

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Lafayette



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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.

Information used in the formulation of this plan was derived from various sources. A survey of parents indicated parental views on the Title I program, academics, discipline, school environment and parent involvement activities at each school. In addition, the Title I Parent Involvement Plan, which was reviewed and approved by parents, was used to determine needed activities/trainings. Each school's School Improvement Plan, School Grade Reports, and the District test results were reviewed for relevant information. A meeting of district administrators and principals was used to gain input on districtwide initiatives, professional development needs from teachers' professional development plans and areas of concern in student achievement. Once this data was compiled and the plan written, it was reviewed and approved by the schools' SACs, district administrative staff and the District School Board.

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	fluency; vocabulary; morphology & comprehension @ middle & high school levels	RtI Tier I instruction lacks sufficient rigor to meet the needs of 80% of the students	Ongoing progress monitoring/data analysis by instructional staff facilitated by reading coach; implement Failure Free reading for non-readers; implement Team READ strategies; improve tchg. strategies by study of Marzano methods	data analysis; monthly Team READ PD on instructional strategies; Failure Free reading; improve tchg. strategies by study of Marzano methods	principal; reading coach; NEFEC staff; Dir. of Assess., Curric. & Tech.
Total	Mathematics					
White	Reading	fluency; vocabulary; morphology & comprehension @ middle/high levels	RtI Tier I instruction lacks sufficient rigor to meet the needs of 80% of the students	Ongoing progress monitoring/data analysis by instructional staff facilitated by reading coach; implement Failure Free reading for non-readers; implement Team READ strategies	data analysis; monthly Team READ PD on instructional strategies; Failure Free reading; improve tchg. strategies by study of Marzano methods	principal; reading coach; NEFEC staff; Dir. of Assess., Curric. & Tech.
White	Mathematics					
Black	Reading	fluency; vocabulary; morphology & comprehension @ middle/high levels; recognition of cultural differences	RtI Tier I instruction lacks sufficient rigor to meet the needs of 80% of the students	Ongoing progress monitoring/data analysis by instructional staff facilitated by reading coach; implement Failure Free reading for non-readers; implement Team READ strategies	data analysis; monthly Team READ PD on instructional strategies; Failure Free reading; improve tchg. strategies by study of Marzano methods	principal; reading coach; NEFEC staff; Dir. of Assess., Curric. & Tech.
Black	Mathematics					

Hispanic	Reading	fluency; vocabulary; morphology & comprehension @ middle/high levels; recognition of cultural differences	RtI Tier I instruction lacks sufficient rigor to meet the needs of 80% of the students	Ongoing progress monitoring/data analysis by instructional staff facilitated by reading coach; implement Failure Free reading for non-readers; implement Team READ strategies	data analysis; monthly Team READ PD on instructional strategies; Failure Free reading; improve tchg. strategies by study of Marzano methods	principal; reading coach; NEFEC staff; Dir. of Assess., Curric. & Tech.
Hispanic	Mathematics	Decoding and comprehension of word problems; geometry; data analysis	RtI Tier I instruction lacks sufficient rigor to meet the needs of 80% of the students	Analyzing data and planning instruction based on findings; increasing rigor in instruction; use of essential questions and mini-assessments	rdg. coach & RtI Coord. will meet w/teachers to provide training on data analysis & creating plans based on the results; CIM training on essential questions & mini-assessments	School principal & math coach
Asian	Reading					
Asian	Mathematics					
American Indian	Reading					
American Indian	Mathematics					
Economically Disadvantaged	Reading	fluency; vocabulary; morphology & comprehension @ middle/high levels; recognition of cultural differences	RtI Tier I instruction lacks sufficient rigor to meet the needs of 80% of the students	Ongoing progress monitoring/data analysis by instructional staff facilitated by reading coach; implement Failure Free reading for non-readers; implement Team READ strategies	data analysis; monthly Team READ PD on instructional strategies; Failure Free reading; improve tchg. strategies by study of Marzano methods;	principal; reading coach; NEFEC staff; Dir. of Assess., Curric. & Tech.
Economically Disadvantaged	Mathematics	Decoding & comprehension of word problems, geometry; data analysis	RtI Tier I instruction lacks sufficient rigor to meet the needs of 80% of the students	Analyzing data and planning instruction based on findings; increasing rigor in instruction; use of essential questions and mini-assessments	rdg. coach & RtI Coord. will meet w/teachers to provide training on data analysis & creating plans based on the results; CIM training on essential questions & mini-assessments	School principal & math coach
English Language	Reading					

Learners						
English Language Learners	Mathematics					
Students with Disabilities	Reading	fluency; vocabulary; morphology & comprehension @ middle/high levels; unique needs of SWD	RtI Tier I instruction lacks sufficient rigor to meet the needs of 80% of the students	Ongoing progress monitoring/data analysis by instructional staff facilitated by reading coach; implement Failure Free reading for non-readers; implement Team READ strategies	data analysis; monthly Team READ PD on instructional strategies; Failure Free reading; improve teaching strategies by study of Marzano methods;	principal; reading coach; NEFEC staff; Dir. of Assess., Curric. & Tech.
Students with Disabilities	Mathematics	Decoding and comprehension of word problems; geometry; data analysis	RtI Tier I instruction lacks sufficient rigor to meet the needs of 80% of the students	Analyzing data and planning instruction based on findings; increasing rigor in instruction; use of essential questions and mini-assessments	rdg. coach & RtI Coord. will meet w/teachers to provide training on data analysis & creating plans based on the results; CIM training on essential questions & mini-assessments	School principal & math coach
Other (e.g. Migrant) [as needed]	Reading					
Other (e.g. Migrant) [as needed]	Mathematics					

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)
	The Success for All (SFA) Program utilizing Harcourt Trophies is the comprehensive core reading program (CCRP) used for all RtI Tier I instruction in the Lafayette District elementary schools and has been approved by Just Read Florida!. SFA has been correlated to the Common Core State Standards (CCSS). The CCRP serves as the basis for all reading instruction at the elementary level. The reading program provides direction and ancillary materials which address differentiation of instruction in reading for advanced and struggling readers. Using the CCRP as a guide, elementary school teachers will introduce concepts at grade level and then use the guidance provided in the programs to differentiate instruction in small, flexible groups according to data acquired through FAIR, teacher observation, and diagnostic assessment information. The RtI problem-solving approach will be used to address any academic or behavioral needs noted for students in any subgroup population. RtI/Data Analysis days are planned after each progress monitoring to review student progress, note any changes necessary to instruction, and to determine if a student should be placed in RtI Tier 2 or 3 instruction. Teachers in grades K-2 will incorporate listening, speaking and writing activities into the

<p>ELEMENTARY</p>	<p>reading program (SFA already provides for this) to address the CCSS Literacy Standards.</p> <p>Supplemental Intervention Reading Programs (SIRP) include Voyager Passport (Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension -- Grade K-5, Word Power (Phonics, Vocabulary - grades 2-5), REWARDS (Phonics Fluency, Vocabulary - grades 4 and 5), Fast Track Phonics (K-1), Phonics for Reading (1-5), Power Lessons (comprehension) (1-5), SRA Reading Mastery tutorials (1-5), Quick Reads (grades 2-5, fluency), and K Elements of Reading (K, vocabulary). Fiction and nonfiction tradebooks are used supplementally with the Success For All Reading Program. Sequential Phonics is used as a supplemental program for phonics, as well as decodable leveled readers. GATE (Group and Tutoring Edition) by Read Naturally is used as intervention (K-2).</p> <p>SRA Reading Mastery is used as an alternate comprehensive, intervention program for those students who have not been successful in the Comprehensive Core Reading Program and constitutes Tier 2 instruction for those students. Failure Free Reading is used as an intervention program for Tier 3 students. This program stresses learning to read, so it is used for students who are more than a year behind in reading. Kindergarten uses the Scott Foresman intervention program for students at risk.</p> <p>Lafayette Virtual School is contracted through Florida Virtual School/Connections Academy (FLVS/CA) and will use its Language Arts class to provide core reading instruction.</p> <p>SRA Early Interventions in Reading will be used for grades 1 - 2. Lafayette Virtual School will provide comprehensive intensive intervention through FL VS/CA in an Intensive Language Arts class. Lessons will consist of whole group explicit instruction, small group differentiated instruction, independent reading practice, using classroom library materials monitored by the teacher, infusions of NGSSS benchmarks specific to the subject area blocked with the intensive reading course and a focus on informational text at a ratio matching FCAT.</p>
<p>MIDDLE</p>	<p>The District does not provide a separate reading course for students who are reading at grade level. Reading instruction occurs during the Language Arts class. N/A Reading Coaches will receive professional development on the use of complex texts to increase reading skill and comprehension. Time will be given to the selection of appropriately complex texts and the writing of appropriately complex questions, selection of abstract vocabulary and analysis of syntax. Reading coaches will, in turn, train teachers to select these texts (with the appropriate amount of informational text required by grade level); write appropriate, complex questions; and to implement text complexity lessons at least once per month in reading, social studies and science classes. Teachers will create a bank of complex text passages with associated questions and vocabulary to choose from at each of the grade levels. Teachers may also pull complex text passages from those provided by the Just Read Florida office, from various CCSS/Text Complexity training materials, and from the Internet.</p> <p>Shorter, challenging, and more complex texts that elicit close reading and re-reading are provided regularly at each grade. The study of short texts is particularly useful to enable student at a wide range of reading levels to participate in the close analysis of more demanding text and place a high priority on the close, sustained reading of complex text. Such reading emphasizes the particular over the general and strives to focus on what lies within the four corners of the text. Such close reading often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text. Scaffolds enable all students to experience the complexity of the text, rather than avoid it. Many students will need careful instruction - including effective scaffolding -to enable them to read at the appropriate level of text complexity. However, the scaffolding should not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading the text; that is, the scaffolding should not itself become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully. Effective scaffolding aligned with the Standards should result in the reader encountering the text on its own terms, providing helpful directions that focus students on the text. Initially, oral reading by the teacher may be required for the student to access the content, but this process should be weaned away as quickly as possible. Follow-up support should guide the reader when encountering places in the text where he or she might struggle. When productive struggle with the text is exhausted, questions rather than explanations can help focus the student's attention to key phrases and statements in the text, or the organization of ideas in the paragraph.</p> <p>Reading Coaches will receive professional development on the use of complex texts to increase reading skill</p>

HIGH	<p>and comprehension. Time will be given to the selection of appropriately complex texts and the writing of appropriately complex questions, selection of abstract vocabulary and analysis of syntax. Reading coaches will, in turn, train teachers to select these texts (with the appropriate amount of informational text required by grade level); write appropriate, complex questions; and to implement text complexity lessons at least once per month in reading, social studies and science classes. Teachers will create a bank of complex text passages with associated questions and vocabulary from which to choose at each of the grade levels. Teachers may also pull complex text passages from those provided by the Just Read Florida office, from various CCSS/Text Complexity training materials, and from the Internet.</p> <p>Shorter, challenging, and more complex texts that elicit close reading and re-reading are provided regularly at each grade. The study of short texts is particularly useful to enable student at a wide range of reading levels to participate in the close analysis of more demanding text and place a high priority on the close, sustained reading of complex text. Such reading emphasizes the particular over the general and strives to focus on what lies within the four corners of the text. Such close reading often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text. Scaffolds enable all students to experience the complexity of the text, rather than avoid it. Many students will need careful instruction - including effective scaffolding -to enable them to read at the appropriate level of text complexity. However, the scaffolding should not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading the text; that is, the scaffolding should not itself become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully. Effective scaffolding aligned with the Standards should result in the reader encountering the text on its own terms, providing helpful directions that focus students on the text. Initially, oral reading by the teacher may be required for the student to access the content, but this process should be weaned away as quickly as possible. Follow-up support should guide the reader when encountering places in the text where he or she might struggle. When productive struggle with the text is exhausted, questions rather than explanations can help focus the student's attention to key phrases and statements in the text, or the organization of ideas in the paragraph.</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>The district does not anticipate having any schools in the "Lowest 100" category and therefore does not plan to implement an extended day program.</p> <p>Teachers are trained and required to use a variety of strategies during the reading block for instruction. Classroom walkthroughs are used to monitor various strategies. Teachers also used varied motivational programs. High level discussion, “cheers”, and meaningful cross-curricular literature and strategies are used daily. Communication among teachers is also an important factor. A reading homework component, Read and Respond, is implemented. Students are to read 20 minutes every night and respond to their reading using a specific reciprocal teaching strategy. Students are invited to give book reviews over the video network. Classes with 100% on schoolwide, nightly, at-home reading are recognized at the same time.</p> <p>Reading Coaches will receive professional development on the use of complex texts to increase reading skill and comprehension. Time will be given to the selection of appropriately complex texts and the writing of appropriately complex questions, selection of abstract vocabulary and analysis of syntax. Reading coaches will, in turn, train teachers to select these texts (with the appropriate amount of informational text required by grade level); write appropriate, complex questions; and to implement text complexity lessons at least once per month in reading, social studies and science classes. Teachers will create a bank of complex text passages with associated questions and vocabulary to choose from at each of the grade levels. Teachers may also pull complex text passages from those provided by the Just Read Florida office, from various CCSS/Text Complexity training materials, and from the Internet.</p> <p>A 20 minute intervention/extension block is added to the 90 minute reading block so that intervention can be provided as needed in groups of no greater than 16 students, these groups will be further divided into groups of</p>

no more than 8 students to receive instruction based on common needs. This Tier 2 instruction will be provided to students who are not meeting success in Tier 1. The students who are not meeting success in Tier 2 are also tutored for an additional 40 minutes later in the school day in groups of no more than 3 students based upon similar needs and will be designated as Tier III. Instruction in these blocks is individualized based on needs identified by the RtI Team during progress monitoring and/or diagnostic testing & using the RtI problem-solving approach, as necessary. Materials used during Tier 2 (iii) would include Voyager Passport and those listed as SIRP on the Instructional Materials Chart including REWARDS, Sequential Phonics, decodable phonics readers, Quick Reads, Read Naturally, SFA Fast Track Phonics, SFA Word Power, Elements of Reading and Phonics for Reading. Tier 3 materials will consist of Failure Free Reading, Great Leaps, SFA Fast Track Phonics, SFA Word Power, and SRA Early Interventions in Reading. Students not receiving intervention instruction would be involved in literacy centers for the five areas of reading based on individual needs and will be in separate, teacher-led enrichment or extension classes.

MIDDLE

Reading Coaches will receive professional development on the use of complex texts to increase reading skill and comprehension. Time will be given to the selection of appropriately complex texts and the writing of appropriately complex questions, selection of abstract vocabulary and analysis of syntax. Reading coaches will, in turn, train teachers to select these texts (with the appropriate amount of informational text required by grade level); write appropriate, complex questions; and to implement text complexity lessons at least once per month in reading, social studies and science classes. Teachers will create a bank of complex text passages with associated questions and vocabulary to choose from at each of the grade levels. Teachers may also pull complex text passages from those provided by the Just Read Florida office, from various CCSS/Text Complexity training materials, and from the Internet.

Shorter, challenging, and more complex texts that elicit close reading and re-reading are provided regularly at each grade. The study of short texts is particularly useful to enable student at a wide range of reading levels to participate in the close analysis of more demanding text and place a high priority on the close, sustained reading of complex text. Such reading emphasizes the particular over the general and strives to focus on what lies within the four corners of the text. Such close reading often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text. Scaffolds enable all students to experience the complexity of the text, rather than avoid it. Many students will need careful instruction - including effective scaffolding - to enable them to read at the appropriate level of text complexity. However, the scaffolding should not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading the text; that is, the scaffolding should not itself become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully. Effective scaffolding aligned with the Standards should result in the reader encountering the text on its own terms, providing helpful directions that focus students on the text. Initially, oral reading by the teacher may be required for the student to access the content, but this process should be weaned away as quickly as possible. Follow-up support should guide the reader when encountering places in the text where he or she might struggle. When productive struggle with the text is exhausted, questions rather than explanations can help focus the student's attention to key phrases and statements in the text, or the organization of ideas in the paragraph.

HIGH

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the order in which sentences unfold, and the development of ideas over the course of the text. Scaffolds enable all students to experience the complexity of the text, rather than avoid it. Many students will need careful instruction - including effective scaffolding -to enable them to read at the appropriate level of text complexity. However, the scaffolding should not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading the text; that is, the scaffolding should not itself become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully. Effective scaffolding aligned with the Standards should result in the reader encountering the text on its own terms, providing helpful directions that focus students on the text. Initially, oral reading by the teacher may be required for the student to access the content, but this process should be weaned away as quickly as possible. Follow-up support should guide the reader when encountering places in the text where he or she might struggle. When productive struggle with the text is exhausted, questions rather than explanations can help focus the student's attention to key phrases and statements in the text, or the organization of ideas in the paragraph.

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
ELEMENTARY	<p>Lafayette School District does not have an afterschool program, due to loss of funding. Success for All (SFA program promotes twenty minutes of reading each night at home with parents. Third-Grade Summer Camp is offered for 6 weeks, for 6 hours per day, to all students who meet the criteria for attendance. There are no plans to offer a Summer Reading Camp to additional grade levels. Results from FCAT, FAIR, additional progress monitoring, and teacher observations are all used to determine the skills to be addressed. The aim of this focused instruction is to prepare students for grade 4 level work and this readiness will be demonstrated by SAT-10 results.</p> <p>All teachers at the elementary level are certified in this area. This certification includes courses on teaching reading to elementary students. As a faculty all teachers (except 4 who are new this year) have participated in Reading Competency 1--Foundations of Language and Cognition (FOLAC); Fla. Reading Initiative (FRI) strategies; and Essential Six. The reading coach provides inservice throughtout the school year to assist teachers with new reading strategies to address the particular skills their students need. When assigning reading groups, consideration is given to pairing the most experienced reading teachers, with a record of achieving student gains, with the groups needing the most</p>		Director of Instruction & Personnel; School Principals

skill remediation.

The District has only two schools, an elementary school and a middle/high combination school, with school grades of "A" and "B," respectively. The District does not anticipate having a school in the 100 lowest performing elementary schools based on the state reading assessment. The District does not plan to offer a comprehensive afterschool intervention program, however, it does offer a Third Grade Summer Reading Camp to all third grade students not scoring proficient on the Grade 3 FCAT Reading. The camp lasts for 6 weeks and operates 6 hours each day. Previous FCAT data, progress monitoring data and teacher observation information are used to plan the activities each child needs to increase his/her reading skills sufficiently to demonstrate readiness for Grade 4 through the SAT-10 test. At the middle/high level students who are behind in courses and/or credits may attend Summer School where courses are delivered through an online program. Students take a pre-test and are subsequently assigned material to cover the skills they have not mastered. Reading is addressed through language arts courses in this format.

MIDDLE

Tier 2 reading instruction will be delivered using content area strategies in an English class. Determinations for intensity of the remediation effort (i.e. time and class size) will be based on Assessment/Curriculum Decision Tree criteria. Once students are targeted for intervention based upon FCAT Levels 1 and 2, the results of ORF and Maze scores will determine which level of intervention the student will receive. Two intensive level courses will be available for students who score below level 3 on the FCAT: 1) An intensive reading course will be double-blocked with an English course and will address the needs of all Level 1 and Level 2 students requiring phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction. Participation will be established by a score below the designated %ile based on Maze in FAIR. The class will be a minimum of 90 minutes daily in duration and will include 25 minutes of initial whole class instruction focused on comprehension, vocabulary, and/or fluency using a CIRP or Supplemental program; 5 minute warm up daily vocabulary review routine; 35 minutes for small, flexible groups in the five basic components; 20 minutes of independent reading practice; 5 minutes of teacher Read Aloud. Failure Free Reading will be the core reading program for these classes, with Reading Plus, Great Leaps, Reading Reasons, READ, and REWARDS as supplemental materials. The students in this category with the greatest deficits will use Corrective Reading as their core program, with Great Leaps and REWARDS as supplemental material. 2) L1 and L2 students (as assessed on Maze and ORF rubric scores) will receive a 55-minute intensive class focusing on vocabulary and comprehension. This class will consist of 15 minutes of initial instruction focusing on comprehension, vocabulary and/or fluency using CIRP or SIRP materials; 5 minutes of a daily vocabulary review; 20 minutes of differentiated instruction for small, flexible groups in the five basic compenents; 10 minutes of independent reading practice; and 3 minutes for teacher read aloud or vocabulary/concept review. The students in these classes will use Prentice Hall's Language and Literacy as their core program.

Summer school attendance will be based on failing grades in core subjects as outlined in the Student Progression Plan. Students receiving remediation in Language Arts will receive reading instruction. A pre-assessment test in the online program will determine which skills the student works on during summer school.

School Principals

HIGH	<p>Tier 2 reading instruction will be delivered using content area strategies in an English class. Determinations for intensity of the remediation effort (i.e. time and class size) will be based on Assessment/Curriculum Decision Tree criteria. Once students are targeted for intervention based upon FCAT Levels 1 and 2, the results of ORF and Maze scores will determine which level of intervention the student will receive. Two intensive level courses will be available for students who score below level 3 on the FCAT: 1) An intensive reading course will be double-blocked with an English course and will address the needs of all Level 1 and Level 2 students requiring phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction. Participation will be established by a score below the designated %ile based on Maze in FAIR. The class will be a minimum of 90 minutes daily in duration and will include 25 minutes of initial whole class instruction focused on comprehension, vocabulary, and/or fluency using a CIRP or Supplemental program; 5 minute warm up daily vocabulary review routine; 35 minutes for small, flexible groups in the five basic components; 20 minutes of independent reading practice; 5 minutes of teacher Read Aloud. Failure Free Reading will be the core reading program for these classes, with Reading Plus, Great Leaps, Reading Reasons, READ, and REWARDS as supplemental materials. The students in this category with the greatest deficits will use Corrective Reading as their core program, with Great Leaps and REWARDS as supplemental material. 2) L1 and L2 students (as assessed on Maze and ORF rubric scores) will receive a 55-minute intensive class focusing on vocabulary and comprehension. This class will consist of 15 minutes of initial instruction focusing on comprehension, vocabulary and/or fluency using CIRP or SIRP materials; 5 minutes of a daily vocabulary review; 20 minutes of differentiated instruction for small, flexible groups in the five basic components; 10 minutes of independent reading practice; and 3 minutes for teacher read aloud or vocabulary/concept review. The students in these classes will use Prentice Hall's Language and Literacy as their core program. Students in grades 11 or 12 who have not passed the FCAT graduation requirement will be served separately from 9th & 10th graders for intensive intervention. Fluent 11th & 12th grade retake students will be served for 55 minutes in comprehension and vocabulary, according to the schedule mentioned previously. Students still scoring L2 but meeting the graduation requirement of 300, or passing through the use of a concordant score, will be served in the same manner as (2) L2 students.</p> <p>Summer school classes will be offered to students who are behind in credits. Students will be served through an online program which pre-tests students and delivers instruction based on needs identified. Reading instruction will occur as part of the Language Arts class in the summer program.</p>	School Principals
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
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ELEMENTARY	all level 1 & 2 FCAT students; Tier 2--Voyager; Tier 3--Failure Free Reading & My Sidewalks	Tier 2--30 min./day; Tier 3--30-45 min./day	Reading coach; RtI Coordinator; School Principal
MIDDLE	all level 1 & 2 FCAT students--READ 180 and Failure Free Reading	Intensive reading classes--45-90 min. depending on fluency/disfluency	Reading coach; RtI Coordinator; School principal
HIGH	all level 1 & 2 FCAT students--Language! and Failure Free reading	Intensive reading classes--45-90 min. depending fluency/disfluency	Reading coach; RtI Coordinator; School Principal

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	Pearson's Envisions & Scott-Foresman's Investigations using Students Understanding Math and Science (SUMS)	Pearson's Envisions-Intervention component	SUMS Refresher course & SUMS for new teachers; inservice on a schoolwide math plan; Curriculum mapping increasing rigor in math
MIDDLE	Glencoe's Fla. Math Connects Plus, courses 1-3; Glencoe's Pre-Algebra	Accelerated Math	CCSS Standards; AP Vertical Alignment training; Kagan Secondary Math Strategies
HIGH	Glencoe's Pre-Algebra, Algebra I, Geometry; Holt McDougall Larsen Fla. Algebra II; Bedford, Freeman & Worth's Practice of Statistics; Prentice-Hall's Lival Arts Mathematics, A Fla. Course	None	CCSS Standards; AP Vertical Alignment training; Kagan Secondary Math Strategies

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
Summer school--credit retrieval	middle & high school students who are behind in credits	6 hrs./4 days/8 weeks	School Principal

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	Students Understanding Math & Science (SUMS) Investigation; National Geographic's Life, Earth & Physical	none	Common Core State Standards; SUMS for new teachers; Nat. Geographic Science Curriculum

	Science		mapping
MIDDLE	Prentice-Hall's Fla. Comprehensive Science 1-3	none	Common Core State Standards; Pre-AP Strategies in Science; Kagan Strategies
HIGH	Delmar/Cengage--Herron's The Science of Agriculture: A Biological Approach; Prentice-Hall's Miller-Levine Biology; Pearsons's Chemistry Plus; Houghton-Mifflin's Living in the Environment (AP Environmental Science)	none	Common Core State Standards; Pre-AP Strategies in Science; Kagan Strategies

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
Summer school--credit retrieval	middle & high school students who are behind in credits	6 hrs./4 days/8 weeks	School Principal

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	Writing Workshop	none	Workshop follow-up & rubrics training
MIDDLE	Writing Workshop	none	Workshop follow-up & rubrics training
HIGH	Writing Workshop	none	Workshop follow-up & rubrics training

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
none	none	none	none

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 LEA has set aside 10% of its Title I budget for professional development. These funds will be used to provide 100% of a reading coach salary at the elementary level (Title I school) so there are 2 full-time reading coaches district wide (one at each school.) The reading coach will train teachers to analyze data (FAIR and ThinkGate) to determine weak areas which will be addressed in various professional development scenarios (modeling, mentoring, observation/coaching, and small group inservice for common needs). The focus for the professional development at the elementary level will be phonics & main idea. For the middle & high school levels the focus will be on reading instruction in intensive classes for those students scoring level 1 or 2 on the FCAT. These students are weak in phonics, fluency, vocabulary & comprehension. Ninth & tenth grade reading scores were below the state average and the high school reading coach will work specifically with the teachers at these levels to review classroom progress monitoring data and provide professional development in weak areas as needed. Curriculum specialists at both schools have math expertise and will target their assistance to grade levels where math scores were low (primarily grades 5, 6, 7, & 8) concentrating on Measurement, Geometry & Data Analysis.

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
More active parental involvement in the education of their children	this activity was listed in the School level Parent Involvement Plans which were approved by the SAC of each school	Parent workshops on understanding test scores (FCAT, ThinkGate, FAIR,etc); grade/course CCSS and activities to help your child at home	participant evaluation after the workshop	Dir. of Assess., Curric., & Tech.
More active parental involvement in the education of their children	data from Title I/School Improvement Parent survey supported this need; this activity was listed in the single school LEA Parent Involvement Plan approved by the SAC of the school	continue the monthly Parent Involvement Nights (PIN)	annual parent survey results	Dir. of Assess., Curric., & Tech. and the Title I Parent Involvement Contact

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 Lafayette District did not qualify to receive Title III funds in 2011-2012.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
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
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
7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source

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.**

No Attached district’s Differentiated Accountability Checklist of Compliance.