. b.
Students with Disabilities	Reading			a. b.	a. b.	a. b.
Student with Disabilities	Mathematics			a. b.	a. b.	a. b.
Other (e.g. Migrant) [as needed]				a. b.	a. b.	a. b.

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

	Core Reading and Scientifically Research-Based Program(s)	Supplemental Reading and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY			
MIDDLE			
HIGH			

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.

Type (before or after school, extended day, extended year, etc)	Targeted Group and Grade Level (Elementary Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring

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

	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			
MIDDLE			
HIGH			

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 (Elementary Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring

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

	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			
MIDDLE			
HIGH			

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 (Elementary Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring

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

	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			
MIDDLE			
HIGH			

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 (Elementary Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring

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

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

Specific Parent Needs	Data to Support Parent Needs	Activities/Strategies to Address Parent Needs	Evaluation Mechanism	Person/Department Responsible for Monitoring

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 site where this data is located in your ELL Plan. Add additional strategies for each item as needed.

1. Identify and describe the factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs)			
2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
a. b.	a. b.	a. b.	a. b.
3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
a. b.	a. b.	a. b.	a. b.
4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
a. b.	a. b.	a. b.	a. b.
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. b.	a. b.	a. b.	a. b.
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. b.	a. b.	a. b.	a. b.
7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
a. b.	a. b.	a. b.	a. b.

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.**

Upload: _____

Corrective Action (SINI 3)

Title I, Section 1116(7)

In this section, identify and list the schools designated for Corrective Action and the corrective action option that will be implemented in the 2009-2010 school year.

School Name:

1) What option will the district implement to address the root cause(s) of the school being identified for corrective action?

School Name:

- Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation;
- Extend the length of the school year or school day;
- Replace the school staff who contributed to the school not making adequate progress;
- Significantly decrease management authority at the school;
- Restructure the internal organization of the school; or
- Appoint one or more outside experts to advise the school on (1) how to revise and strengthen the improvement plan it created while in school improvement status; and (2) how to address the specific issues underlying the school's continued inability to make AYP.

2) Briefly describe the root cause, the corrective action plan, and the rationale for choosing the corrective action option that will be implemented:

3) Outline the implementation plan for the corrective action option(s) chosen:

Action Steps to Implement the Corrective Action Plan	Date to be Completed	Person(s) Responsible	Means of Evaluation - Include Evidence of Impact on Student Achievement, If Applicable

4) Describe the process by which parents, the community, and teachers were (a) notified that the school is in Corrective Action status; (b) provided the opportunity to comment prior to any action being taken; (c) invited to participate in the development of the corrective action plan described above.

School Restructuring (SINI 5 and SINI 7)

Title I, Section 1116(8)

In this section, identify and list the schools designated for Restructuring and the Restructuring option that will be implemented in the 2009-2010 school year.

School Name:

1) What option will the district implement to address the root cause(s) of the school being identified for restructuring?

- Reopen as a charter school
- Private management company
- Diminish school-based management
- Increase oversight and monitoring
- Smaller Learning Communities (i.e. school-within-a-school model, learning academies)
- Replace all or most of the school staff
- Change the grade configuration
- Narrow the grades served
- Pair school with a higher performing school so grades are split (i.e. K-3 grades from both schools are together and the 4-5 grades from both schools are together)
- Magnet school
- Reopen school as theme school with new staff or staff skilled in the focus area
- Dissolve the school

2) Briefly describe the root cause, the restructuring plan, and the rationale for the chosen restructuring option that will be implemented:

3) Outline the implementation plan for the restructuring option(s) chosen:

Action Steps to Implement the Restructuring Plan	Date to be Completed	Person(s) Responsible	Means of Evaluation - Include Evidence of Impact on Student Achievement, If Applicable

4) Describe the process by which parents, the community, and teachers were (a) notified that the school is in Restructuring status; (b) provided the opportunity to comment prior to any action being taken; (c) invited to participate in the development of the restructuring plan described above.