

# FLORIDA DEPARTMENT OF EDUCATION

## Differentiated Accountability

### 2012-2013 District Improvement and Assistance Plan

#### District: Hernando

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**Contact Person: Eric C. Williams**  
**Title:** Director of School Improvement  
**E-mail:** williams\_e@hcsb.k12.fl.us  
**Phone Number:** (352)797-7051  
**Fax:** (352)797-7151  
**Contact Person: Jeff Yungmann**  
**Title:** ESOL Curriculum Supervisor  
**E-mail:** yungmann\_j2@hcsb.k12.fl.us  
**Phone Number:** (352)797-7051  
**Fax:** (352)797-7151  
**Contact Person: Cindy Stewart**  
**Title:** Supervisor of Title I  
**E-mail:** stewart\_c@hcsb.k12.fl.us  
**Phone Number:** (352) 797-7000  
**Fax:** (352) 797-7139

**John L. Winn,**  
**Commissioner**  
Florida Department of  
Education  
325 West Gaines Street  
Tallahassee, Florida 32399

**Dr. Mike Grego, Chancellor**  
K-12 Public Schools  
Florida Department of  
Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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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.

The Hernando County School District hereby assures the Florida Dept. of Education that school SAC members, including parents; school staff, including principals, academic coaches, and teachers; and district staff, including the Superintendent, Assistant Superintendent, Curriculum Specialists, and Federal Program Administrators participated in planning and revising the District's 2012-13 District Improvement and Assistance Plan. The process began in schools, where SAC members, principals, academic coaches, and teachers collaborated to develop ambitious goals for increasing student achievement on state assessments, decreasing suspensions, decreasing dropout rates, increasing parent involvement, etc. (and) to identify barriers to growth (and) to plan to implement effective strategies and progress monitoring procedures associated with identified barriers, as part of developing their 2012-13 School Improvement Plans. While focusing on strategic imperatives as part of FLDOE's K-12 Strategic Plan and the District's draft 2012-17 strategic plan, the Superintendent, the Assistant Superintendent, and the Director of School Improvement collaborated to set priorities for the 2012-13 District Improvement and Assistance Plan as part of weekly Executive Team meetings. Our Curriculum Specialists and Federal Program Administrators, having each read all 24 school improvement plans, then blended these set priorities with common goals, barriers, strategies, and progress monitoring processes and tools, etc. identified in all 2012-13 Hernando school improvement plans to develop goals, barriers, strategies, and progress monitoring processes and tools, etc. included in our 2012-13 District Improvement and Assistance Plan. As such, our 2012-13 District Improvement and Assistance Plan development involved all relevant stakeholders and represents common individual school needs, processes, and procedures aligned to local, state, and federal standards and

expectations. The Hernando County School District's Teaching & Learning Division and School Improvement Dept. continuously collaborate to develop, support, and facilitate the implementation of federal, state, and District policies and procedures to guide school-based teams through direct support systems. Our role is to provide schools with rich, deep support as they plan for systems of change through district-wide consensus building, infrastructure, development, and implementation. As the District works to develop a long-range strategic plan in 2012, our goal will be to further align local, state, and federal program accountability system requirements in a condensed, useable format and to require that the district's strategic plan serve as the foundation for the annual DIAP, and all school annual SIPs.

## **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."**

<b>Subgroup not making satisfactory progress.</b>	<b>Subject Area</b>	<b>Specific Teaching and learning needs of students not making satisfactory progress</b>	<b>Why the prior plan did not sufficiently meet needs</b>	<b>Strategies/actions with the greatest likelihood of improving student achievement</b>	<b>Professional development to support strategies/actions</b>	<b>Person/department responsible</b>
Total	Reading	Students must be prepared to cope with the reading required in college and during their careers.	Students are not expected to be independent learners. They have not been taught to think critically.	Develop and ask text dependent questions, and have students support their answers based upon evidence from the text. Provide students with research and writing opportunities. Use short, complex non-fiction reading materials that support student learning.	Reading coaches will provide professional development on the ELA CCSS and the Comprehension Instructional Sequence Model.	Debbie Pfenning/Teaching and Learning
			1) Inconsistent use of the adopted instructional materials 2)	1) Adequate instructional block of time. 2) Instruction that		

Total	Mathematics	<p>54% of the students scored proficient or higher.</p> <p>Instruction needs to include strategies that allow for students to learn with understanding and develop fluency while building on prior knowledge.</p>	<p>Instruction that continues to focus on procedural teaching and lecture-exercise-test practices</p> <p>3) Use of low student engagement practices</p> <p>4)Formative assessments not aligned to the content limit and complexity level for the benchmarks</p> <p>5) Improper sequencing and placement of students in courses</p> <p>6) Insufficient instructional time and preparation</p>	<p>incorporates the Concrete-Representation-Abstract sequence to help develop conceptual understanding</p> <p>3) Effective strategies to encourage student discourse and engagement</p> <p>4)Use of Curriculum Calendars to pace instruction</p> <p>5) Quality standards driven lesson plans to address diverse learners</p> <p>6) Ongoing common formative assessments aligned to the Test Item Specification</p> <p>7) Use of journals to communicate thinking and learning</p>	<p>1)Use of the adopted instructional materials,</p> <p>2)Lesson Planning and Lesson Study</p> <p>3) Standard-Based and Inquiry-Based Instruction</p> <p>4) Differentiated Instruction/Response to Instruction</p> <p>5) Model Drawing for problem solving</p> <p>6) CCSS/Mathematical Practices training</p> <p>7)Effective instruction using Base Ten and Fractions</p>	<p>Marcia Austin/Teaching and Learning</p> <p>Administrators/Site Based</p>
White	Reading	<p>Coursework for all students must be rigorous and instruction must be engaging.</p>	<p>Tasks and assessments lack rigor. Lessons are not engaging.</p>	<p>Assign tasks that follow an appropriate progression of rigor according to Webb's Depth of Knowledge.</p> <p>Employ a variety of learning strategies that engage students in active participation, address multiple learning styles and cultural experiences, and stimulate students' intellectual interest.</p>	<p>Reading coaches will provide professional development on text complexity and raising rigor in reading.</p>	<p>Debbie Pfenning/Teaching and Learning</p>
			<p>1)Instruction that continues to</p>		<p>1)Use of the adopted instructional materials,</p>	

White	Mathematics	58% of the students scored proficient or higher. Instruction needs to include strategies that allow for students to learn with understanding and develop fluency while building on prior knowledge.	focus on procedural teaching and lecture-exercise-test practices 2) Pervasive use of low student engagement practices 3) Improper sequencing and placement of students in courses	1)Instruction that incorporates the Concrete-Representation-Abstract sequence to help develop conceptual understanding 2) Effective strategies to encourage student discourse and engagement	2)Lesson Planning and Lesson Study 3) Standard-Based and Inquiry-Based Instruction 4) Differentiated Instruction/Response to Instruction 5) Model Drawing for problem solving 6) CCSS/Mathematical Practices training 7)Effective instruction using Base Ten and Fractions	Marcia Austin/Teaching and Learning  Administrators/Site Based
Black	Reading	Coursework for all students must be rigorous and instruction must be engaging.	Tasks and assessments lack rigor. Lessons are not engaging.	Assign tasks that follow an appropriate progression of rigor according to Webb's Depth of Knowledge. Employ a variety of learning strategies that engage students in active participation, address multiple learning styles and cultural experiences, and stimulate students' intellectual interest.	Reading coaches will provide professional development on text complexity and raising rigor in reading.	Debbie Pfenning/Teaching and Learning
Black	Mathematics	35% of the students scored proficient or higher.  Instruction needs to be culturally and learning style sensitive and incorporate: 1) strategies that support conceptual understanding to include hands-on experiences 2)vocabulary acquisition strategies.	1) Instruction that continues to focus on procedural teaching and lecture-exercise-test practices 2) Pervasive use of low student engagement practices 4)Improper sequencing and placement of students in courses	1)Instruction that incorporates the Concrete-Representation-Abstract sequence to help develop conceptual understanding 2) Effective strategies to encourage student discourse and engagement 3)strategies to develop vocabulary and comprehension	1)Use of the adopted instructional materials, 2)Lesson Planning and Lesson Study 3) Standard-Based and Inquiry-Based Instruction 4) Differentiated Instruction/Response to Instruction 5) Model Drawing for problem solving 6) CCSS/Mathematical Practices training 7)Effective instruction using Base Ten and Fractions	Marcia Austin/Teaching and Learning  Administrators/Site Based

Hispanic	Reading	Coursework for all students must be rigorous and instruction must be engaging.	Tasks and assessments lack rigor. Lessons are not engaging.	Assign tasks that follow an appropriate progression of rigor according to Webb's Depth of Knowledge. Employ a variety of learning strategies that engage students in active participation, address multiple learning styles and cultural experiences, and stimulate students' intellectual interest.	Reading coaches will provide professional development on text complexity and raising rigor in reading.	Debbie Pfenning/Teaching and Learning
Hispanic	Mathematics	45% of the students scored proficient or higher.  Instruction needs to be culturally and learning style sensitive and incorporate: 1) strategies that support conceptual understanding to include hands-on experiences 2)vocabulary acquisition strategies.	1) Instruction that continues to focus on procedural teaching and lecture-exercise-test practices 2) Pervasive use of low student engagement practices 4)Improper sequencing and placement of students in courses	1)Instruction that incorporates the Concrete-Representation-Abstract sequence to help develop conceptual understanding 2) Effective strategies to encourage student discourse and engagement 3)strategies to develop vocabulary and comprehension	1)Use of the adopted instructional materials, 2)Lesson Planning and Lesson Study 3) Standard-Based and Inquiry-Based Instruction 4) Differentiated Instruction/Response to Instruction 5) Model Drawing for problem solving 6) CCSS/Mathematical Practices training 7)Effective instruction using Base Ten and Fractions	Marcia Austin/Teaching and Learning  Administrators/Site Based
Asian	Reading	Coursework for all students must be rigorous and instruction must be engaging.	Tasks and assessments lack rigor. Lessons are not engaging.	Assign tasks that follow an appropriate progression of rigor according to Webb's Depth of Knowledge. Employ a variety of learning strategies that engage students in active participation, address multiple learning styles and cultural experiences, and stimulate students'	Reading coaches will provide professional development on text complexity and raising rigor in reading.	Debbie Pfenning/Teaching and Learning

				intellectual interest.		
Asian	Mathematics	<p>77% of the students scored proficient or higher.</p> <p>Instruction needs to be culturally and learning style sensitive and incorporate:</p> <p>1) strategies that support conceptual understanding to include hands-on experiences</p> <p>2)vocabulary acquisition strategies.</p>	<p>1) Instruction that continues to focus on procedural teaching and lecture-exercise-test practices</p> <p>2) Pervasive use of low student engagement practices</p> <p>4)Improper sequencing and placement of students in courses</p>	<p>1)Instruction that incorporates the Concrete-Representation-Abstract sequence to help develop conceptual understanding</p> <p>2) Effective strategies to encourage student discourse and engagement</p> <p>3)strategies to develop vocabulary and comprehension</p>	<p>1)Use of the adopted instructional materials,</p> <p>2)Lesson Planning and Lesson Study</p> <p>3) Standard-Based and Inquiry-Based Instruction</p> <p>4) Differentiated Instruction/Response to Instruction</p> <p>5) Model Drawing for problem solving</p> <p>6) CCSS/Mathematical Practices training</p> <p>7)Effective instruction using Base Ten and Fractions</p>	<p>Marcia Austin/Teaching and Learning</p> <p>Administrators/Site Based</p>
American Indian	Reading	<p>Coursework for all students must be rigorous and instruction must be engaging.</p>	<p>Tasks and assessments lack rigor. Lessons are not engaging.</p>	<p>Assign tasks that follow and appropriate progression of rigor according to Webb's Depth of Knowledge.</p> <p>Employ a variety of learning strategies that engage students in active participation, address multiple learning styles and cultural experiences, and stimulate students' intellectual interest.</p>	<p>Reading coaches will provide professional development on text complexity and raising rigor in reading.</p>	<p>Debbie Pfenning/Teaching and Learning</p>
American Indian	Mathematics	<p>54% of the students scored proficient or higher.</p>	<p>N/A Met AMO</p>	<p>N/A Met AMO</p>	<p>N/A Met AMO</p>	<p>Marcia Austin/Teaching and Learning</p> <p>Administrators/Site Based</p>
				Assign tasks that follow an appropriate progression of rigor according to Webb's Depth of		



Economically Disadvantaged	Reading	Coursework for all students must be rigorous and instruction must be engaging.	Tasks and assessments lack rigor. Lessons are not engaging.	Knowledge. Employ a variety of learning strategies that engage students in active participation, address multiple learning styles and cultural experiences, and stimulate students' intellectual interest.	Reading coaches will provide professional development on text complexity and raising rigor in reading.	Debbie Pfenning/Teaching and Learning
Economically Disadvantaged	Mathematics	46% of the students scored proficient or higher.  Instruction needs to make connections and have relevance to their world and incorporate: 1) vocabulary acquisition strategies, 2) integration of adopted technology 3) differentiation/Tiered instruction	1) Instruction that continues to focus on procedural teaching and lecture-exercise-test practices 2) Pervasive use of low student engagement practices 3) Improper sequencing and placement of students in courses	1) Instruction that incorporates the Concrete-Representation-Abstract sequence to help develop conceptual understanding 2) Effective strategies to encourage student discourse and engagement  3) Quality standards driven lesson plans to address diverse learners	1) Use of the adopted instructional materials, 2) Lesson Planning and Lesson Study 3) Standard-Based and Inquiry-Based Instruction 4) Differentiated Instruction/Response to Instruction 5) Model Drawing for problem solving 6) CCSS/Mathematical Practices training 7) Effective instruction using Base Ten and Fractions	Marcia Austin/Teaching and Learning  Administrators/Site Based
English Language Learners	Reading	ELLs need targeted instructional support for specific building blocks in reading.	ESOL strategies and instructional materials are not used consistently.	Embed ESOL strategies into lesson plans. Utilize instructional materials that address the needs of English Language Learners with fidelity.	The district will provide courses that satisfy the ESOL Endorsement.	Debbie Pfenning/Teaching and Learning
English		29% of the students scored proficient or higher.  Instruction needs to be differentiated and incorporate:	1) Inconsistent use of ELL instructional resources 2) ESOL	1) Use of the instructional materials included in the adoption that support ELL learners 2) Provide additional support through the use of	1) ESOL strategies 2) Use of the adopted instructional materials, 3) Lesson Planning and Lesson Study 4) Standard-Based and Inquiry-Based Instruction 5) Differentiated	Marcia Austin/Teaching and Learning

Language Learners	Mathematics	1) strategies that support conceptual understanding to include hands-on experiences 2)vocabulary acquisition strategies,	strategies are not used consistently 3) Effective use of support personnel	ESOL support personnel when available 3) Cluster ELL students in core academic mainstream classes 4) Provide extended learning time	Instruction/Response to Instruction 6) Model Drawing for problem solving 7) CCSS/Mathematical Practices training 8)Effective instruction using Base Ten and Fractions	Administrators/Site Based ESOL Lead Teachers
Students with Disabilities	Reading	Struggling readers must be provided daily small group and/or individualized instruction.	Students have not been taught the foundational skills to learn to read well on their own. Core instruction is not meeting the needs of all students.	Provide small group and/or individualized instruction that targets specific reading deficits. Provide explicit vocabulary instruction. Provide scaffolding and support across content areas necessary for students to generalize the use of strategies that good readers use to comprehend text.	Reading coaches will provide professional development on foundational skills and differentiated instruction.	Debbie Pfenning/Teaching and Learning
Students with Disabilities	Mathematics	25% of the students scored proficient or higher.  Instruction needs to be differentiated and incorporate: 1) strategies that support conceptual understanding to include hands-on experiences 2)vocabulary acquisition strategies,	1) Inconsistent use of ESE instructional resources 2) Instruction is not differentiated 3) Access to core instruction in a general education classroom 4) Effective use of support personnel	1)Use of the instructional materials included in the adoption that support SWD learners 2) Provide time for the general education and ESE teachers to collaborate and plan effective lessons 3) Cluster ELL students in core academic mainstream classes 4) Provide extended learning time	1)NGSSS Access Points 2)Use of the adopted instructional materials, 3)Lesson Planning and Lesson Study 4) Standard-Based and Inquiry-Based Instruction 5) Differentiated Instruction/Response to Instruction 6) Model Drawing for problem solving 7) CCSS/Mathematical Practices training 8)Effective instruction using Base Ten and Fractions	Marcia Austin/Teaching and Learning  Administrators/Site Based  Cassandra Hall/Exceptional Student Education
Other (e.g. Migrant) [as needed]	Reading					



Other (e.g. Migrant) [as needed]	Mathematics
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### Title I District Improvement Plan - (Part3\_1)

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

Grade Level	Core Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>The Comprehensive Core Reading Program utilized with fidelity during the 90 minute reading block for whole group instruction is Macmillan/McGraw-Hill Florida Treasures. 45-60 minutes of initial instruction addresses the six components of reading. The CCRP is also used to provide 45-60 minutes of differentiated instruction to small groups of students that are reading on grade level. Supplemental Intervention Reading Programs that are used to differentiate instruction and provide immediate intensive intervention to small groups of students or individuals are Tune Into Reading, Fast ForWord, various SRA intervention materials, Lindamood-Bell, Sing, Spell, Read &amp; Write, Great Leaps, Project Read, Soar to Success, and Pearson Digital SuccessMaker. These programs address specific student learning needs that have been identified by FAIR or other diagnostic assessments. Comprehensive Intervention Reading Programs used with struggling readers are Triumphs, Reading Mastery +, and Kaleidoscope. The CIRP is used to differentiate instruction during the daily 90 minute reading block for students that are not reading on grade level. For students needing additional remediation, the CIRP is used to provide immediate intensive intervention 5 days a week for at least 20 minutes each day. The educational technology used to provide additional support in reading within the classroom and/or in a lab setting are Accelerated Reader, Reading Counts, Destination Reading, SuccessMaker, Compass and FCAT Explorer. These programs are used to differentiate instruction within or in addition to the 90 minute reading block based on student need as identified by student performance data.</p> <p>In K-2, instruction will focus on the content of the course descriptions and include a balance of informational and literary text based upon the requirements of the ELA Common Core State Standards. K-2 teachers will augment the CCRP by reading complex text aloud to students and by asking text based questions.</p>
MIDDLE	<p>A reading course is not required for students scoring Level 3-5 on Reading FCAT. Intervention teachers will scaffold short complex literary and informational texts during small group instruction. Schools will assess the type, amount and complexity of the texts that are available in the Comprehensive and Supplemental Intervention Reading Programs for differentiated use of literacy instruction and independent reading practice. If additional complex text is needed, teachers can use CCSS-ELA Appendix B exemplars as guidance for their text selection and instruction.</p>
HIGH	<p>Intervention teachers will scaffold short complex literary and informational texts during small group instruction. Schools will assess the type, amount and complexity of the texts that are available in the Comprehensive and Supplemental Intervention Reading Programs for differentiated use of literacy instruction and independent reading practice. If additional complex text is needed, teachers can use CCSS-ELA Appendix B exemplars as guidance for their text selection and instruction.</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
	<p>If required to provide an additional hour per day of intensive reading instruction, materials that are research-based and have proven success in accelerating the progress of students exhibiting a reading deficiency will be utilized. Skills taught in extended day will be consistent with the instruction provided during the regular school day.</p>

ELEMENTARY	<p>Curriculum maps have been revised to include Comprehension Instructional Sequence lessons that focus on short complex text. Teachers will introduce and increase the amount of complex text provided to students by using the newly adopted instructional materials for science and social studies. In addition, teachers will receive a catalog of lessons focusing on close reading of complex text that is being developed by the Just Read, Florida! Office.</p> <p>Immediate intensive intervention is provided daily for all students who have been identified with a reading deficiency as determined by FAIR and other formative assessments. This intervention is in addition to the 90 minute reading block in a smaller group size setting or one on one. The student is provided with intensive reading instruction until the reading deficiency is remedied. When students are engaged in grade level text, teachers will provide effective scaffolding to support students in navigating the text.</p>
MIDDLE	Intervention teachers will scaffold short complex literary and informational texts during small group instruction. Schools will assess the type, amount and complexity of the texts that are available in the Comprehensive and Supplemental Intervention Reading Programs for differentiated use of literacy instruction and independent reading practice. If additional complex text is needed, teachers can use CCSS-ELA Appendix B exemplars as guidance for their text selection and instruction.
HIGH	Intervention teachers will scaffold short complex literary and informational texts during small group instruction. Schools will assess the type, amount and complexity of the texts that are available in the Comprehensive and Supplemental Intervention Reading Programs for differentiated use of literacy instruction and independent reading practice. If additional complex text is needed, teachers can use CCSS-ELA Appendix B exemplars as guidance for their text selection and instruction.
Additional Information	

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	<a href="#">Click here to Professional Development in Reading web page</a>
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
	In addition, to Third Grade Summer Reading Camp, Title I schools offer extended day/year programs and SES opportunities for struggling students. The ESOL program offers extended day/year programs for English Language Learners, and the ESE Department provides extended day/year programs for ESE students. Several schools have mentor programs. Student eligibility is determined primarily by FCAT scores. However, other criteria used to determine eligibility are teacher recommendation, progress monitoring data, language proficiency, and discipline referrals. Materials used for reading instruction during extended day/year programs are research based. Before and after school instruction is driven by student performance on FAIR and other formative assessments. Teachers communicate with extended day/year		

ELEMENTARY	<p>teachers to ensure that skills taught are consistent with instruction provided during the regular school day.</p> <p>Qualifications include elementary certification and evidence of prior success teaching reading to struggling readers. Preference is given to highly qualified K-5 teachers who are reading certified or endorsed.</p> <p>If it is determined that Hernando County has one of the 100 lowest-performing elementary schools, a plan will be developed to ensure that students receive an additional hour of intensive reading instruction beyond the normal school day for each day of the entire school year. The intensive reading instruction delivered in this additional hour will include research-based instruction that has been proven to accelerate progress of students exhibiting a reading deficiency; differentiated instruction based on student assessment data to meet students' specific reading needs; explicit and systematic reading development in phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction and feedback; and the integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.</p> <p>Struggling readers at Title I schools receive additional time outside of the school day for reading intervention. Third grade students who score Level 1 on the Reading FCAT attend Summer Reading Camp. English Language Learners participate in extended day and extended year programs that are funded through Title III.</p>	<p>Cindy Stewart - Title I Schools Debbie Pfenning/Teaching and Learning Cathy Dofka/ESE Jeff Yungmann/Teaching and Learning</p>
MIDDLE	<p>Level 1 and Level 2 students who have intervention needs in the areas of decoding and text reading efficiency receive extended intervention time in a double block of reading to accelerate foundational reading skills.</p> <p>Teachers offer tutoring to students before and after school. Community members are recruited to work with struggling middle school readers. Schools offer after school books clubs for students, and Title I schools provide extended day/year programs for low performing students. Materials used in extended day/year programs are research based and are supplemental to those used during the school day. Student performance data is used to drive the instruction, and progress monitoring is ongoing so that reading instruction targets students' specific weaknesses. The goal of the extended day/year program is to close reading gaps, reinforce skills, and provide additional practice in using reading strategies learned during the school day while encouraging students to read for enjoyment. Student eligibility for before school, after school, and summer school reading activities is determined by FCAT scores and grades.</p>	<p>Cindy Stewart - Title I Schools Debbie Pfenning/Teaching and Learning Cathy Dofka/ESE Jeff Yungmann/Teaching and Learning</p>
HIGH	<p>Level 1 and Level 2 students who have intervention needs in the areas of decoding and text reading efficiency receive extended intervention time in a double block of reading. 11th and 12th grade students in a single block of reading receive extended intervention time in an English classroom with a reading endorsed teacher.</p> <p>Teachers offer tutoring to students, as needed, before and/or after school. Other tutors include National Honor Society and community service volunteers. Teachers mentor students who have not yet passed the FCAT. Research-based supplemental materials and educational</p>	<p>Debbie Pfenning/Teaching and Learning Cathy Dofka/ESE</p>

	technology are used to provide reading instruction. Student performance data drives instruction, and progress monitoring is ongoing so that reading instruction targets students' weaknesses. The goal of the extended day/year program is to close reading gaps, reinforce skills, and provide additional practice in using reading strategies learned during the school day while also encouraging students to read for enjoyment. Student eligibility for before school, after school, and summer school reading activities is determined by FCAT scores and grades.	Jeff Yungmann/Teaching and Learning
Additional Information	In addition to extended day/year programs, Title I middle schools also offer SES opportunities for struggling students.	Cindy Stewart-Title I Schools

### Title I District Improvement Plan - (Part 3\_3)

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

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	All Reading FCAT Level 1 Third Graders Targeted subgroups and grade levels at Title I schools based on FCAT data English Language Learners	Summer (M-Th; 5 hrs. daily) Twice per week for a minimum of 8 weeks 2 hours a day/2-3 days a week	Debbie Pfenning/Teaching and Learning Cindy Stewart/Title I Jeff Yungmann/Teaching and Learning
MIDDLE	Targeted subgroups and grade levels at Title I schools based on FCAT data English Language Learners	Twice per week for a minimum of 8 weeks 2 hours a day/2-3 days a week	Cindy Stewart/Title I Jeff Yungmann/Teaching and Learning
HIGH	English Language Learners	2 hours a day/2-3 days a week	Jeff Yungmann/Teaching and Learning

### 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	enVision Math K-5 Florida - Scott Foresman-Addison Wesley 2011 Edition	Building Blocks/Number Worlds - SRA Investigations (SUMS) Success Tracker Everyday Counts Math Calendars Fast Forward Pearson Success Maker Lab	1) Adopted instructional materials training 2) Model Drawing for Problem Solving 3) Success Tracker/RtI 4) CCSS / Mathematical Practices 5) Numbers and Operations in Base Ten 6) Teaching for Conceptual Understanding-Fractions
			1) Adopted instructional materials

MIDDLE	<p>Florida Comprehensive Mathematics 2 Series 1,2,3 - Pearson 2011 Edition</p> <p>Florida Comprehensive Mathematics 2 Advanced Series 1,2,3 - Pearson 2011 Edition</p>	<p>Number Worlds - SRA</p> <p>Algebra Readiness</p> <p>Compass</p> <p>FOCUS/FCAT Explorer</p>	<p>training</p> <p>2)Model Drawing for Problem Solving</p> <p>4) Success Tracker/RtI</p> <p>5)Effective Questioning Strategies</p> <p>6)CCSS / Mathematical Practices</p> <p>7) Teaching for Conceptual Understanding-Fractions</p> <p>8) Rethinking Algebra</p>
HIGH	<p>Algebra 1, Geometry and Algebra 2 - Prentice Hall 2011 Edition</p> <p>Algebra 1, Geometry and Algebra 2 Gold Series - Prentice Hall 2011 Edition</p> <p>Intermediate Algebra - Pearson 1 2010 Edition</p> <p>Pre-Calculus with Limits: A graphing Approach - Holt McDougal Littell 2008 Edition</p> <p>Algebra &amp; Trigonometry - Holt McDougal Littell 2007 Edition</p> <p>Larson Calculus - Holt McDougal Littell/Cengage 2010 Edition</p> <p>The Practice AP Statistics - Bedford, Freeman &amp; Worth 2008 Edition</p> <p>Elementary Statistics: Picturing the World - Pearson/Prentice Hall 2009 Edition</p> <p>Glencoe Mathematics for Business &amp; Personal Finance - Glencoe 2011 Edition</p> <p>Glencoe Florida Pre-Algebra - Glencoe 2011</p> <p>Financial Algebra - Cengage</p>	<p>Algebra Readiness - SRA</p> <p>Success Tracker</p> <p>Compass</p> <p>FOCUS/FCAT Explorer</p>	<p>1) Model Drawing for Problem Solving</p> <p>3)CCSS / Mathematical Practices</p> <p>4) Success Tracker/RtI</p> <p>5) Rethinking Algebra</p>

**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
At all schools, teachers provide before and afterschool tutoring for students in need of additional support.	All students	September - May	School Administrator



Title 1 schools provide after-school learning opportunities through Supplemental Educational Services (SES) providers.	Level 1-2 and Economically Disadvantaged students.	September - May	School Administrator Title 1 SES Coordinator
Some form of pull-out learning opportunities are offered at each school to provide support to students with the most need. These may include temporary suspension of electives or an intensive math period built into the student's schedule. During that time, students are provided targeted support.	Students with the greatest academic needs (Level 1-2).	September - May	School Administrator

### **Title I District Improvement Plan - (Part 5)**

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

<b>Grade Level</b>	<b>Core Science and Scientifically Research-Based Program(s)</b>	<b>Supplemental Science and Scientifically Research-Based Program(s)</b>	<b>Professional Development Activities to Support Programs and Strategies</b>
ELEMENTARY	The core curriculum materials provided by the District consist of the Houghton Mifflin Harcourt (copyright 2011) Florida Science Fusion (K-5) series, which was purchased from the adopted State instructional materials list for science. Represented in this series are instructional strategies such as the 5E Model (Engagement, Exploration, Explanation, Elaboration, and Evaluation) which provides a foundation for Inquiry Based Learning. The state adopted science instructional materials contain research based elements focused on hands-on-science and digital lessons that provide interactive activities, simulations, and videos. This core science program contains Next Generation Sunshine State Standards for Science and Common Core standards at the point of use.	Supplemental scientifically Research Based Programs include Students Understanding Math and Science (S.U.M.S.). This is a research based program that provides a foundation for Inquiry Based Learning. Supplemental materials for science are included in the Voyager Science Weekly Readers to promote reading in the content area and science vocabulary development.	The District will provide professional development for science teachers through Students Understanding Math and Science (S.U.M.S.), Science Instructional Materials and Next Generation Sunshine State and Common Core Standards for Science, as well as Inquiry Based Learning training.
MIDDLE	The core curriculum materials provided by the District consist of the School Education Group (SEG) McGraw Hill (copyright 2011) Comprehensive Science (1,2,3) series which was purchased from the adopted State instructional materials list for science. Represented in this series are instructional strategies such as the 5E Model (Engagement, Exploration, Explanation, Elaboration, and Evaluation) which provides a foundation for Inquiry Based Learning. The state adopted science instructional materials contain research based elements focused on Inquiry activities, Virtual labs, literacy in science, reading strategies, and STEM activities through the use of technology. This core science program contains Next Generation	Supplemental scientifically Research Based Programs include Compass Odyssey, Virtual laboratory software (ex: Gizmos), and Performance Matters progress monitoring for science. These are research based computer software programs that serve as grade/credit recovery, virtual science laboratory explorations, and science progress monitoring respectively.	The District will provide professional development for science teachers through Science Instructional Materials training, including Next Generation Sunshine State and Common Core Standards for Science. Also, Inquiry Based Learning, and Science Technology Engineering and Math (S.T.E.M) training will be provided.



	Sunshine State Standards for Science and Common Core standards at the point of use.		
HIGH	The core curriculum materials provided by the District consist of the Holt, School Education Group (SEG), and Pearson (copyright 2011) series which was purchased from the adopted State instructional materials list for science. Represented in this series are instructional strategies such as the 5E Model (Engagement, Exploration, Explanation, Elaboration, and Evaluation) which provides a foundation for Inquiry Based Learning. The state adopted science instructional materials contain research based elements focused on Inquiry activities, virtual labs, literacy in science, reading strategies, and STEM activities through the use of technology. This core science program contains Next Generation Sunshine State Standards for Science and Common Core standards at the point of use.	Supplemental scientifically Research Based Programs include virtual laboratories, and Performance Matters progress monitoring for science. These are research based online or computer software programs that serves as virtual science laboratory explorations or experimentation, and secondary science progress monitoring(ex: Biology). Compass Odyssey Learning, as research based software program, is used as a credit recovery system at certain schools for additional support and remediation for science courses.	The District will provide professional development for science teachers through Science Instructional Materials training, including Next Generation Sunshine State and Common Core Standards for Science. Also, Inquiry Based Learning, and Science Technology Engineering and Math (S.T.E.M) training will be provided.

**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.**

<b>Type (before- or after-school, extended day, extended year, etc)</b>	<b>Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)</b>	<b>Frequency and Duration</b>	<b>Person/Department Responsible for Monitoring</b>
N/A	N/A	N/A	N/A

#### **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).**

<b>Grade Level</b>	<b>Core Writing and Scientifically Research-Based Program(s)</b>	<b>Supplemental Writing and Scientifically Research-Based Program(s)</b>	<b>Professional Development Activities to Support Programs and Strategies</b>
ELEMENTARY	Write Source	Six Traits	School-based writing coaches Six Traits training ELA CCSS training FCAT 2.0 Writing Training
MIDDLE	Writer's Choice	Elaborwrite Write Traits	School-based writing coaches Elaborwrite training Write Traits training Wow, I'm a Writer training FCAT 2.0 Writing Training
			School-based writing coaches

HIGH	N/A	CRISS Write Traits	CRISS training Write Traits training FCAT 2.0 Writing Training
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**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
Extended day	Targeted subgroups and grade levels at Title I schools based on FCAT data and other data as determined by school-based teams.	Twice per week for a minimum of 8 weeks	Cindy Stewart/Title I

#### **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.**

Due to the approval of Florida's Elementary and Secondary Act (ESEA) Waiver, the 10% set-aside for professional development is no longer required. Title I Part A funds are allocated to schools based on eligibility. Each Title I school devotes sufficient resources to provide high quality professional development to all appropriate staff and parents based on needs assessments and data at the individual schools. Schools have access to Title II funding for other professional development opportunities based on individual school needs (as evidenced by school data) and approved by each school's Title I committee. The available funds are reflected in each school's School Improvement Plan 2012-2013 objectives and budget. Documentation is on file for audit purposes of all activities using Title I funding.

#### **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
A need to increase parents' awareness of school accountability data and increased student academic achievement through parental involvement activities	A decrease in parent participation at Title I Annual meetings and school functions.	In order to address specific parent needs the Hernando County School District Title I program will concentrate on the following activities: <ul style="list-style-type: none"> <li>• Disseminate educational materials and resources to families on a regular basis</li> <li>• Provide Technical Assistance to school staff and family team in the importance of parental/family engagement in education.</li> <li>• Provide targeted outreach activities for educationally, linguistically, and</li> </ul>	The use of the "Event Response Form" at every Title I school sponsored event (parent trainings, committee meetings etc...) as well as the use of multiple online surveys and the Spring Parent Survey	Cindy Stewart-Title I Supervisor

		economically disadvantaged families on how to help their children in the areas of reading, math and science		
A need to increase parental participation in academic workshops sponsored by the school and district Title I office	A decrease in parental participation at parent workshops	<ul style="list-style-type: none"> <li>• Provide research-based professional development to educators for effective parent –teacher communication</li> <li>• Collaborate and coordinate with other programs to minimize duplication of staff efforts</li> </ul>	The use of the “Event Response Form” at every Title I school sponsored event (parent trainings, committee meetings etc...) as well as the use of multiple online surveys and the Spring Parent Survey	Cindy Stewart- Title I Supervisor
A need to increase effective parental leadership and advocacy skills for educationally, linguistically and economically disadvantaged families	A low representation of the following sub groups: Economically Disadvantaged, ESOL, Hispanic, Black, and Student with Disabilities on Title I Committee meetings, School advisory Councils, Family Involvement Team meeting and Parent and Teachers organizations/associations	<ul style="list-style-type: none"> <li>• Consistently follow the procedural process for recruiting parents from the different sub-groups and support the SAC by-laws of parental nomination.</li> </ul>	Use of the Parental Nomination form	Cindy Stewart- Title I Supervisor

### 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 Hernando County School District currently serves 662 ELLs (3%). The highest concentrations of ELLs are at Spring Hill Elementary, Explorer K-8, Central High School, and Springstead High School. According to 2011-12 Home Language data, approximately 57% speak Spanish, 22% speak English, 3.3% speak Chinese, and 1.8% speak Arabic at home.

Identification of the number of English Language Learners represents that the majority of the students (about 60%) in Hernando County are in the elementary or K-8 schools while about 40% of the students are in the middle or high schools for the 2011-12 school year. In addition to this information, the majority of students are entering the ESOL program in grades K-5 through programmatic assessment determinations.

Based on 2011-2012 data, Hernando County did not met Annual Measurable Achievement Objective #1,2 (AMAO #1,2). ELL CELLA proficiency rates decreased between 2011 CELLA and 2012 CELLA reporting for one goal, but were above the state goal in the other two areas. District average 2012 CELLA Listening and Speaking progress rates were at 71%(state goal 75%),2012 CELLA Reading progress rates were at 62%(state goal 61%),and 2012 CELLA Writing progress rates

were at 64%(state goal 59%). District 2012 CELLA proficiency rates showed significant decreases, yet three of the four areas were above the state goal; CELLA proficiency rates for 2012 were lowest for grades 3-5 ELLs with 18% (state goal 21%). Based on analysis of 2012 CELLA data, there is a need to concentrate on grades 4,5,8,9, and 12 for ELL listening and speaking and on grades 3-5 for English Proficiency attainment, while still addressing the drop in grades K-2, 6-8, and 9-12 for English language proficiency, although still above the state goal.

Based on 2011-2012 data, Hernando County did not meet Annual Measurable Achievement Objective #3 (AMAO #3), performance on the attainment of academic standards based on FCAT 2.0 in reading and mathematics. Historical data shows that in 2010-11, 27% of the English Language Learners district-wide were considered proficient in reading related to the set annual objective of 79% proficient. In this same year, 47% of the English Language Learners district-wide were considered proficient in math related to the set annual objective of 80%. In 2011-12, 17% of the English Language Learners district-wide were considered proficient on FCAT 2.0 reading related to the set annual objective of 86% proficient. In this same year, 23% of the English Language Learners district-wide were considered proficient on FCAT 2.0 math related to the set annual objective of 86%. The District 2012 FCAT 2.0 and CELLA progress and proficiency rates for ELLs have decreased (17% proficient on 2012 FCAT 2.0 Reading and 23% proficient on 2012 FCAT 2.0 Math assessments).

Based on analyses of the 2012 FCAT 2.0, 2012 CELLA, and demographic data as it pertains to programs, services, and activities for ELLs, there is a need to continue extended day/year programs, but realign the focus of these programs to more of a prescriptive approach targeting students areas of deficiencies related to reading, writing, listening and speaking, and statewide accountability assessments for reading, math, and science. Extended day/year programs will utilize individualized prescriptions (pre/post tests) for ELLs using specific supplemental resources (Santillana USA Curriculum, Rosetta Stone, and Orchard Software) with instructional strategies provided by trained staff. ESOL paras will assist in providing needed support in group and individualized settings utilizing bilingual instruction and ESOL instructional learning strategies focused on particular areas of deficiencies and supportive building blocks such as vocabulary development and comprehension techniques. Computerized instruction will be used to reinforce the mastery of concepts and skills for areas of deficiencies.

Ineffective services provided in the past reside within the instructional model or grouping of ELLs used at each site. Due to site based decisions made with respect to limited offering of sheltered inclusion (Developmental Language Arts Through ESOL) instruction or clustering of ELLs in core academic mainstream classes (ex: English/Language Arts), it has been a challenge for the ESOL Paras to assist ELLs in mainstream classrooms. As a different approach, professional development will be provided by ESOL Lead teachers to mainstream classroom teachers focusing on best practices and effective strategies to support ELLs in deficient areas while still maintaining support in other assessed areas. Supplemental materials, supplies, software, and equipment will continue to support ELLs in the mainstream classrooms, Developmental Language Arts through ESOL courses, and extended/day year programs. Also, other unsuccessful activities provided during extended day/year included isolated reading, writing, listening, and speaking activities that did not simulate the cognitive complexity and test item format of the FCAT and did not provide enough one on one reading opportunities. Multiple listening and speaking opportunities were not provided during extended day/year programs to support accurate measures in gains during these programs.

As a new approach, Hernando County will provide extensive professional development for extended day/year programs and isolate services to more of a prescriptive approach targeting areas of deficiencies for ELLs. In these trainings, ESOL lead teachers, ESOL paras, extended day/year teachers, core academic teachers, and Developmental Language Art Through ESOL teachers will receive information on how to target instruction and concentrate services and support for ELLs using supplemental materials, supplies, software, and equipment. Activities will center on prescriptive instructional learning plans for ELLs using research based strategies. ESOL lead teachers will have the opportunity to attend the SSTESOL conference for additional professional development.

Formal needs assessment survey results from (10)ESOL Lead Teachers and 2 Federally Funded Participating Private Schools indicated a need to continue extended day/year programs, acquire additional bilingual and English language acquisition instructional materials/ancillary resources, acquire additional supplementary tablet computers and translation software, and acquire additional Rosetta Stone English online licenses and workbooks, including licenses for home use. Most ESOL lead teachers indicated that the most effective professional development programs needed were trainings on implementing effective strategies for ELLs in mainstream/general education classrooms, assessment (including EOC exams)strategies for ELLs, instructional materials training, ESOL legislative update training, and training on understanding cultural differences. Resources that our ESOL lead teachers and parents/guardians of ELLs said would increase ELL parent/guardian involvement included transportation, additional translators/translations, and to continue childcare and food for PLC parent education programs.

Since Hernando County has not met AMAO #3(now ESEA/District defined goals) for four consecutive years, particular emphasis will be placed on reading and mathematics during extended day/year programs. To close the achievement gap, the

extended day/year teachers and paraprofessionals will use instructional strategies and related instructional resource materials and assessments that will focus on particular areas of deficiencies to address decreasing CELLA scores and any hindrances to achieving AMAO #3 (ESEA/District defined goals). Additional one on one reading opportunities and practice will be provided along with questions that simulate statewide assessment tests for reading and math.

Based on analyses of 2012 FCAT 2.0 and 2012 CELLA assessment data, administrators determined that the primary cause of local ELL students' relatively low proficiencies on CELLA reading, writing, and listening/speaking assessments and FCAT reading, math, science, and writing assessments is these students' low English language proficiencies, and the primary needs are to provide supplemental instruction in the form of extended day/year programs, to provide additional professional development for ESOL lead teachers in best practices and effective strategies that they can then disseminate as trainers to mainstream teachers at their schools, and to purchase additional materials, supplies, software, and equipment that will support only ELLs in mainstream and sheltered classes as well as extended/day year programs.

One apparent factor that prevented the District from achieving AMAO#3 is reflected in grades 3rd grade for FCAT 2.0 reading. This is a year that emphasizes an academic bridge for reading and writing. Typically, English Language Learners who are developing proficiency in reading, and in general English language acquisition, have a difficult time adjusting to an expressive language such as writing. Additionally, students in grades K-3 are learning how to read while in grade 3 and on, they are reading to learn. This is a transition year for most students and particularly English Language Learners who may already be deficient in reading comprehension, fluency, vocabulary development, phonics, phonemic awareness and oral language. Since Hernando County has not met AMAO #3 for four consecutive years, particular emphasis is placed on reading and mathematics during extended day/year programs. Activities that were unsuccessful in the past revolved around isolated reading, writing, listening, and speaking activities that did not simulate the cognitive complexity and test item format of the Florida Comprehensive Achievement Test (FCAT). As a different approach to close the achievement gap, the extended day/year teachers and paraprofessionals will use instructional strategies and related instructional resource materials and assessments that will focus on these particular areas to address decreasing CELLA scores and any hindrances to achieving AMAO #3. Areas of deficiency in reading, mathematics, writing, and science for English Language Learners will be targeted and aligned to instructional activities and assessments to improve these areas. Effective reading strategies will be used to increase English Language comprehension. Manipulatives will be used to assist ELLs in mathematics to provide a tactile approach to learning mathematical concepts and skills. Mainstream mathematics, reading, writing, and science teachers will utilize instructional strategies for ELLs in the currently adopted instructional materials differentiated for ELLs.

Contributing factors that prevented the District from achieving AMAO#3 are identified by the need for the following areas of emphasis: (1) Identification of students who did achieve proficiency in math and reading on FCAT 2.0 under the criteria established by the Florida Department of Education (2) Determination of instructional strategies that will provide support in meeting proficiency standards in math and reading (3) Offering extended day/year programs for participating schools to provide additional instructional strategies and services to help English Language Learners obtain proficiency in math and reading (4) Offering professional development trainings that will assist classroom or ESOL teachers in providing current best practices and high yield instructional strategies based on educational research and data that impact student achievement for ELLs in math and reading.

The instructional models (Sheltered English Language Arts, Mainstream-Inclusion English Language Arts, Mainstream-Inclusion Core/Basic subject areas) presently integrated in Hernando County provide the needed support for English Language Arts, but there are areas that need to be addressed as represented by the following: (1) Concentrating on areas related to reading and math proficiency through interventions and research based programs or strategies (2) Maximizing time to provide instructional strategies (3) Providing needed support through best practices, appropriate strategies, and interventions for increasing math and reading proficiency for English Language Learners (4) Providing professional development for teachers of English Language Learners.

#### Reading Proficiency-Elementary

The Comprehensive Core Reading Program utilized with fidelity during the 90 minute reading block for whole group instruction is Macmillan/McGraw-Hill Florida Treasures. 45-60 minutes of initial instruction addresses the six components of reading. The CCRP is also used to provide 45-60 minutes of differentiated instruction to small groups of students that are reading on grade level. Supplemental Intervention Reading Programs that are used to differentiate instruction and provide immediate intensive intervention to small groups of students or individuals are Tune Into Reading, Fast ForWord, various SRA intervention materials, Lindamood-Bell, Sing, Spell, Read & Write, Great Leaps, Project Read, Soar to Success, and Pearson Digital SuccessMaker. These programs address specific student learning needs that have been identified by FAIR or other diagnostic assessments. Comprehensive Intervention Reading Programs used with struggling readers are Triumphs, Reading Mastery +, and Kaleidoscope. The CIRP is used to differentiate instruction during the daily 90 minute reading block for students that are not reading on grade level. For students needing additional remediation, the CIRP is used to provide immediate intensive intervention 5 days a week for at least 20 minutes each day. The educational technology used to provide additional support in reading within the classroom and/or in a lab setting are Accelerated Reader, Reading Counts, Destination Reading,

SuccessMaker, Compass and FCAT Explorer. These programs are used to differentiate instruction within or in addition to the 90 minute reading block based on student need as identified by student performance data.

Elementary schools are required to provide all students with 90 minutes of uninterrupted reading instruction, which is reflected on the schools' master schedules. Immediate intensive intervention is provided at least 20 minutes per day, 5 days per week. When the District Instructional Support Team visits schools, it looks for evidence of this. In addition, schools report the code "Y" on at least one course for any student who scored Level 1 or 2 on the Reading FCAT or exhibited a reading deficiency on the Florida Assessments for Instruction in Reading.

Within the 90 minute reading block, teachers will integrate opportunities for students to apply the use of reading, writing, listening, and speaking skills they are learning in order to further strengthen their overall literacy development. Teachers will develop and ask text dependent questions and students will support their answers based upon evidence from the text. Additionally, students will be provided with research and writing opportunities.

All students receive 90 minutes of uninterrupted daily reading instruction with programs that are research based and have proven success in teaching the six components of reading. Research-based materials used to differentiate instruction reinforce and enhance initial instruction. Students identified by FAIR as being at risk are progress monitored every 20 days. The data is used to determine student placement in small, flexible groups.

Immediate intensive intervention is provided daily for all students who have been identified with a reading deficiency as determined by FAIR and other formative assessments. This intervention is in addition to the 90 minute reading block in a smaller group size setting or one on one. The student is provided with intensive reading instruction until the reading deficiency is remedied. When students are engaged in grade level text, teachers will provide effective scaffolding to support students in navigating the text.

#### Reading Proficiency-Middle School

Intervention teachers will scaffold short complex literary and informational texts during small group instruction. Schools will assess the type, amount and complexity of the texts that are available in the Comprehensive and Supplemental Intervention Reading Programs for differentiated use of literacy instruction and independent reading practice. If additional complex text is needed, teachers can use CCSS-ELA Appendix B exemplars as guidance for their text selection and instruction.

Level 1 and Level 2 students who have intervention needs in the areas of decoding and text reading efficiency receive extended intervention time in a double block of reading to accelerate foundational reading skills.

#### Reading Proficiency-High School

Level 1 and Level 2 students who have intervention needs in the areas of decoding and text reading efficiency receive extended intervention time in a double block of reading. 11th and 12th grade students in a single block of reading receive extended intervention time in an English classroom with a reading endorsed teacher.

#### ALL

Conducting classroom walkthroughs, reviewing lesson plans, and analyzing assessment data, will help school level leadership to ensure that intensive reading instruction meets the characteristics that are outlined in Florida Statute. These characteristics include research-based instruction that has been proven to accelerate progress of students exhibiting a reading deficiency; differentiated instruction based on student assessment data to meet students' specific reading needs; explicit and systematic reading development in phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction and feedback; and the integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

[2012-2015 Comprehensive Research Based Reading Plan]

#### Math Proficiency-Elementary

One apparent factor in Elementary School for mathematics is represented by the need for students to understand mathematical concepts and skills embedded in problems with multiple steps and number sense (base 10). Most English Language Learners have difficulty in extracting pertinent information from a mathematical problem and working through the Explore, Plan, Solve, and Examine approach. On the 4th grade FCAT math, strands related to number sense and operations, typically are areas of concern and require some interpretation of directions which prompts understanding to the meaning of the problem. This understanding is essential before students can apply conceptual understanding and mathematical computations. Hernando County uses research based methods to assist English Language Learners in this process through a defined model. The Inquiry Based Model and Concrete Representation Abstract (CRA) Model are research based approaches that are used for grade



K-12 and reflect the use of inquiry/discovery learning, using manipulatives, to teach mathematical concepts and skills and help improve academic achievement in mathematics. These models of instruction provide applications through the inquiry process for learning and CRA to promote conceptual understanding through stages. The district and schools were trained in June 2008-2011 on the Florida's Continuous Improvement Model (FCIM), in which district and school data teams will meet regularly to disaggregate, discuss, and differentiate instruction for struggling students.

#### Math Proficiency-Middle School

One apparent factor in Middle School for mathematics is represented by the need for students to understand mathematical concepts and skills embedded in problems with multiple steps and with abstract concepts and fractions. Most English Language Learners have difficulty in extracting pertinent information from a mathematical problem and working through the Explore, Plan, Solve, and Examine approach. Hernando County uses research based methods to assist English Language Learners in this process through a defined model. The Inquiry Based Model and Concrete Representation Abstract (CRA) are research based approaches that are used for grade K-12 and reflects the use of inquiry or discovery learning, using manipulatives, to teach mathematical concepts and skills to improve academic achievement in mathematics. These models of instruction provide application for learning and promote conceptual understanding through stages. The district and schools were trained in June 2008-2011 on the Florida's Continuous Improvement Model (FCIM), in which district and school data teams will meet regularly to disaggregate, discuss, and differentiate instruction for struggling students.

#### Math Proficiency-High School

One apparent factor in High School for mathematics is represented by the need for students to understand mathematical concepts and skills embedded in problems with multiple steps and algebraic functions. Most English Language Learners have difficulty in extracting pertinent information from a mathematical problem and working through the Explore, Plan, Solve, and Examine approach. On the 9th Algebra 1 End of Course Exam, typically algebraic functions utilizing prerequisite skills such as ratios and proportions, are major areas of concern for students. Questions related to this strand require a strong background in Algebraic Thinking and Proportional reasoning. Interpretation of directions is a key element in understanding the meaning of the problem along with understanding of abstract concepts related to algebra. This understanding is essential before students can apply conceptual understanding and mathematical computations for these abstract topics in multiple step formats. Hernando County uses research based methods to assist English Language Learners in this process through the Inquiry Based Model and Concrete Representation Abstract (CRA) Model. These models are research based approaches that are used for grade K-12 and reflect the use of inquiry/discovery learning, using manipulatives, to teach mathematical or abstract concepts and skills to improve academic achievement in mathematics. These models of instruction provide applications for learning and promote conceptual understanding. The district and schools were trained in June 2008-2011 on the Florida's Continuous Improvement Model (FCIM), in which district and school data teams will meet regularly to disaggregate, discuss, and differentiate instruction for struggling students.

#### Maximizing Time to provide instructional strategies

Time for instruction is a key component in meeting AMAO#3. English Language Learners need time for comprehensive instruction in areas of deficiency related to FCAT reading and math. Specifically at the middle and high schools, the Developmental Language Arts Through ESOL classes serve as support for English Language Learners that have not achieved proficiency on the FCAT Reading. These students are provided remediation in an uninterrupted 90 minute reading block. Predominately, Non English Speakers (NES) benefit from this setting due to specific instructional strategies that address areas of deficiencies represented on the FCAT Reading. All teachers of these courses are Reading Endorsed and ESOL Endorsed. Extended day/year programs provide time for students to receive assistance in reading using research based curriculum such as the Camp Can Do materials provided in the ESOL Summer Camp and supplemental materials provided in the extended day programs.

#### Concentrating on areas related to reading and math proficiency

Areas that prevented English Language Learners from obtaining proficiency standards in reading were represented by a lack of proficiency in the following categories: (1) Comparisons (2) Words and phrases (3) Reference/research (4) Main idea. Underlying building block areas in need of remediation and require a greater amount of concentration are related to oral language, phonics, phonemic awareness, fluency, vocabulary development, and comprehension. Areas that prevented students from obtaining proficiency standards in reading were represented by deficiencies in language acquisition related to linguistics (phonology, morphology, semantics, and syntax).

Provide needed support through best practices, appropriate strategies, and interventions for increasing math and reading proficiency for English Language Learners

One area of concern is the need for continued improvement in the area of best practices, use of appropriate strategies, and related interventions for English Language Learners. All teachers that instruct English Language Learners need to be kept up to date with current research and high yield strategies that impact achievement for ELLs. Support provided by the ESOL lead teachers and ESOL paraprofessionals can be used in the education and implementation process for their respective schools and teachers. Consultants and trainers can be used to provide additional professional development for ESOL Lead teachers and ESOL paraprofessionals with the concentration on increased achievement for ELLs.

Providing professional development for teachers of English Language Learners.

Professional development is a key component in meeting AMAO #3 as consultants and trainers can provide updated research and trends for assisting ELLs. This training would be needed for ESOL Lead teachers and ESOL paraprofessionals with a concentration on increased achievement for ELLs. Specific software training (Ex:Rosetta Stone and Orchard Software) as well training in adopted ESOL resource materials would be essential for impacting student achievement and subsequent preparation for the FCAT reading and math.

The above information supports the District's ELL Plan by identifying key factors contributing to not meeting AMAO#3. These factors represent areas related to current instructional models for ELLs, instructional/research based strategies, professional development, exit criteria, statewide assessment, and accountability related to ELLs.

[2012-2015 Hernando County Schools District ELL Plan, Sections 4, 5, 6, 10 ]

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
<p>Hernando County ELLs' CELLA proficiency rates decreased between 2011 CELLA and 2012 CELLA reporting for one goal, but were above the state goal in the other two areas. District average 2012 CELLA Listening and Speaking progress rates were at 71% (state goal 75%),2012 CELLA Reading progress rates were at 62% (state goal 61%),and 2012 CELLA Writing progress rates were at 64% (state goal 59%). District 2012 CELLA proficiency rates showed significant decreases, yet three of the four areas were above the state goal; CELLA proficiency rates for 2012 were lowest for grades 3-5 ELLs with 18% (state goal 21%). Based on analysis of 2012 CELLA data, there is a need to concentrate on grades 4,5,8,9, and 12 for ELL listening and speaking and on grades 3-5 for English Proficiency attainment, while still addressing the drop in grades K-2, 6-8, and 9-12 for English language proficiency, although still above the state goal. Scientifically based research strategies to improve English language acquisition progress (AMAO #1, CELLA) and (AMAO #2; CELLA) include the following: • Differentiated, data-driven instruction at all levels at all times • Additional training in best practices, targeted instruction, and effective strategies for ESOL Lead Teachers and bilingual paraprofessionals • Extended day/year programs that are prescriptive toward ELLs areas of deficiencies, including listening and speaking, and emphasize developing ELL's English proficiencies. • Extended day/year programs that are prescriptive to areas of deficiencies and emphasize developing ELL's English proficiencies, particularly for grades 3-5. • Regular well-attended PLC parent education programs will focus on revising the District English Language Learner Plan and provide parents/guardians with instruction on how to help their child with instructional strategies to improve English Language acquisition and proficiency. • School-to-home communications will consist of information related to instructional strategies and opportunities for additional ESOL services and support such as extended day/year programs and computerized instruction. Copies of instructional resources and print materials to assist parents/guardians of English Language Learners in meeting AMAO's #2 will be purchased with Title III funds. • Copies of instructional resources and print materials to assist parents/guardians of English Language Learners in</p>			

<p>meeting AMAO's #1 will be purchased with Title III funds. The District phone messaging system and letters home (English and Spanish) will be used to provide notification to parents of PLCs and ensure that these meetings are well attended. • Dissemination and use of supplemental materials and supplies in ESOL resource rooms, Developmental Language Arts Through ESOL courses, and mainstream classrooms • Dissemination and use of strategies/activities learned at the SSTESOL conference in ELL's mainstream classrooms • Widespread use of computer software designed to increase ELL's English and academic proficiencies, such as Rosetta Stone and Orchard Software bundles including Language Arts, Mathematics, and Science meeting reading, writing, listening, and speaking standards represented on CELLA as well as AMAO#3 (ESEA and District) goals for reading, math, and science. Orchard Software is a research based program that provides a strong preparation for state and national tests. The K-3 Language Arts bundle targets phonemic awareness, phonics, fluency, vocabulary, writing, and reading comprehension. The 4-6 Language Arts bundle targets reading, writing, and grammar through a variety of instructional approaches that meet individual learning needs. These targeted areas are represented on our current need for improvement groups identified on AMAO#1 and 2 for reading progress and English proficiency respectively. Orchard software will provide needed supplemental support to meet AMAO#3 standards in reading, math, and science for English Language Learners AMAO #3. Currently adopted mathematics and science materials will be used to differentiate instruction for English Language Learners with ELL components embedded in both core instructional resources and ancillary materials as well. The budget reflects funds toward building the acquisition of this software over continued annual Title III applications for targeted areas addressed. • Concentrated efforts on improving the percent of ELLs making learning gains as represented by the CELLA Listening and Speaking objective in grades 4, 5, 8, 9, and 12 for AMAO#1. The percent of ELLs making gains represented on the 2012 composite CELLA data were lowest for grades K, 2, 4 and 5. • Extended day/year programs will focus on specific areas of weakness such as listening and speaking using targeted instructional strategies focused on areas centered on vocabulary development, read alouds with oral responses elicited from ELLs, one on one assistance. Other areas (ex: Reading) will focus on grades K,4,5 (reflected by CELLA data) and specific strategies such as the use of context clues, use of underlining and highlighting techniques, effective use of comprehension strategies, and paired reading settings to increase effectiveness and efficiency outcomes related to fluency, comprehension, and retention. Multiple listening and speaking opportunities will be provided in extended day/year programs to assess growth. • Concentrated efforts on improving English Language proficiencies of ELLs in grades 3-5 as represented on the 2012 CELLA. The percent of students making gains represented on the 2012 composite CELLA data were lowest for grades 3-5. • Developmental Language Arts Through ESOL courses taught at the middle schools and high schools include the use of research based strategies. Research shows that highly qualified teachers providing small group instruction during extended day/year programs and in Developmental Language Arts through ESOL classes increase reading proficiency and language acquisition skills in ELLs. • Extended day/year programs for ELLs such as the ESOL Summer Camp entitled "Camp Can Do" (Summer intervention ESL/ELD program-Santillana USA and Intensive English) contain research based strategies to improve English Language Acquisition. The lessons in the Camp Can Do and Intensive English are written to English Language Arts (ELA), English Language Development (ELA) and English as Second Language (ESL) standards. Extended day/year programs will focus on specific areas of weakness such as reading using targeted instructional strategies focused on areas centered on vocabulary development, use of context clues, use of underlining and highlighting techniques, effective use of comprehension strategies, and paired reading settings to increase effectiveness and efficiency outcomes related to fluency, comprehension, and retention. • Support for implementation of research based strategies is provided by Reading coaches. Reading coaches model strategies for classroom teachers to use when instructing ELL students. Highly qualified reading coaches are supported by Just Read, Florida! and are funded through FEFP reading dollars. • Research based Instructional materials such as Florida Treasures, Voyager Reading Journeys, and</p>	<p>Supervisor of Curriculum-ESOL, ESOL Lead teachers, Developmental Language Arts Through ESOL teachers, Reading Coach, classroom teachers, instructional technologist</p>	<p>June 30,2013</p>	<p>Title III funds</p>
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Scholastic Read 180, IDEA, include activities specifically designed for English Language Learners. Instructional materials are research-based and were recommended for adoption by the Department of Education. Elementary School: • The Comprehensive Core Reading Program utilized with fidelity during the 90 minute reading block for whole group instruction is Macmillan/McGraw-Hill Florida Treasures. 45-60 minutes of initial instruction addresses the six components of reading. The CCRP is also used to provide 45-60 minutes of differentiated instruction to small groups of students that are reading on grade level. Supplemental Intervention Reading Programs that are used to differentiate instruction and provide immediate intensive intervention to small groups of students or individuals are Tune Into Reading, Fast ForWord, various SRA intervention materials, Lindamood-Bell, Sing, Spell, Read & Write, Great Leaps, Project Read, Soar to Success, and Pearson Digital SuccessMaker. These programs address specific student learning needs that have been identified by FAIR or other diagnostic assessments. Comprehensive Intervention Reading Programs used with struggling readers are Triumphs, Reading Mastery +, and Kaleidoscope. The CIRP is used to differentiate instruction during the daily 90 minute reading block for students that are not reading on grade level. For students needing additional remediation, the CIRP is used to provide immediate intensive intervention 5 days a week for at least 20 minutes each day. The educational technology used to provide additional support in reading within the classroom and/or in a lab setting are Accelerated Reader, Reading Counts, Destination Reading, SuccessMaker, Compass and FCAT Explorer. These programs are used to differentiate instruction within or in addition to the 90 minute reading block based on student need as identified by student performance data. In K-2, instruction will focus on the content of the course descriptions and include a balance of informational and literary text based upon the requirements of the ELA Common Core State Standards. K-2 teachers will augment the CCRP by reading complex text aloud to students and by asking text based questions. • Elementary schools are required to provide all students with 90 minutes of uninterrupted reading instruction, which is reflected on the schools' master schedules. Immediate intensive intervention is provided at least 20 minutes per day, 5 days per week. When the District Instructional Support Team visits schools, it looks for evidence of this. In addition, schools report the code "Y" on at least one course for any student who scored Level 1 or 2 on the Reading FCAT or exhibited a reading deficiency on the Florida Assessments for Instruction in Reading. Within the 90 minute reading block, teachers will integrate opportunities for students to apply the use of reading, writing, listening, and speaking skills they are learning in order to further strengthen their overall literacy development. Teachers will develop and ask text dependent questions and students will support their answers based upon evidence from the text. Additionally, students will be provided with research and writing opportunities. • • All students receive 90 minutes of uninterrupted daily reading instruction with programs that are research based and have proven success in teaching the six components of reading. Research-based materials used to differentiate instruction reinforce and enhance initial instruction. Students identified by FAIR as being at risk are progress monitored every 20 days. The data is used to determine student placement in small, flexible groups. • Immediate intensive intervention is provided daily for all students who have been identified with a reading deficiency as determined by FAIR and other formative assessments. This intervention is in addition to the 90 minute reading block in a smaller group size setting or one on one. The student is provided with intensive reading instruction until the reading deficiency is remedied. When students are engaged in grade level text, teachers will provide effective scaffolding to support students in navigating the text. • MIDDLE SCHOOL: • Intervention teachers will scaffold short complex literary and informational texts during small group instruction. Schools will assess the type, amount and complexity of the texts that are available in the Comprehensive and Supplemental Intervention Reading Programs for differentiated use of literacy instruction and independent reading practice. If additional complex text is needed, teachers can use CCSS-ELA Appendix B exemplars as guidance for their text selection and instruction. • Level 1 and Level 2 students who have intervention needs in the areas of decoding and text reading efficiency receive extended intervention time in a double block of reading to accelerate foundational reading skills. HIGH SCHOOL: • Level 1 and Level 2 students

who have intervention needs in the areas of decoding and text reading efficiency receive extended intervention time in a double block of reading. 11th and 12th grade students in a single block of reading receive extended intervention time in an English classroom with a reading endorsed teacher. ALL: • Conducting classroom walkthroughs, reviewing lesson plans, and analyzing assessment data, will help school level leadership to ensure that intensive reading instruction meets the characteristics that are outlined in Florida Statute. These characteristics include research-based instruction that has been proven to accelerate progress of students exhibiting a reading deficiency; differentiated instruction based on student assessment data to meet students' specific reading needs; explicit and systematic reading development in phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction and feedback; and the integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading. [2012-2015 Hernando County Schools District ELL Plan, Section 4,5,6,10]

3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)		Personnel Responsible	Timeline	Funding Source
<p><b>Grade Level      Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)</b></p> <p>K-2                <a href="#">Grade K-2 Chart</a></p> <p>3-5                <a href="#">Grade 3-5 Chart</a></p> <p>6-8                <a href="#">Grade 6-8 Chart</a></p> <p>9-12              <a href="#">Grade 9-12 Chart</a></p>		Supervisor of Curriculum-ESOL, ESOL Lead teachers, Developmental Language Arts Through ESOL teachers, Reading Coach, classroom teachers, instructional technologist	June 30,2013	Title III funds
<p>Aggregated 2012 FCAT and 2012 CELLA assessment data was reviewed to determine appropriate supplementary service, equipment, material, and supply needs for local ELLs for the 2012-13 school year. The District 2012 FCAT and CELLA progress and proficiency rates for ELLs have decreased (17% proficient on 2012 FCAT Reading and 23% proficient on 2012 FCAT Math assessments). Scientifically based research strategies to improve academic achievement in reading/language arts (AMAO #3; FCAT), include the following: • Differentiated, data-driven instruction at all levels at all times • Reading/Writing: Ongoing use and enhancement of Comprehensive Core Reading Programs, Supplemental Intervention Reading Programs, Comprehensive Intervention Reading Programs, and Intensive Reading Blocks • Reading/Writing: Implementation of Explicit Vocabulary Instruction and Support for professional development on effective use of interactive word walls • Extended day/year programs that emphasize developing ELL's proficiency on FCAT. As a different approach to close the achievement gap, the extended day/year teachers and paraprofessionals will use instructional strategies and related instructional resource materials and assessments to focus on areas of deficiency related to reading, math, writing, and science proficiency. Currently adopted mathematics and science instructional materials have ELL differentiated instructional strategies and resources that will be used as part of the extended day program. Supplemental instructional materials will be used to increase student understanding of concepts and skills in reading, mathematics, writing, and science. • Widespread use of computer software designed to increase ELL's English and academic proficiencies, such as Rosetta Stone and Orchard Software bundles including Language Arts, Mathematics, and Science meeting reading, writing, listening, and speaking standards represented on CELLA as well as AMAO #3 standards for reading, math, and science. Orchard Software is a research based program that provides a strong preparation for state and national tests. The K-3 Language Arts bundle targets phonemic awareness,</p>		Supervisor of Curriculum-ESOL, ESOL Lead teachers, Developmental Language Arts Through ESOL teachers, Reading Coach, classroom teachers	June 30,2013	Title III funds



phonics, fluency, vocabulary, writing, and reading comprehension. The 4-6 Language Arts bundle targets reading, writing, and grammar through a variety of instructional approaches that meet individual learning needs. These targeted areas are represented on our current need for improvement groups identified on AMAO#1 and 2 for reading progress and English proficiency respectively. Orchard software will provide needed supplemental support to meet AMAO#3 standards in reading, math, and science for English Language Learners AMAO #3. Currently adopted mathematics and science materials will be used to differentiate instruction for English Language Learners with ELL components embedded in both core instructional resources and ancillary materials as well. The above information supports the District's ELL Plan by identifying key factors contributing to not meeting AMAO#3. These factors represent areas related to current instructional models for ELLs, instructional/research based strategies, professional development, exit criteria, statewide assessment, and accountability related to ELLs. [2012-2015 Hernando County Schools District ELL Plan, Sections 4, 5, 6, 10]

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
<p>Scientifically based research strategies to improve academic achievement in mathematics (AMAO #3; FCAT), include the following:</p> <ul style="list-style-type: none"> <li>• Differentiated, data-driven instruction at all levels at all times</li> <li>• Increase instructional time, implement recently-adopted curricula materials with fidelity, develop and utilize curriculum maps and instructional focus calendars, and strategically place ELLs with the lowest FCAT and CELLA proficiencies in mainstream classrooms led by teachers with the best training and record of affecting student growth</li> <li>• Provide training, implement, and continue support for effective research-based instructional strategies, such as: Response to Intervention, spiraled/targeted reviews, Lesson Study, and the Gradual Release Model.</li> <li>• The Inquiry Based Learning model is a research based model that is used for grade K-12 and reflects the use of manipulatives to teach mathematical concepts and skills to improve academic achievement in mathematics. This model of instruction provides application for learning and promotes conceptual understanding. The district and schools adopted and were trained in June 2008-2011 on Florida's Continuous Improvement Model (FCIM) and the District Accountability (DA) Model, in which district and school data teams will meet regularly to disaggregate, discuss, and differentiate instruction for struggling students.</li> <li>• Supplemental math bundles of the Orchard Software, a research based software program, will be purchased to meet AMAO#3 standards for math. Orchard Software is a research based program that provides a strong preparation for state and national tests. Specifically, the Math bundles will include grades K-3,4-6, and 7-9 addressing math concepts and skills identified by NCTM and the math bundles that address mathematical concepts and skills represented by the Next Generation Sunshine State Standards for Mathematics and include the research based NCTM process standards (problem solving, representation, reasoning and proof, connections, and communication). This software will be accessed during the instructional day through mainstream and sheltered classrooms by students and teachers of ELLs through specific log in user names and passwords. Assessments will be provided to target areas of deficiencies represented by AMAO#3 and help target instruction in math. Additionally, extended day/year teachers and paraprofessionals will include questions provided to simulate those that are presented on the statewide assessments related to cognitive complexity and test item formats.</li> <li>• Research based strategies will focus on the NCTM process standards (Problem Solving, Representation, Reasoning and proof, connections, and communication), Essential Questions, Webb's depth of knowledge, use of manipulatives through technology, and scaffolded lessons designed to build on prior knowledge. Questioning strategies and assessments will provide students opportunities to use multiple step problem solving, patterns and connections, communication, and visual and concrete representation strategies for processing new concepts and skills. The above information supports the District's ELL Plan by</li> </ul>	<p>Supervisor of Curriculum-ESOL, ESOL Lead teachers, Developmental Language Arts Through ESOL teachers, classroom teachers, Math Coach, instructional technologist</p>	<p>June 30,2013</p>	<p>Title III funds</p>



identifying key factors contributing to not meeting AMAO#3. These factors represent areas related to current instructional models for ELLs, instructional/research based strategies, professional development, exit criteria, statewide assessment, and accountability related to ELLs. [2012-2015 Hernando County Schools District ELL Plan, Sections 4,5,6,10]			
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<b>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
<p>Scientifically based research professional development strategies and activities include the following:</p> <ul style="list-style-type: none"> <li>• The 35th Annual Sunshine State Teachers of English to Speakers of Other Languages (TESOL) conference provides professional development to ESOL lead teachers regarding best practices, research based instructional strategies, and information regarding what impacts English Language Learner academic achievement. Scientifically based professional development strategies are provided for ESOL Lead teachers at the TESOL conference to provide best practices and latest research information that will assist the Developmental Language Arts teachers and/or ESOL Lead teachers when targeting the language acquisition of English Language Learners. Professional development opportunities for computer software (Ex: Orchard Software and Rosetta Stone) will be scheduled throughout the 2011-2012 school year to provide training in these research based software programs for ESOL lead teachers and ESOL paraprofessionals.</li> <li>• The focus of Hernando County School District professional development will emphasize primarily pedagogical concerns to emphasizing effective instructional practices (as defined by Charlotte Danielson), effective differentiation of instruction, targeted prescriptive instruction and learning, use of formative assessment data to drive instruction, and Lesson Study as a form of job-embedded professional development in August 2012 as part of Race to the Top and comprehensive school reform initiatives. Planned Title III-funded professional development activities for ESOL Lead Teachers support our effective differentiation of instruction focus.</li> <li>• As part of completing a 2012 needs assessment survey, Hernando County ESOL Lead Teachers indicated that they need additional training on how to teach other teachers to incorporate and utilize effective ELL strategies in mainstream classrooms. One training opportunity will be provided to mainstream teachers of English Language Learners by the ESOL Lead teacher during the first nine weeks marking period and mainstream teachers of English Language Learners will be provided an ESOL Information Guide with important information with respect to ELLs and instructional strategies sheets to complete and keep with their lesson plans. This ESOL Informational Guide is also available on the District website in electronic form to access. One additional training opportunity will be provided to mainstream teachers on instructional best practices for ELLs throughout the year. As such, as part of efforts to address mainstream classroom teachers' training needs, and as supported by analyses of ELLs FCAT, CELLA, and survey data, all ESOL Lead Teachers will have the opportunity to attend the SSTESOL conferences, and—as part of their required follow-up for attending this SSTESOL conference—all ESOL Lead Teachers will pass on the strategies learned at the SSTESOL conference to mainstream teachers at all Hernando County schools during ESOL training in-service programs. This Title-III funded professional development program will supplement, not supplant, because it's exclusively for ESOL Lead Teachers. No other local, state, and/or federal funding source has ever been used to send our ESOL Lead Teachers to the SSTESOL conferences. Our ESOL Lead Teachers will also participate in professional development on use of language acquisition software and in consultant-led trainings on curriculum mapping and on effective use of lesson focus calendars. Again, these trainings will supplement, not supplant, because they will be exclusive to our ESOL Lead Teachers and because no other local, state, and/or federal funding source has ever been used to train our ESOL Lead Teachers to better use these software packages or to better design and pace curricula for ELLs. Other non-Title III-funded</li> </ul>	<p>Supervisor of Curriculum-ESOL, ESOL Lead teachers, Developmental Language Arts Through ESOL teachers, classroom teachers, ESOL paraprofessionals</p>	<p>June 30, 2013</p>	<p>Title III funds</p>

professional development programs related to improving services for our ELLs and addressing their particular needs include, but are not limited to: local ESOL certification trainings, ESOL paraprofessional trainings, and (10) monthly ESOL lead teacher meetings to review annual Woodcock-Munoz assessment procedures, the completion of required forms to maintain student folders and services, Home Language Survey processes, AMAO action plans, PLC parent education programs, data review, ELL progress toward AMAOs, and the district ELL plan. The above information supports the District's ELL Plan by identifying key factors contributing to not meeting AMAO#3. These factors represent areas related to current instructional models for ELLs, instructional/research based strategies, professional development, exit criteria, statewide assessment, and accountability related to ELLs. [2012-2015 Hernando County Schools District ELL Plan, Section ]			
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<b>6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
<p>Parent involvement and outreach strategies include the following:</p> <ul style="list-style-type: none"> <li>• Parent Leadership Council meetings, parent involvement nights (Ex: CELLAboration night), contain parental involvement and outreach strategies to help parents become actively involved in the education of their children. The Parent Leadership Council (PLC) provides information related to the Consent Decree, education planning, parent-teacher conferences, home-school communication, volunteer services, parent training, strategies for English Language Learners, District ELL Plan, etc.</li> <li>• Additionally, parents are invited to be a part of the development of the English Language Learner Plans for their child and the ELL chairperson coordinates subsequent meetings for updates and periodic reviews to this plan. Other forms of parent involvement are school based and they include parental involvement nights, open house, and orientation meetings for English Language Learners (ELLs).</li> <li>• Hernando County's Parent Leadership Council (PLC), under the direction of the district ESOL Curriculum Supervisor, will continue to provide expanded, comprehensive training programs for our ELL's parents/guardians . The function of Hernando County's PLC is to provide parents/guardians with information related to the following: Consent Decree, FCAT, outside services, education planning, parent/teacher conferences, home-school communications, volunteer services, parent training, strategies for ELLs, and input for the revision of the District ELL plan. Copies of instructional resources and print materials to assist parents/guardians of English Language Learners in meeting AMAO's #1,2, and 3 (now ESEA/District defined goals) will be purchased with Title III funds. Hernando County's PLC also manages ELL parent education programs as part of our extended day/year programs (i.e. ESOL Summer Camp).</li> <li>• PLC parent education programs, as part of our annual extended day/year programs, emphasize strategies that parents can use to significantly increase ELL's English and academic proficiencies. ESOL teachers model best practices and distribute informative flyers/brochures as part of these presentations. Also, our annual Parent Institutes provide opportunities for all families, including parents/guardians of ELLs during regularly scheduled parent nights. The guiding principle of all ELL parent education programs has been to increase ELL students' parents understanding of school policies, procedures, infrastructures, and available resources. For example, the PLC provides ELL students' parent/guardians with information on the complaint and appeals process as identified in School Board Policy (6.36); information on education planning, parent/teacher conferences, home/school communications, volunteer services, parent training programs, PLCs, and ELL strategies, in compliance with Consent Decree; information with respect to equity, as found in the Student Code of Conduct ; information on civil rights and the policy on nondiscrimination as stated in the Student Code of Conduct; and reviews the annual AMAO Report. Information about local adult education and literacy programs is also shared during ELL parent education programs. The above information supports the District's ELL Plan by</li> </ul>	Supervisor of Curriculum-ESOL, ESOL Lead teachers, Developmental Language Arts Through ESOL teachers, classroom teachers, ESOL paraprofessionals	June 30,2013	Title III funds

identifying key factors contributing to not meeting AMAO#3. These factors represent areas related to current instructional models for ELLs, instructional/research based strategies, professional development, exit criteria, statewide assessment, parental involvement, and accountability related to ELLs. [2012-2015 Hernando County Schools District ELL Plan, Section 9 ]

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