

**FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2009-2010 District Improvement and Assistance Plan
District: Sumter**



Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Contact Person: Debbie Moffitt
Title: Senior Director of Curriculum and Instruction
E-mail: moffitd@sumter.k12.fl.us
Phone Number: 352-793-2315
Fax: 352-793-4180
Contact Person: Colleen Habhab-Strickland
Title: Specialist
E-mail: habhabc@sumter.k12.fl.us
Phone Number: 352-793-2315
Fax: 352-793-4180
Last Modified on: 10-07-2009

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.

School Advisory Councils were directly involved in the writing of each school's School Improvement Plan. This plan is based on the combined needs identified in each school's School Improvement Plan. District staff met with the school staff to review parent input through surveys, school communications and meetings. A district liaison attends School Advisory Council meetings to assist council members in interpreting the plan requirements and garner input from parents throughout the implementation process. All School Improvement Plans are presented to the School Board through a public hearing and are then Board approved. School Improvement Plans are reviewed by a peer group annually. The district receives guidance from the East Coast Technical Assistance Center and FDOE to clarify any questions or areas of concern.

STRATEGIES TO SUPPORT TEACHING AND LEARNING

2008-2009 Adequate Yearly Progress (AYP) Report - District Level - Page 1		Sumter District Level - 0000		
<input type="button" value="Detailed Report"/>				
Did the District Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 82%		
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	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED	YES	YES	YES	NO
ENGLISH LANGUAGE LEARNERS	YES	YES	YES	NO
STUDENTS WITH DISABILITIES	YES	YES	NO	NO

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

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	72.00 %	74.00 %	90.00 %	85.00 %
White	72.00 %	74.00 %	90.00 %	85.00 %
Black	72.00 %	74.00 %	90.00 %	85.00 %
Hispanic	72.00 %	74.00 %	90.00 %	85.00 %
Asian	72.00 %	74.00 %	90.00 %	85.00 %
American Indian	72.00 %	74.00 %	90.00 %	85.00 %
Economically Disadvantaged	72.00 %	74.00 %	90.00 %	85.00 %
English Language Learners	72.00 %	74.00 %	90.00 %	85.00 %
Students with Disabilities	72.00 %	74.00 %	90.00 %	85.00 %
Other (e.g. Migrant) [as needed]	72.00 %	74.00 %	90.00 %	85.00 %

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					
Total	Math					
White	Reading					
White	Math					
Black	Reading	Words and Phrases Reference and Research	In 2010 an increased focus on students in this group will be the priority of discussion in learning communities and school leadership meetings. (data chats, IPDPs, Academic Growth Plans, and School Improvement Plans)	a. Explicit Vocabulary Instruction b. Learning Focused Strategies c. LFS Writing Assignments and Benchmark Assessments d. Writers in Control e. FAIR (Florida Assessment in Reading) f. Curriculum Maps based on Next Generation Standards g. Reference and Research included in teacher Individualized Professional Development Plans	a. LFS Writing Assignments and Benchmark Assessments b. Learning Focused Strategies c. PBS (Positive Support Strategies) d. Next Generation Standards e. FAIR (Florida Assessments in Reading) f. Differentiated Instruction g. LFS mini trainings	a. District Curriculum Staff b. School Leadership Teams
Black	Math	Measurement and Geometry	In 2010 an increased focus on students in this group will be the priority of discussion in learning communities and school leadership meetings. (data chats, IPDPs, Academic Growth Plans, and School Improvement Plans)	a. Concrete, Representational, Abstract b. Learning Focused Strategies c. Data Chats through learning communities d. Non-Linguistic Representations e. Progress Monitoring f. Supplementary time in programs g. Explicit vocabulary instruction h. Increased use of technology i. Curriculum Map revisions to the Next Generation Standards j. LFS Writing Assignments and Benchmark Assessments	a. Coaching and mentoring b. PROMISE Modules c. Learning Focused Strategies d. Differentiated Instruction e. CRA (Concrete, Representational, Abstract) f. RtI (Response to Intervention) g. Discovery Learning-Gizmos h. PBS (Positive Behavior Support) i. LFS Writing Assignments and Benchmark Assessments	a. District Curriculum Staff b. School Leadership Teams
Hispanic	Reading					
Hispanic	Math					
Asian	Reading					
Asian	Math					
American Indian	Reading					
American Indian	Math					

Economically Disadvantaged	Reading					
Economically Disadvantaged	Math	Measurement and Geometry	In 2010 an increased focus on students in this group will be the priority of discussion in learning communities and school leadership meetings. (data chats, IPDPs, Academic Growth Plans, and School Improvement Plans)	<ul style="list-style-type: none"> a. Concrete, Representational, Abstract b. Learning Focused Strategies c. Data Chats through learning communities d. Non-Linguistic Representations e. Progress Monitoring f. Supplementary time in programs g. Explicit vocabulary instruction h. Increased use of technology i. Curriculum Map revisions to the Next Generation Standards j. LFS Writing Assignments and Benchmark Assessments 	<ul style="list-style-type: none"> a. Coaching and mentoring b. PROMISE Modules c. Learning Focused Strategies d. Differentiated Instruction e. CRA (Concrete, Representational, Abstract) f. RTI (Response to Intervention) g. Discovery Learning-Gizmos h. PBS (Positive Behavior Support) i. LFS Writing Assignments and Benchmark Assessments 	<ul style="list-style-type: none"> a. District Curriculum Staff b. School Leadership Teams
English Language Learners	Reading	Words and Phrases Reference and Research	In 2010 an increased focus on students in this group will be the priority of discussion in learning communities and school leadership meetings. (data chats, IPDPs, Academic Growth Plans, and School Improvement Plans)	<ul style="list-style-type: none"> a. Explicit Vocabulary Instruction b. Learning Focused Strategies c. LFS Writing Assignments and Benchmark Assessments d. Writers in Control e. FAIR (Florida Assessment in Reading) f. Curriculum Maps based on Next Generation Standards g. Reference and Research included in teacher Individualized Professional Development Plans h. Direct Instruction i. Additional Support Personnel 	<ul style="list-style-type: none"> a. LFS Writing Assignments and Benchmark Assessments b. Learning Focused Strategies c. PBS (Positive Support Strategies) d. Next Generation Standards e. FAIR (Florida Assessments in Reading) f. Differentiated Instruction g. LFS mini trainings h. ESOL 	<ul style="list-style-type: none"> a. District Curriculum Staff b. School Leadership Teams
English Language Learners	Math	Measurement and Geometry	In 2010 an increased focus on students in this group will be the priority of discussion in learning communities and school leadership meetings. (data chats, IPDPs, Academic Growth Plans, and School Improvement Plans)	<ul style="list-style-type: none"> a. Concrete, Representational, Abstract b. Learning Focused Strategies c. Data Chats through learning communities d. Non-Linguistic Representations e. Progress Monitoring f. Supplementary time in programs g. Explicit vocabulary instruction h. Increased use of technology i. Curriculum Map revisions to the Next Generation Standards j. LFS Writing Assignments and Benchmark Assessments k. Direct Instruction l. Additional Support Personnel 	<ul style="list-style-type: none"> a. Coaching and mentoring b. PROMISE Modules c. Learning Focused Strategies d. Differentiated Instruction e. CRA (Concrete, Representational, Abstract) f. RTI (Response to Intervention) g. Discovery Learning-Gizmos h. PBS (Positive Behavior Support) i. LFS Writing Assignments and Benchmark Assessments j. ESOL 	<ul style="list-style-type: none"> a. District Curriculum Staff b. School Leadership Teams
Students with Disabilities	Reading	Words and Phrases Reference and Research	In 2010 an increased focus on students in this group will be the priority of discussion in learning communities and school leadership meetings. (data chats, IPDPs, Academic Growth Plans, and School Improvement Plans)	<ul style="list-style-type: none"> a. Explicit Vocabulary Instruction b. Learning Focused Strategies c. LFS Writing Assignments and Benchmark Assessments d. Writers in Control e. FAIR (Florida Assessment in Reading) f. Curriculum Maps based on Next Generation Standards g. Reference and Research included in teacher Individualized Professional Development Plans 	<ul style="list-style-type: none"> a. LFS Writing Assignments and Benchmark Assessments b. Learning Focused Strategies c. PBS (Positive Support Strategies) d. Next Generation Standards e. FAIR (Florida Assessments in Reading) f. Differentiated Instruction g. LFS mini trainings h. Access Point Training (Alt. Assessment) 	<ul style="list-style-type: none"> a. District Curriculum Staff b. School Leadership Teams
Students with Disabilities	Math	Measurement and Geometry	In 2010 an increased focus on students in this group will be the priority of discussion in learning communities and school leadership meetings. (data chats, IPDPs,	<ul style="list-style-type: none"> a. Concrete, Representational, Abstract b. Learning Focused Strategies c. Data Chats through learning communities d. Non-Linguistic Representations e. Progress Monitoring f. Supplementary time in programs g. Explicit vocabulary instruction h. Increased use of 	<ul style="list-style-type: none"> a. Coaching and mentoring b. PROMISE Modules c. Learning Focused Strategies d. Differentiated Instruction e. CRA (Concrete, Representational, Abstract) f. RTI (Response to Intervention) g. Discovery Learning-Gizmos h. PBS (Positive Behavior 	<ul style="list-style-type: none"> a. District Curriculum Staff b. School Leadership Teams

			Academic Growth Plans, and School Improvement Plans)	technology i. Curriculum Map revisions to the Next Generation Standards j. LFS Writing Assignments and Benchmark Assessments k. Fact Fluency	Support) i. LFS Writing Assignments and Benchmark Assessments j. Access Point Training (Alt. Assessment)	
Other (e.g. Migrant) [as needed]	Reading					
Other (e.g. Migrant) [as needed]	Math					

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

school_level	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	<p>Core Reading Program - Harcourt Storytown is a research-based, developmental reading/language arts program. Explicit phonics instruction; direct reading instruction; guided reading strategies; phonemic awareness instruction; systematic, intervention strategies; integrated language arts components; and assessment tools ensure every student successfully learns to read. The program is used in all grades K-5 curriculum groups as part of the daily instruction.</p> <p>Comprehensive Intervention Reading Programs –</p> <ul style="list-style-type: none"> • SRA Reading Mastery: Reading Mastery uses a synthetic phonics approach to help students develop strategies for reading and understanding. The program has been proven to reduce the prevalence of reading problems and has elevated reading skills of at-risk children well into the average range. The program uses explicit phonics, fluency, and comprehension. • SRA Corrective Reading: SRA is a research-based program that provides an intervention for students reading below grade level by delivering tightly sequenced, carefully planned lessons through direct instruction. The program is designed for students who misidentify, reverse, or omit words, who have little recall and limited attention span and who read without understanding. • Harcourt Strategic Intervention: The Harcourt Intervention series is part of the Harcourt core reading program. This kit provides the scaffolding, extra support and extra reading practice for below-level students (Tier II). The Strategic Intervention Resource Kit is utilized in grades K-5 to remediate those students performing below the norm. This program is used in teacher-led centers with small groups as part of the differentiated classroom instruction during the 90-minute reading block. • Harcourt Intervention Station: The Intervention Station is an intensive intervention program (Tier III). This program is aligned with Harcourt Storytown or can be used as a stand-alone program. It is designed to provide scaffolding instruction for key technical skills: phonemic awareness, phonics, vocabulary, fluency and comprehension. 	<p>Supplemental Intervention Reading Programs –</p> <ul style="list-style-type: none"> • Saxon Phonics: The comprehensive, research-based Saxon Phonics and Spelling K-3 includes explicit instruction in the important foundational skills of phonemic awareness, phonics, spelling, fluency and handwriting. The program enables children to develop a solid foundation in phonics and thus become successful readers and spellers. The phonics series builds on prior learning and new learning is presented in increments, and each increment is reviewed throughout the year, providing every child with the exposure needed to achieve success. • Kaplan Reading Advantage: Reading Advantage is a text-based program that consists of a highly interactive curriculum for third grade teachers to use with their students to reinforce the content knowledge and skills necessary to excel on the FCAT. The program is utilized in grades 3-5. Some teachers use the program a few months before FCAT on a daily basis for 30-minute a day. Other teachers use the program from August through March, twice a week, 30-minutes each lesson. <p>Educational Technology –</p> <ul style="list-style-type: none"> • SuccessMaker: SuccessMaker provides research-based proven K-5 courseware of individualized, standards-based instruction. Students in grades K-5 at all elementary schools utilize SuccessMaker in a lab setting and/or classroom setting. Through individualized learning the program automatically identifies the level at which a student is ready to learn and presents appropriate individualized material. It provides guided learning via various instructional strategies when students have difficulty, automatically adjusting customized to each individual student's learning style. The accountability reports provide current and customizable achievement reports to target intervention for struggling students on-demand. • FCAT Explorer: FCAT Explorer is an online educational program provided by the FDOE for Florida's students that reinforces reading skills outlined in the Sunshine State Standards. Targeted students include all curriculum groups in grades 3-5. Students engage in FCAT Explorer for 30 minutes once per week. Students also have access to the program at home. • Breakthrough to Literacy: Breakthrough to Literacy is a research-based early literacy process that combines interactive software, quality print materials and staff development to provide individualized reading instruction. The program is utilized in grades K-1 targeting students in all curriculum groups as part of the daily reading curriculum for 20-minutes each day. • Riverdeep Destination Reading: Destination Reading is a research-based program that balances phonics instruction with reading-for-meaning exercises, offering students a blend of direct skills training and authentic reading experience. This program is utilized in reading classes as part of the instructional reading program as a center resource or for enrichment. • Reading Assistant – Reading Assistant is a computer-based software that provides guided oral reading to develop reading fluency. The product combines advanced speech recognition technology with reading science to help students become confident readers and strengthen their fluency. Vocabulary acquisition and comprehension assessment and development are also integral pieces of the program. • Headsprout - Headsprout Reading Basics is the first part of Headsprout Early Reading, a supplemental beginning reading program for 4- to 7-year-olds who are not yet reading or who are in the beginning stages of the reading process. Designed to teach the foundational skills and strategies that are critical in becoming a skilled, fluent reader, this internet-based program captures the attention of the pre-kindergarten child through the use of engaging, highly interactive activities, and serves as an on-line tutor, providing one-on-one instruction. 	<p>Content Area Reading Strategies (CARS) professional development - Guided instruction in comprehension strategies before, during, and after reading through explicit modeling (think-alouds), practice in instructional level texts, and feedback provided by the Reading Coach and/or the Reading Specialist.</p> <p>Learning Focused Strategies – All teachers, administrators and reading coaches are being trained in the use of research-based, high impact strategies including a planning model on where to use them in their lessons to have the most impact on student learning.</p> <p>Implementation training for new reading programs. This training is provided by the publishers as we get new programs. In addition, training in programs is provided to new teachers as they are hired to use certain programs.</p> <p>Literacy Center Development with FDLRS – Training that focuses teachers on how to form groups based on needs and how to develop literacy center activities to address the needs of students.</p> <p>90 Minute Reading Block – Components and Time Management – This training is provided as needed for teachers in understanding the requirements of the 90 Minute Reading Block.</p> <p>Software training as needed for Successmaker, Riverdeep and Reading Assistant.</p> <p>Elementary Master Trainer for FAIR</p> <p>Elementary teacher training for FAIR</p>

MIDDLE

Developmental Reading Programs --
• Daybook of Critical Reading and Writing - Daybook combines journal-like daily reading and writing experiences with lessons that focus on specific strategies needed for students to become proficient readers and writers.

• Literature Anthology - Literature Anthology provides teachers with additional selections for students to read. In addition, provides more practice in use of reading and writing skills necessary for becoming proficient readers and writers.

Intervention Programs for Struggling Readers -
• SRA Corrective Reading: SRA is a research-based program that provides intensive intervention for students reading below grade level by delivering tightly sequenced, carefully planned lessons through direct instruction. The program is designed for students who misidentify, reverse, or omit words, who have little recall and limited attention span and who read without understanding. Students who are in need of decoding, fluency, vocabulary and/or comprehension will be scheduled into Intensive Reading classes and will receive instruction in the program for a minimum of 45 minutes per day. This program is used in conjunction with supplemental programs.

• Lindamood Phonemic Sequencing (LIPS): The LIPS program was formerly called the ADD Program, Auditory Discrimination in Depth. It successfully stimulates phonemic awareness. Individuals become aware of the mouth actions which produce speech sounds. This awareness becomes the means of verifying sounds within words and enables individuals to become self-correcting in reading and spelling, and speech.

Supplemental Materials -

• Reading Gourmet: Reading Gourmet is a supplemental program that provides a creative approach to mini-lessons offering extra practice in standards-based skills. Reading Gourmet is used with all levels of students.

• Vocabulary Cartoons: "Vocabulary Cartoons" is a program that uses humorous cartoons to help students increase their vocabulary. The program is designed to be used as a series of mini-lessons. Vocabulary Cartoons are used with all levels of students.

• Reading XL: Low level reading materials with high interest stories for middle school students. Reading XL provides teacher guided lessons on reading strategies for struggling readers.

• Text Sets & Guided Reading Sets – Text Sets contain fiction/nonfiction text at varying lexile levels and are arranged around a theme (i.e. WW2) and are for use by classroom teachers. Guided reading sets contain approximately five to ten each of fiction/nonfiction titles for small group use.

• Classroom Libraries: Classroom libraries involve a variety of age appropriate literature available at varying levels for students to read individually. All students have access to classroom libraries through their reading teachers.

• Class Sets of Novels: Published sets of novels that indicate the level and include one copy for each student and usually includes teacher materials. Appropriate for all levels of students.

• REWARDS: REWARDS is an acronym for Reading Excellence: Word Attack and Rate Development Strategies. It is an intense, short-term intervention reading program that is specifically designed for students in fourth through twelfth grades who have mastered skills associated with first and second grade reading but have difficulty with long words and/or read slowly (60 to 120 cwpm).

Educational Technology –

• Successmaker: Successmaker provides research-based proven K-8 courseware of individualized, standards-based instruction. Students engage in 30 minute sessions, 2 to 3 days per weeks in a classroom or lab setting. Through individualized learning the program automatically identifies the level at which a student is ready to learn and presents appropriate individualized material. It provides guided learning via various instructional strategies and when students have difficulty, automatically adjusts customizing to each individual student's learning style. The program produces up-to-date accountability reports and customizable achievement reports to target intervention for struggling students.

• FCAT Explorer: FCAT Explorer is an on-line educational program provided by the FDOE for Florida's students that reinforces reading skills outlined in the Sunshine State Standards. FCAT Explorer is appropriate for all levels of students.

• EduTest: Supplemental software program that is designed to offer practice to students on skills and to assess their progress toward achievement of those skills. EduTest is appropriate for all levels of students.

• Accelerated Reader (AR): Accelerated Reader is a software program that provides students with quizzes each having a point value for checking comprehension of books the students have read. It is designed to motivate students to read more by rewarding them with certificates as they achieve goals set for them by their teachers based on their reading level. AR has a vocabulary/comprehension test (STAR) that accompanies it for leveling the students so that teachers can guide students in the selection of books to fit their reading level. AR may be used with students of all levels.

• Reading Assistant: Reading Assistant is a computer-based software that provides guided oral reading to develop reading fluency. The product combines advanced speech recognition technology with reading science to help students become confident readers and strengthen their fluency. Vocabulary acquisition and comprehension assessment/development are also integral components of the program.

Supplemental Materials -

• Jamestown Publishers Series: High interest reading materials at a lower level and which are correlated to FCAT standards. Jamestown Publishers provides teacher guided lessons for reading strategies. Jamestown Publishers is intended for use with students who are struggling with reading.

• Jamestown's Reading Fluency: Reading Fluency is a set of supplemental fluency materials for students in grades 6-12. The goal of this series is to help students in middle school and above become accurate, fluent readers by providing them with resources for oral reading practice. Students work in pairs under

Content Area Reading Strategies (CARS) professional development - Guided instruction in comprehension strategies before, during, and after reading through explicit modeling (think-alouds), practice in instructional level texts, and feedback provided by the Reading Coach and/or the Reading Specialist.

Learning Focused Strategies – All teachers, administrators and reading coaches are being trained in the use of research-based, high impact strategies including a planning model on where to use them in their lessons to have the most impact on student learning.

Reading Competencies 1 – 6 toward the Reading Endorsement - (All are offered free and online, except for the last one which is a teacher directed study.)

Implementation training for new reading programs. This training is provided by the publishers as we get new programs. In addition, training in programs is provided to new teachers as they are hired to use certain programs.

Software training as needed for Successmaker and Reading Assistant.

SRA Corrective Reading (Decoding or Comprehension)

SRA Placement Testing

Florida Oral Reading Fluency Testing

Secondary Master Trainer for FAIR

Secondary teacher training for FAIR

HIGH	<p>Intervention Programs for Struggling Readers -</p> <ul style="list-style-type: none"> • READ 180: Scholastic READ 180 is a comprehensive intervention program for struggling readers in grades four through twelve. Stage C targets high school students. A daily lesson consists of one whole-group instructional session, three small-group, rotating sessions, and a whole-group wrap-up time. The goals of the program are to increase the students' decoding, fluency, and comprehension skills. (Read 180 is used at SSHS & WHS) • LANGUAGE! is designed to increase the performance of students who are reading two or more years below grade level. Providing an integrated approach to literacy instruction, LANGUAGE! accelerates learning so students can access grade-level content. Designed specifically for struggling learners—English language learners (ELLs) and students in special education or general education—LANGUAGE! leads to improved reading comprehension and written expression. • The Hampton-Brown Edge is a reading, writing, and language program for high school. The program is designed for high school students who are reading two or more years below grade level, and has been developed for both struggling readers who are native English speakers as well as English language learners in reading and ELL classes. The program has been aligned to high school ELA and ESL/ELD/ESOL standards. 	<p>the direction of the teacher. Program recommendations suggest the combination of a reading and its evaluation in the Reader's Record will take approximately 10 minutes and should be included daily in addition to core reading instruction. This daily practice could occur at any time and might involve one pair of students or an entire class of student pairs.</p> <ul style="list-style-type: none"> • Classroom Libraries: Classroom libraries involve a variety of age appropriate literature that is available at varying levels for students to read individually. All students have access to classroom libraries through their reading teachers. • Class Sets of Novels: Published sets of novels that indicate the level and include one copy for each student and usually includes teacher materials. Appropriate for all levels of students. • SSR: SSR is silent, sustained, reading and is used with all levels of students. • REWARDS: REWARDS is an acronym for Reading Excellence: Word Attack and Rate Development Strategies. It is an intense, short-term intervention reading program that is specifically designed for students in fourth through twelfth grades who have mastered skills associated with first and second grade reading but have difficulty with long words and/or read slowly (60 to 120 cwpm). • REWARDS Plus - Reading Strategies Applied to Science Passages: REWARDS Plus is a follow-up to the original REWARDS program. This program takes the concepts learned in REWARDS and applies them to the content area (Science). It not only furthers reading ability, it introduces vocabulary, provides basic information, and teaches comprehension and writing strategies that students will use as they advance to secondary-level science course. • Weekly Reader Magazine: Weekly Reader contains current event articles and informational articles that interest teenagers. • FCAT Explorer: FCAT Explorer is an on-line educational program provided by the FDOE for Florida's students that reinforces reading skills outlined in the Sunshine State Standards. FCAT Explorer is appropriate for all levels of students. • Reading Plus: Reading Plus is a computer software program that is individualized focusing on student needs. Reading Plus builds fluency, vocabulary and comprehension. This program is appropriate for students needing decoding and fluency. • Kaplan Academy of Reading: The Academy of Reading is a reading intervention software tool designed to complement an existing reading curriculum for students in K-12 and adults. It is an intervention program for those who are behind in their basic reading skills as well as for learners who need to develop and improve reading acquisition skills. The program focuses on phonemic awareness, phonics, and reading comprehension. The Academy of Reading recommends 20-30 minutes, 3-5 times per week, though younger students or exceptional students may only be able to work for 15 minutes at a time and high school students and adults may work as long as 45 minutes. • Reading Assistant: Reading Assistant is a computer-based software that provides guided oral reading to develop reading fluency. The product combines advanced speech recognition technology with reading science to help students become confident readers and strengthen their fluency. Vocabulary acquisition and comprehension assessment/development are also integral components of the program. 	<p>Content Area Reading Strategies (CARS) professional development - Guided instruction in comprehension strategies before, during, and after reading through explicit modeling (think-alouds), practice in instructional level texts, and feedback provided by the Reading Coach and/or the Reading Specialist.</p> <p>Learning Focused Strategies – All teachers, administrators and reading coaches are being trained in the use of research-based, high impact strategies including a planning model on where to use them in their lessons to have the most impact on student learning.</p> <p>Reading Competencies 1 – 6 toward the Reading Endorsement - (All are offered free and online, except for the last one which is a teacher directed study.)</p> <p>Implementation training for new reading programs. This training is provided by the publishers as we get new programs. In addition, training in programs is provided to new teachers as they are hired to use certain programs.</p> <p>Software training as needed for Reading Assistant.</p> <p>Florida Oral Reading Fluency Testing</p> <p>READ 180 Training</p> <p>LANGUAGE! Training</p> <p>The Edge Training</p> <p>Secondary Master Trainer for FAIR</p> <p>Secondary teacher training for FAIR</p>
------	--	--	--

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 (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
<p>a) 21st Century Learning - During the course of the program students are offered learning opportunities in reading, mathematics, science, and recreational activities. Tutoring and homework assistance are also offered to the students daily. Students are provided a nutritional snack and transportation home in the afternoons during the after school program. Transportation, breakfast and lunch are provided during the summer program.</p> <p>b) Before or After School Programs - funded through Title I and SAI may utilize such activities as mentoring programs, reading/math and/or writing small group skill practice and/or use of computer programs that build reading/math and/or</p>	<p>a) The program targets students attending Wildwood Elementary School, Bushnell Elementary School and Webster Elementary School. Eligibility of students to participate in the program is based on need as identified through standardized test scores and teacher recommendation.</p> <p>b) Each school determines the criteria for inviting students based on needs and funding availability.</p>	<p>a) The 21st CCLC Encore Program in Sumter County Schools provides a thirty week after school program four days per week for three hours per day during the regular school year and a six week summer program four days per week for six hours per day.</p> <p>b) Before/After school programs generally are provided four days a week for six to nine weeks depending on funding available.</p>	<p>a) Curriculum Department</p> <p>b) Curriculum Department</p>

writing skills.		c) Free Tutoring Program is provided two to three days per week after school for six to nine weeks	
c) Free Tutoring Program - Free tutoring is available at WES and WWES through SES for eligible students in grades K-5.	c) Free Tutoring Program available to eligible interested students		c) Curriculum Department

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

school_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	Harcourt Math Learning Focused Strategies Curriculum Mapping	Accelerated Mathematics Success Maker Drops in the Bucket Kaplan Math Advantage Math Facts in a Flash Riverdeep Destination Math Explore Learning-Gizmo Vocabulary Arcade	Accelerated Mathematics Training; Success Maker Management Training, Learning Wheels Mathematics, Learning Focused Solutions Mathematics, River Deep, professional learning communities, RTI, PROMISE, Concrete-Representational-Abstract approach, PBS (Positive Behavior Support), Virtual Manipulatives, Professional Conferences
MIDDLE	Glencoe Math Applications and Connections Learning Focused Strategies Curriculum Mapping	SuccessMaker Borenson Hands-on Equation System FCAT Explorer Ladders to Success Maths'cool- Best Quest	SuccessMaker, Borenson Hands-on Equation, Learning Focused Strategies, Learning Focused Writing Assignments and Benchmark Assessments, professional learning communities, RTI, PROMISE, Concrete-Representational-Abstract approach, PBS (Positive Behavior Support), Virtual Manipulatives, Professional Conferences, Content Area Reading Strategies
HIGH	Prentice Hall Algebra and Geometry Glencoe Concepts and Applications Learning Focused Strategies Curriculum Mapping	Algebras'cool- Best Quest Kaplan Advantage Vocabulary Arcade	Learning Focused Writing Assignments, professional learning communities, RTI, PROMISE, Concrete-Representational-Abstract approach, PBS (Positive Behavior Support), Virtual Manipulatives, Professional Conferences

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
a) 21st Century Learning - During the course of the program students are offered learning opportunities in reading, mathematics, science, and recreational activities. Tutoring and homework assistance are also offered to the students daily. Students are provided a nutritional snack and transportation home in the afternoons during the after school program. Transportation, breakfast and lunch are provided during the summer program. b) Before or After School Programs - funded through Title I and SAI may utilize such activities as mentoring programs, reading/math and/or writing small group skill practice and/or use of computer programs that build reading/math and/or writing skills. c) Free Tutoring Program - Free tutoring is available at WES and WWES through SES for eligible students in grades K-5.	a) The program targets students attending Wildwood Elementary School, Bushnell Elementary School and Webster Elementary School. Eligibility of students to participate in the program is based on need as identified through standardized test scores and teacher recommendation. b) Each school determines the criteria for inviting students based on needs and funding availability. c) Free Tutoring Program available to any interested eligible students	a) The 21st CCLC Encore Program in Sumter County Schools provides a thirty week after school program four days per week for three hours per day during the regular school year and a six week summer program four days per week for six hours per day. b) Before/After school programs generally are provided four days a week for six to nine weeks depending on funding available. c) Free Tutoring Program is provided two to three days per week after school for six to nine weeks.	a) District Curriculum Department

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

school_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	Harcourt Science	Explore Learning Gizmos SuccessMaker Science	Explore Learning Gizmos, Promise Modules, 5-E Inquiry Model, curriculum mapping, Learning Focused Strategies, Learning Wheels Science, professional learning communities, RTI, PBS, Learning Focused Writing Assignments and Benchmark Assessments
MIDDLE	Holt Science and Technology	SuccessMaker Science Herff-Jones Science Inquiry Lab Discovery Education Middle School Science Explore Learning-Gizmo Kaplan Advantage FCAT Explorer	Explore Learning Gizmos, Promise Modules, 5-E Inquiry Model, curriculum mapping, Learning Focused Strategies, Middle School Science Initiative, professional learning communities, Content Area Reading Strategies, PROMISE, RTI, PBS, Learning Focused Writing Assignments and Benchmark Assessments

HIGH	Prentice Hall Physical, Biology, Chemistry, Earth/Space	Explore Learning-Gizmo Kaplan Advantage FCAT Explorer Vocabulary Arcade	Explore Learning Gizmos, Promise Modules, 5-E Inquiry Model, curriculum mapping, Learning Focused Strategies, professional learning communities, Content Area Reading Strategies, PROMISE, Rti, PBS, Learning Focused Writing Assignments
------	---	--	---

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
a) 21st Century Learning - During the course of the program students are offered learning opportunities in reading, mathematics, science, and recreational activities. Tutoring and homework assistance are also offered to the students daily. Students are provided a nutritional snack and transportation home in the afternoons during the after school program. Transportation, breakfast and lunch are provided during the summer program.	a) The program targets students attending Wildwood Elementary School, Bushnell Elementary School and Webster Elementary School. Eligibility of students to participate in the program is based on need as identified through standardized test scores and teacher recommendation.	a) The 21st CCLC Encore Program in Sumter County Schools provides a thirty week after school program four days per week for three hours per day during the regular school year and a six week summer program four days per week for six hours per day.	a) District Curriculum Department

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

school_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	Writers In Control Learning Focused Solutions- Writing Assignments and Benchmark Assessments		Writers in Control, Learning Focused Solutions-Writing Assignments and Benchmark Assessments, Professional Learning Communities
MIDDLE	Writers In Control Learning Focused Solutions- Writing Assignments and Benchmark Assessments		Writers in Control, Learning Focused Solutions-Writing Assignments and Benchmark Assessments, Professional Learning Communities
HIGH	Writers In Control Learning Focused Solutions- Writing Assignments and Benchmark Assessments		Writers in Control, Learning Focused Solutions-Writing Assignments and Benchmark Assessments, Professional Learning Communities

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
b) Before or After School Programs - funded through Title I and SAI may utilize such activities as mentoring programs, reading/math and/or writing small group skill practice and/or use of computer programs that build reading/math and/or writing skills.	b) Each school determines the criteria for inviting students based on needs and funding availability.	b) Before/After school programs generally are provided four days a week for six to nine weeks depending on funding available.	b) District Curriculum Department

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.

Even though the district is in corrective action and not required to set aside funds for professional development, the district has chosen to set aside funds for professional development activities including, but not limited to the following:

Additional personnel including a reading coach, teacher on special assignment, and early childhood specialist; stipends for teachers for staff development activities; substitutes for teachers for staff development activities; stipends for paraprofessionals for staff development activities; Professional and technical services (consultants) for programs including: Writers in Control, SuccessMaker, Breakthrough to Literacy, Riverdeep, Accelerated Reader, Accelerated Math, Learning Focused Solutions, Explorer Learning, CHAMPS (behavior modification), Differentiated Instruction, PROMISE, and Rti; Materials and Supplies for professional development activities; Tuition reimbursement for teachers to achieve status of highly qualified; Tuition reimbursement for paraprofessionals to continue with career education.

The Title I coordinator monitors all school expenditures and assists school staff in developing and implementing professional development activities. The Title I coordinator also works with the Title II coordinator to coordinate resources. Through the office of staff development, an annual needs assessment is completed to help determine staff development needs at each school and throughout the district. Student performance data is a major factor in determining staff needs. In addition, monthly inservice calendars notify staff as to additional training opportunities and scheduled inservice days will provide training activities, both school-based and district wide.

Prior to pre-planning, teachers and administrators receive a day of mandated inservice targeting focused district initiatives, including Learning Focused Solutions, Writers in Control, Curriculum Mapping, Rti, and reading, math, and science.

Staff Surveys and student performance data will be used to measure the impact of all district and school-based professional development activities.

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
Increase parent participation in school parent activities and support for their child's education	On the 2009 district climate survey, parent and community involvement was the lowest rated area by teachers, parents and students.	District Title I Parent Advisory Council Migrant/ESOL Parent Advisory Council Parent Resource Center Parent workshops and informational meetings (including ECTAC Annual Parent Conference, Building Better Readers, Mysteries in the Middle, Science Nights, Math Nights, AR Nights, promotion and retention requirements, Career Planning, Student Expectations) PIRC (Parent Information Resource Center) Flexible days and times for parent/teacher conferences Parent Viewer for online grade book School Websites School Volunteer Involvement	Evaluation Mechanism Parent Climate Survey Migrant Parent Survey Title I Parent Survey Meeting Rosters Volunteer Numbers and hours Golden School Award	District Curriculum Department School Principals

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 district schools showed improvement on the 2008 CELLA results. Those results show that two schools (South Sumter Middle and South Sumter High) out of twelve did not meet all three AMAO criteria. South Sumter Middle (W-43%, R-41%) failed to meet the goal of 54% of ELLs showing gains in Writing and 56% showing gains in Reading. South Sumter High (W-48%, R-54%) failed to meet the goal of 54% showing gains in Writing and the goal of 56% showing gains in Reading.

South Sumter Middle and South Sumter High have higher numbers of ELL students than the other secondary schools in the district. Both schools have an ESOL aide that works with ELL students in their content area classes. Both schools provided and continue to provide before and/or after school tutoring for students who are experiencing academic difficulty. All ELL students participate in FCAT testing and all level 1 and 2 students are assigned to a 90 minute intensive reading course. Math remediation is integrated into math courses.

89.3% of the ELLs tested at South Sumter Middle participated in below level testing for the Reading and Writing Domains of CELLA. Six students (10.7%) participated in on level testing for Reading and Writing. 69.6% of those assessed have participated in the ESOL program for three or more years (at the time of testing). 42.9% scored Level 1 on 2008 FCAT Reading, 46.4% scored Level 2 and 10.7% scored level 3 or higher.

As can be seen from the table above the majority of ELLs at South Sumter Middle are not proficient in English. Seventy percent of these students have been in the ESOL program for more than 3 years. Based on the fact that almost seventy percent of the ELL students were assessed on a lower level test for the Reading and Writing domains of CELLA and the fact that eighty-nine percent of ELLs scored Level 1 or 2 on FCAT Reading, the conclusion can be drawn that they are also struggling to learn to read and write adequately in English.

The majority of ELL students at South Sumter High School are proficient in English.

The majority of ELL students at South Sumter High School are not proficient in reading.

majority of ELL students at South Sumter High are not proficient at Writing.

The

Four ELL students tested at South Sumter High participated in off level testing for the Reading and Writing Domains of CELLA. Thirty-eight (80.8%) students participated in on level testing for Reading and thirty-seven (78.7%) participated in on level testing for Writing. Thirty-four (72.3%) of those assessed have participated in the ESOL program for three or more years (at the time of testing). On 2008 FCAT Reading, 72.3% scored Level 1, 17.0% scored Level 2 and 8.5% scored level 3 or higher.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
a. Use of DOE developed ESOL training materials in in-service for teachers			

<ul style="list-style-type: none"> and paraprofessionals b. Fidelity in using ESOL strategies c. Use of Reading Assistant (vocabulary builder) d. Use of Rosetta Stone (English acquisition) e. Migrant paraprofessionals (supplemental assistance to students and teachers) at Webster Elementary and South Sumter High School that work directly with students f. Bilingual Home Educators (also work directly with students)\ g. Language! (reading and English language acquisition program) used at the high school level. 	<ul style="list-style-type: none"> a. ESOL Coordinator b. Director of Staff Development c. Director of Elementary Ed d. Director of Secondary Ed e. Sr. Director of Curriculum and Instruction f. Principals g. ESOL Teachers 	8/09-6/10	<ul style="list-style-type: none"> a. General Fund b. Title I, II, III, c. Title II, part a d. Title V e. Just Read Grant
--	--	-----------	--

3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
<ul style="list-style-type: none"> a. Implementation of District Reading Plan b. Increased opportunities for student engagement time in after school programs such as Encore c. Before and after school tutorials d. FCAT Explorer (FCAT online remediation program) e. SuccessMaker labs (reading and math tutorial) f. Learning Focused Strategies (planning template that includes research based strategies such as work in pairs, graphic organizers, summarization and extension and refining) g. CARS (strategies used in content area instruction to improve comprehension) h. Writers in Control (writing process/program that simplifies the writing process and insures student success) i. 90 minute reading block (an extended amount of time required by all elementary schools and for non-fluent secondary students) j. Harcourt Storytown (core reading series for all elementary students) k. Daybooks of Critical Reading/Writing (used with all middle school students who are on grade level) l. SRA (used with students at the secondary level who are in need of decoding or comprehension instruction) m. READ 180 (used with non-fluent and fluent high school students reading below grade level 4th grade level and above) n. Language! (used with high school students who are non-fluent and reading below 4th grade level) o. Edge (used with more fluent high school students who are level 1 or 2 on FCAT) 	<ul style="list-style-type: none"> a. District Reading Specialist b. Director of Elementary Ed c. Director of Secondary Ed d. Sr. Director of Curriculum and Instruction e. ESOL/ESE Coordinator f. Principals 	8/09-6/10	<ul style="list-style-type: none"> a. General Fund b. Title I, II, III, c. Title II, part a d. Title V e. Just Read Grant

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
<ul style="list-style-type: none"> a. Resource teachers for two elementary schools under NCLB sanctions (providing small group instruction in math and science) b. After school tutoring at South Sumter Middle school (teacher working with a small group) c. AR Math program (computerized tutorial instruction) d. Explicit teaching of vocabulary e. Use of hands on activities with manipulatives (ex. Borenson's Hands-on Algebra Models and activities) f. Short and extended response questions incorporated as part of math lessons g. Use of CRA strategies (concrete to representational to abstract) h. Use of technology i. 90 minute math blocks j. Math is incorporated in before and after school programs k. Harcourt math is the core curriculum used at the elementary level l. Saxon Math (spiral curriculum) pilot at one elementary school m. SuccessMaker lab for review and extension of skills n. Math Facts in a Flash o. FCAT Explorer (review and preparation for FCAT) p. Kaplan Math (review of skills) q. Glencoe/Prentice Hall is the core series for middle school 	<ul style="list-style-type: none"> a. District Curriculum Specialist for Math and Science b. Director of Elementary Ed c. Director of Secondary Ed d. Sr. Director of Curriculum and Instruction e. ESOL/ESE Coordinator f. Principals. 	8/09-6/10	<ul style="list-style-type: none"> a. General Fund b. Title I, II, III, c. Title II, part a d. Title V e. Just Read 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
<ul style="list-style-type: none"> a. Continue to review and revise district Curriculum Maps (insures that teachers know the curriculum and that all skills are covered) b. Continue Learning Focused Strategies trainings (provides training to new personnel and review for particular areas) c. Continue Writers in Control training (train new staff) d. Conference participation e. Learning Wheel Reading f. Continue Max Thompson series to extend Learning Focused Strategies to Math and Vocabulary and Differentiated Assignments g. Coordination of technology training 	<ul style="list-style-type: none"> a. District Reading Specialist b. Director of Elementary Ed c. Director of Secondary Ed d. Sr. Director of Curriculum and Instruction e. ESOL/ESE Coordinator f. Director of Staff Development g. Principals. 	8/09-6/10	<ul style="list-style-type: none"> a. General Fund b. Title I, II, III c. Title II, part a d. Title V e. Just Read Grant f. Title VI

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
<ul style="list-style-type: none"> a. Title I parent outreach activities b. Parent Resource Centers (libraries of materials for home use) c. English classes for parents d. Make and Take workshops for parents (offered through Parent Resource 			

Centers) e. ESOL/Migrant Parent Advisory Council f. AR Night (with prizes and awards for students) g. Math Night (with prizes and awards for students) h. FCAT Night i. PTO/PTA meetings j. Building Better Readers Night k. ECTAC Family Conference l. Title I allocation to individual schools for parent activities and trainings m. District Title I Parent Advisory Council n. Bilingual Home Educators o. Evening parent conferences with translation services available	a. ESOL/ESE Coordinator b. Director of Elementary Ed c. Sr. Director of Curriculum and Instruction d. Home Educators e. Principals f. Director of Secondary Ed	8/09-6/10	a. General Fund b. Title I, II, III c. Title II, part a d. Title V e. Just Read Gran f. Title VI
---	---	-----------	---

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.](#)

Corrective Action (SINI 3)

Title I, Section 1116(b)(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.

No Corrective Action Data Submitted

School Restructuring (SINI 5 and SINI 7)

Title I, Section 1116(b)(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: WILDWOOD ELEMENTARY SCHOOL

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:

Root Cause 1 Reading and Mathematics instructional methods have been identified as a root cause for low academic achievement. The district reviewed student achievement data for 3rd, 4th and 5th grade in math, writing, science, and reading, teacher qualifications and their educational background along with learning gains achieved by their respective students and compared teachers with high percentages of students with learning gains to those with low percentages of students with

learning gains. Focusing resources to continue the reading coach and implement a mathematics resource teacher will result in having teachers with strong content backgrounds and proven results providing instruction for all level 1 and targeted level 2 reading and math students in grades 3-5. A dedicated reading coach and math resource teacher on campus will eliminate the generalist instructional method and allow for increased student achievement in reading and mathematics. Root Cause 2 Writing instructional methods has been identified as a root cause for low academic achievement. The district reviewed student achievement data for 4th graders in writing, teacher qualifications and their educational background. In addition, the district reviewed the writing results of two other elementary schools in the district implementing the "Writers In Control" program with high accountability and high support. The school has an inconsistent history of meeting the 1% increase in writing proficiency to meet annual measurable goals. The district realizes the importance of writing in respect to closing the achievement gap, making Adequate Yearly Progress and eligibility for Safe Harbor consideration. Focusing resources to contract additional writing consultant hours for leading professional learning communities, examining student work and classroom observations will increase student achievement in the total population as well as in each subgroup. Implementing additional contracted hours with a writing consultant will eliminate inconsistent instructional methods and allow for specific student work related feedback to increase student writing proficiency. Root Cause 3 Instructional time on task and student to teacher ratio for bottom quartile students have been identified as a root cause for low academic achievement. Currently the school offers a four day per week, three hour per day after school program and a six week summer program through the 21st Century Community Learning Centers grant. The district reviewed participating student achievement data for 2nd, 3rd, 4th, and 5th grades in math, writing, science, and reading, along with the average daily attendance and student schedules. The current student to teacher ratio is 22:1. Focusing resources to reduce the student to teacher ratio in the after school program will allow for more individualized instruction and tutoring and will increase student achievement in reading, mathematics, writing and science. Increasing the number of after school and summer program teachers will eliminate large class sizes and allow the program to offer more customized instructional programs tailored to individual student needs. Root Cause 4 A lack of behavioral interventions has been identified as a root cause for low academic achievement. A recent study of discipline referral data for the first semester of the 2008-09 school year and the previous two school years, along with the number of students identified as eligible for exceptional education, has been completed. Compared to other similar elementary schools within the district, Wildwood Elementary has three times more discipline referrals. On average, seven disciplinary referrals are submitted each day, resulting in disciplinary actions that may include out-of-school suspension. Implementation of a RTI Case Facilitator, behavior support personnel and a structured in-school suspension program will allow the school to utilize appropriate individualized behavior interventions. Alternatives to out-of-school suspension ensure continued academic support for disruptive students. Both strategies will assist school administration and teachers with maintaining an environment conducive to student learning. Focusing resources will provide the expertise needed to implement RTI with an anticipated increase in student performance. Oversight and Monitoring-District Level Beginning with the 2008-09 school year and continuing through 2009-10, there will be increased monitoring of instructional activities that impact student achievement. These monitoring activities will be conducted by the District Leadership Team, including the Senior Director of K-12 Curriculum, the Director of Elementary Education, Coordinator of Exceptional Student Education, Coordinator of Student Services, and the district's two curriculum specialists, including K-12 Reading. Through this oversight, it is anticipated that Wildwood Elementary will receive the assistance needed to initiate and monitor needed academic reform that will impact student achievement. Supervisory activities by district staff will include the following: 1. Support the principal in developing the school leadership team 2. Monitor effective utilization of the reading coach and mathematics resource teacher positions 3. Review and assist with the development of master schedules 4. Schedule sessions to review the school improvement plans and state progress monitoring plans to ensure that objectives and strategies address the subgroups not meeting standards 5. Supervise local, state and federal budgets and revenue structures by district administrative staff 6. Schedule meetings with district staff to discuss the implementation of the instructional program and its impact on student performance based on progress monitoring results 7. Review completed math and reading benchmark assessments and correlation of data including SuccessMaker and common assessments 8. Monitor professional development activities provided by Title I, Title I School Improvement Funds and Title II to ensure that activities are data driven and/or implemented with appropriate subgroups 9. Review instructional programs in Reading and Mathematics with a focus on sub groups not meeting NCLB Targets. These reviews will be conducted three times during the school year to ensure fidelity with implementation of the K-12 Reading Plan and the mathematics program design. The instructional program reviews will be scheduled prior to the window administration of the FCAT 10. Evaluate the degree of implementation of reading and mathematics interventions using a monitoring/walkthrough tool that will result in a corrective action plan to address the areas in need of improvement Oversight and Monitoring-School Level Although student performance at Wildwood Elementary is improving and previously implemented strategies are positively impacting instruction and achievement, some adjustments are needed. During the 2009-10 school year each school administrator will continue to closely monitor will consist of reviewing Accelerated Reader and Accelerated Math reports to check for students not testing, accuracy percentages, progress towards weekly class goals and follow up with teachers or students. Lesson plans will be reviewed for Next Generation Standards, flexible grouping and reading and math centers, with a teacher station identified. Classroom walkthroughs will be conducted during reading and math blocks using a checklist to monitor skills taught, science centers, Accelerated Reader, Accelerated Math, SuccessMaker and a teacher center for intervention. Homework will be assigned to students in accordance with school policy and will be checked regularly to ensure compliance with requirements. Daily read aloud activities will be conducted in all classrooms using graphic organizers to teach vocabulary in context. Students in fourth grade will be grouped flexibly for writing instruction and will continue to receive instruction using the Writers in Control program. A writing consultant will visit four times prior to FCAT to focus instruction toward student needs. Writing instruction in fourth grade will take place during a 90 minute writing block. In addition, a writing consultant will provide professional development to all third grade teachers four times per year and all kindergarten through second grade teachers two times per year. Accelerated Math will be continued in all first through fifth grade classes. Math instruction will take place during a 90 minute block. Incentive plans will be developed to reward both students and teachers for meeting goals. All students will participate in hands-on, concept to the abstract learning centers. Students will be assigned additional time in the computer lab using SuccessMaker software based on the program's prescriptive scheduling report. Third through fifth grade students scoring at Level 1 on FCAT Math will receive intensive instruction with the Math Resource Teacher. Students will be instructed using Learning Focused Solutions' Math Strategies in all grade levels. Physical Education teachers will use Math Party with the students weekly. Math and writing teachers will collaborate efforts to instruct students on responding to open-ended response items on FCAT at fifth grade. Reading instruction will be monitored using the Reading Walkthrough Guidelines as recommended by the Florida Department of Education. Incentive plans will be developed to reward both students and teachers for meeting goals. Third through fifth grade students and targeted subgroups will receive additional intensive instruction with the school's reading coach. Students will be instructed using Learning Focused Solutions' Vocabulary strategies in all grade levels. Non-fiction centers will be required in all reading blocks. Physical Education teachers will instruct students weekly using vocabulary strategies. Third through fifth grade students will participate in a weekly motivational lesson during lunch using science vocabulary. All 4th grade students will receive intensive instruction on responding to open-ended response items following FCAT Writing. Since 2006-07, the year prior to the reconfiguration of North Sumter Intermediate school, 50% of the instructional staff has been replaced and a principal with a record of meeting AYP targets has been placed at the school. During the first year of this new school configuration, Wildwood Elementary has

experienced the following success. 2009 • 29% increase in the percentage of students meeting state standards in writing • 7% increase in the percentage of 3rd grade students reading at or above grade level • 7% increase in the percentage of 4th grade students reading at or above grade level • 19% increase in the percentage of 4th grade students at or above grade level in math • 14% increase in the percentage of 5th grade students reading at or above grade level • 13% increase in percent of 5th grade students at or above grade level in math • 1% increase in percent of 5th grade students at or above grade level in science 2008 • 5% increase in the percentage of students reading at or above grade level • 5% increase in the percentage of struggling students making a year's worth of progress in reading • 10% increase in the percentage of students at or above grade level in math • 6% increase in the percentage of students making a year's worth of progress in math • 19% increase in the percentage of struggling students making a year's worth of progress in math • 1% increase in the percentage of students meeting state standards in writing • 10% increase in the percentage of students at or above grade level in science

Grade Configuration To strengthen the academic performance of students, the grade configuration of North Sumter Intermediate was modified by moving kindergarten through third grade students from North Sumter Primary school to form the new Wildwood Elementary School. The merging of these two schools provided continuity of instruction and administrative leadership. North Sumter Primary School met AYP targets and the principal of the school was assigned to Wildwood Elementary School. In addition, a principal mentor is working with the principal of Wildwood Elementary. The principal mentor has a proven record of leading schools to meet AYP targets and achieving "A" ratings under the Florida A+ plan. This reorganization has been coordinated in response to a greater need to provide a more rigorous and relevant curriculum program. Since 2006-07, the last year prior to the reconfiguration of North Sumter Intermediate, 50% of the instructional staff has been replaced. The principal has carefully reviewed testing data and has made instructional placements that best complement student needs and teacher strengths.

Rationale When North Sumter Intermediate School was designated as a SINI/Correct 1 School prior to restructuring, district and school staff met to determine strategies to improve the school's academic performance. Out of this review came the recommendation to merge the two smaller schools into a larger campus that would provide more opportunities for assistance. The 2007-08 school year was a year of transition. All stakeholders have worked to build a sense of pride in the "new school." An example of this new commitment was evidenced by the dedication ceremony held at the beginning of the 2007-08 school year. Representatives from the district level, community partners, PTO, and past principals and teachers were invited. All grade levels participated in the program. The implementation of policies, procedures and programs that were developed collaboratively with school leadership teams has cultivated ownership among staff, parents and students of the school. This new school culture will contribute to increased student achievement, teacher retention and parental involvement which are all factors for success. Use of curriculum maps and common assessments be continued in the 2009-10 school year. Teachers will continue to meet during learning community time and shared planning days to edit/refine the maps and review assessment results to help guide instruction. All teachers and administrators are trained in Learning Focused Strategies. This training complements curriculum maps and assessments already in use. It provides a method for pairing curriculum mapping and lesson plans with strategies that have been researched and proven to impact student achievement the most. The Learning Focused Solutions training initiative continues with in-service in August, 2009-10 school year. Additional components of Learning Focused Solutions Fast Track to Achievement will be utilized such as Writing Assignments and Benchmark Assessments. Teachers will also participate in training provided through the Florida Inclusion Network to meet the needs of students with disabilities. SuccessMaker consultants will continue to work with staff to provide additional targeted assistance with utilization of current programs. Continued utilization of these research based programs and the support of the district assistance team will help to promote consistency in instruction resulting in increased student performance. We feel that this restructuring plan will improve student achievement where prior actions have not succeeded. Wildwood Elementary is now serving grades Pre K-5 which allows the district more flexibility when making teacher assignments. In addition, improved vertical articulation among grade levels will result in increased collaboration and common goal setting. The Pre K-5 grade level combination will optimize parent participation in school activities. Another reason we feel this plan will succeed is because there continues to be a more focused professional development plan. All training activities will be tied to the Learning Focused initiative in the areas of curriculum, instruction and assessment with emphasis on the subgroups not making Adequate Yearly Progress.

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
Expansion of Writers in Control Training	August 2009-May 2010	Administration	2010 FCAT Writing Results School Wide Writing Prompts Baseline and Mid-year Data
Implementation of Math Resource Teacher	July 2009- June 2010	Administration	2010 FCAT Math Results Common Assessment Data Baseline and Mid-year Data
Continuation of Reading Coach	July 2009-June 2010	Administration	2010 FCAT Reading Results Florida Assessment of Instruction in Reading (FAIR) Baseline and Mid-year Data
Implementation of Learning Focused Solutions' Writing Assignments and Benchmark Assessments Training	August 2009	Administration	2010 FCAT Results
Implementation of Safe and Civil Schools by Randall Sprick	August 2009- May 2010	Administration	School Disciplinary Records
Continuation of After-School and Summer Program	September 2009-July 2010	Administration	2010 FCAT Results
Continuation of Professional Learning Communities	August 2009-June 2010	Administration	Professional Learning Community Meetings
Continuation of District Assistance Team meetings	August 2009-June 2010	Administration	2010 FCAT Common Assessment Data Baseline and mid-year Data
Continuation of District Assistance Team meetings	August 2009-June 2010	Administration	2010 FCAT Common Assessment Data Baseline and mid-year Data

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.

As required by NCLB, a letter was sent to all parents of students at Wildwood Elementary School informing them of the school's restructuring status and identifying the subgroups not meeting AYP requirements. The letter also invited parents to complete a survey that was attached to the letter. The results from that survey were carefully reviewed and considered by the Restructuring Advisory Committee when developing the restructuring plan. In addition to the distribution of the letters, the

same information was distributed to parents through the school newsletter and school website. A Restructuring Advisory Committee was formed during the 2007-08 school year to disseminate and garner input from stakeholders pertaining to the AYP status of the school and made recommendations/suggestions for improvements to be implemented during the 2008-09 school year. The Restructuring Committee and School Advisory Council worked collaboratively on the development of the restructuring plan incorporating the results from the parent and teacher restructuring surveys. During the 2009-10 school year the Restructuring Committee will continue to serve a vital role in identifying resources and recommending strategies that could increase student achievement, increase parent involvement in school based parent activities and communication of school restructuring initiatives with the community.