

**FLORIDA DEPARTMENT OF EDUCATION**  
Differentiated Accountability



Form DIAP-1  
District Improvement and Assistance Plan

**Form DIAP-1, District Improvement and Assistance Plan**

**2010-2011 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN**

**Contact Information**

<b>Contact Person:</b>	
<b>Title:</b>	
<b>Email:</b>	
<b>Phone Number:</b>	
<b>Fax:</b>	

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.**

--

Form DIAP-1, District Improvement and Assistance Plan

STRATEGIES TO SUPPORT TEACHING AND LEARNING

Review district's 2010 AYP Report at: <http://schoolgrades.fldoe.org/default.asp>.

2009-2010 Adequate Yearly Progress (AYP) Report - District Level		District Level - 0000		
<a href="#">Click here to see a detailed report</a>				
Did the District Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 77%		
Total Writing Proficiency Met:	YES	2008-2009 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

**Form DIAP-1, District Improvement and Assistance Plan**

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

<b>Subgroup</b>	<b>Reading Achievement Target</b>	<b>Mathematics Achievement Target</b>	<b>Writing Achievement Target</b>	<b>Graduation Target</b>
Total	79%	80%	90%	85%
White	79%	80%	90%	85%
Black	79%	80%	90%	85%
Hispanic	79%	80%	90%	85%
Asian	79%	80%	90%	85%
American Indian	79%	80%	90%	85%
Economically Disadvantaged	79%	80%	90%	85%
English Language Learners	79%	80%	90%	85%
Students with Disabilities	79%	80%	90%	85%
Other [as needed]	79%	80%	90%	85%

**Form DIAP-1, District Improvement and Assistance Plan**

**3) Based on the 2009-2010 AYP data and the 2010-2011 achievement objectives, identify the specific academic problems of low-achieving students, the fundamental teaching and learning needs of each AYP subgroup, and how these will be addressed. Also, include why the prior plan did not sufficiently meet these needs. Complete for each subgroup/subject area not making AYP. Add additional strategies as needed. For English Language Learners (ELL), if the district receives Title III funds, then see section “Title III District Improvement Plan.”**

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

**Form DIAP-1, District Improvement and Assistance Plan**

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

**Professional Development to Support Strategies/Actions**

[Hyperlink@JRF.com](mailto:Hyperlink@JRF.com)

**Form DIAP-1, District Improvement and Assistance Plan**

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

Grade Level	Core Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<a href="#">Hyperlink@JRF.com</a>
MIDDLE	<a href="#">Hyperlink@JRF.com</a>
HIGH	<a href="#">Hyperlink@JRF.com</a>

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<a href="#">Hyperlink@JRF.com</a>
MIDDLE	<a href="#">Hyperlink@JRF.com</a>
HIGH	<a href="#">Hyperlink@JRF.com</a>

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	<a href="#">Hyperlink@JRF.com</a>
MIDDLE	<a href="#">Hyperlink@JRF.com</a>
HIGH	<a href="#">Hyperlink@JRF.com</a>

**Form DIAP-1, District Improvement and Assistance Plan**

**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.**

<b>Grade Level</b>	<b>Type (before- or after-school, extended day, extended year, etc)</b>	<b>Frequency and Duration</b>	<b>Person/Department Responsible for Monitoring</b>
ELEMENTARY	JRF Elementary Questions 9.1, 9.2	JRF Elementary Question 9.3	
MIDDLE	JRF Middle Questions 8.1, 8.2	JRF Middle Question 8.3	
HIGH	JRF High Questions 8.1, 8.2	JRF High Question 8.3	

<b>Grade Level</b>	<b>Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)</b>	<b>Frequency and Duration</b>	<b>Person/Department Responsible for Monitoring</b>
ELEMENTARY			
MIDDLE			
HIGH			

**Form DIAP-1, District Improvement and Assistance Plan**

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

Grade Level	Core Mathematics and Scientifically Research-Based Program(s)	Supplemental Mathematics and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY			
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 (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring

**Form DIAP-1, District Improvement and Assistance Plan**

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

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY			
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	Frequency and Duration	Person/Department Responsible for Monitoring

**Form DIAP-1, District Improvement and Assistance Plan**

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

Grade Level	Core Writing and Scientifically Research-Based Program(s)	Supplemental Writing and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY			
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	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.**

Effective August \_\_\_ 2010

Rule 6A-1.099811

**Form DIAP-1, District Improvement and Assistance Plan**

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

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

**Title III District Improvement Plan:**

Effective August \_\_\_\_ 2010

Rule 6A-1.099811

**Form DIAP-1, District Improvement and Assistance 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 English Language Learners (ELL) Plan and cite where this data is located in your ELL Plan. Add additional strategies for each item as needed.

<b>1. Identify and describe the factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs)</b>					
<b>2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)</b>			<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
a.			a.	a.	a.
b.			b.	b.	b.
<b>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)</b>			<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
<b>Grade Level</b>	<b>Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)</b>				
K-2	<a href="mailto:Hyperlink@JRF.com">Hyperlink@JRF.com</a>				
3-5	<a href="mailto:Hyperlink@JRF.com">Hyperlink@JRF.com</a>				
6-8	<a href="mailto:Hyperlink@JRF.com">Hyperlink@JRF.com</a>				
9-12	<a href="mailto:Hyperlink@JRF.com">Hyperlink@JRF.com</a>				
<b>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)</b>			<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>

**Form DIAP-1, District Improvement and Assistance Plan**

a. b.	a. b.	a. b.	a. b.
<b>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
a. b.	a. b.	a. b.	a. b.
<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.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
a. b.	a. b.	a. b.	a. b.
<b>7. If applicable, identify any changes to the Title III Immigrant Education Program.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
a. b.	a. b.	a. b.	a. b.

**Form DIAP-1, District Improvement and Assistance Plan**  
**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:** \_\_\_\_\_