

# FLORIDA DEPARTMENT OF EDUCATION

## Differentiated Accountability

### 2012-2013 District Improvement and Assistance Plan

#### District: Hendry

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Last Modified on: 15-10-2012

**John L. Winn,**  
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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.

Hendry County's District Improvement Plan and the District Assistance and Intervention Plan is written by utilizing a collaborative process which includes a team of principals, assistant principals and district administration. The team makes decisions based upon each individual school's Improvement Plans as a base for the development of the District Plan. Each school in the district has an active School Advisory Committee comprised of parents, community members, and school staff. Each committee is balanced to reflect the requirements of School Advisory Committee representatives. The School Advisory Committees at each school review school climate survey results, student academic achievement data and other data needed to develop a plan of improvement. Each committee meets at regular intervals at times that will encourage participation on the committee. Each committee is made up of greater than 50% non school employees. The district committee, after review of each school's individual plan, makes recommendations for additions to the plans and offers assistance in meeting the goals of each plan. The district committee then uses the individual school plans to develop a district plan of action.

### Title I District Improvement Plan - (Part1\_2)

## STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

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

## Title I District Improvement Plan - (Part 2)

2) Based on the 2011-2012 AMO data and the 2012-2013 achievement objectives, identify the specific academic problems of low-achieving students, the fundamental teaching and learning needs of each subgroup, and how these will be addressed. Also, include why the prior plan did not sufficiently meet these needs. Complete for each subgroup/subject area not making satisfactory progress. Add additional strategies as needed. For English Language Learners (ELL), if the district receives Title III funds see section "Title III District Improvement Plan."

Subgroup not making satisfactory progress.	Subject Area	Specific Teaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
Total	Reading	Students in the LEA are in need of scientifically research based reading intervention programs and progress monitoring that is implemented with fidelity.	Students in the LEA, particularly secondary students, did not participate in meaningful progress monitoring checks that were implemented with fidelity.	Teachers will be trained in administration and use of data generated through progress monitoring checks, and matching student needs evidenced through these checks with scientifically research based interventions. Implementation of Response to intervention/differentiated instruction across all grade levels. Increase rigor of core instruction through the gradual implementation of Common Core State Standards.	Progress monitoring training (FAIR and Performance Matters)  Data analysis training (FAIR, Performance Matters).  Lesson Study Training  Atlas Curriculum Mapping Training  Pearson and Harcourt Math Training  Common Core State Standards training for teachers.  Ongoing usage of PD360.	Jodi Bell, Director of Federal Programs,  Gordon Swaggerty, Deputy Superintendent, Barbara Mundy, Administrator of Federal Programs,  George Duckstein, Director of Assessment, Building level principals
					Progress monitoring training (Performance	

Total	Mathematics	Students in the LEA are in need of scientifically research based math intervention programs and progress monitoring that is implemented with fidelity.	Students in the LEA, particularly secondary students, did not participate in meaningful progress monitoring checks that were implemented with fidelity.	Teachers will be trained in administration and use of data generated through progress monitoring checks, and matching student needs evidenced through these checks with scientifically research based interventions. Implementation of Response to intervention/differentiated instruction across all grade levels. Increase rigor of core instruction through the gradual implementation of Common Core State Standards.	<p>Matters)</p> <p>Data analysis training (Performance Matters).</p> <p>Lesson Study Training</p> <p>Atlas Curriculum Mapping Training</p> <p>Pearson and Harcourt Math Training</p> <p>Common Core State Standards training for teachers.</p> <p>Ongoing usage of PD360.</p>	<p>Jodi Bell, Director of Federal Programs,</p> <p>Gordon Swaggerty, Deputy Superintendent,</p> <p>Barbara Mundy, Administrator of Federal Programs,</p> <p>George Duckstein, Director of Assessment,</p> <p>Building level principals</p>
White	Reading	Students in the LEA are in need of scientifically research based reading intervention programs and progress monitoring that is implemented with fidelity. Students are also in need of instruction that represents the gradual release of responsibility model.	Students in the LEA, particularly secondary students, did not participate in meaningful progress monitoring checks that were implemented with fidelity.	Teachers will be trained in administration and use of data generated through progress monitoring checks, and matching student needs evidenced through these checks with scientifically research based interventions. Implementation of Response to intervention/differentiated instruction across all grade levels. Increase rigor of core instruction through the gradual implementation of Common Core State Standards.	<p>Progress monitoring training (FAIR and Performance Matters)</p> <p>Data analysis training (FAIR, Performance Matters).</p> <p>Lesson Study Training</p> <p>Atlas Curriculum Mapping Training</p> <p>Pearson and Harcourt Math Training</p> <p>Common Core State Standards Training for teachers.</p>	<p>Jodi Bell, Director of Federal Programs,</p> <p>Gordon Swaggerty, Deputy Superintendent,</p> <p>Barbara Mundy, Administrator of Federal Programs,</p> <p>George Duckstein, Director of Assessment,</p> <p>Building level principals</p>
					Progress monitoring training	

White	Mathematics	Students in the LEA are in need of scientifically research based math intervention programs and progress monitoring that is implemented with fidelity.	Students in the LEA, particularly secondary students, did not participate in meaningful progress monitoring checks that were implemented with fidelity.	Teachers will be trained in administration and use of data generated through progress monitoring checks, and matching student needs evidenced through these checks with scientifically research based interventions. Implementation of Response to intervention/differentiated instruction across all grade levels. Increase rigor of core instruction through the gradual implementation of Common Core State Standards.	(Performance Matters)  Data analysis training (Performance Matters).  Lesson Study Training  Atlas Curriculum Mapping Training  Pearson and Harcourt Math Training Common Core State Standards training for teachers.	Jodi Bell, Director of Federal Programs,  Gordon Swaggerty, Deputy Superintendent,  Barbara Mundy, Administrator of Federal Programs,  George Duckstein, Director of Assessment,  Building level principals
Black	Reading	Students in the LEA are in need of scientifically research based reading intervention programs and progress monitoring that is implemented with fidelity.	Students in the LEA, particularly secondary students, did not participate in meaningful progress monitoring checks that were implemented with fidelity.	Teachers will be trained in administration and use of data generated through progress monitoring checks, and matching student needs evidenced through these checks with scientifically research based interventions. Implementation of Response to intervention/differentiated instruction across all grade levels. Increase rigor of core instruction through the gradual implementation of Common Core State Standards.	Progress monitoring training (FAIR and Performance Matters)  Data analysis training (FAIR, Performance Matters).  Lesson Study Training  Atlas Curriculum Mapping Training  Pearson and Harcourt Math Training Common Core State Standards training for teachers.	Jodi Bell, Director of Federal Programs,  Gordon Swaggerty, Deputy Superintendent,  Barbara Mundy, Administrator of Federal Programs,  George Duckstein, Director of Assessment,  Building level principals
					Progress monitoring training	

Black	Mathematics	Students in the LEA are in need of scientifically research based math intervention programs and progress monitoring that is implemented with fidelity.	Students in the LEA, particularly secondary students, did not participate in meaningful progress monitoring checks that were implemented with fidelity.	Teachers will be trained in administration and use of data generated through progress monitoring checks, and matching student needs evidenced through these checks with scientifically research based interventions. Implementation of Response to intervention/differentiated instruction across all grade levels. Increase rigor of core instruction through the gradual implementation of Common Core State Standards.	(Performance Matters)  Data analysis training (Performance Matters).  Lesson Study Training  Atlas Curriculum Mapping Training  Pearson and Harcourt Math Training Common Core State Standards training for teachers.	Jodi Bell, Director of Federal Programs,  Gordon Swaggerty, Deputy Superintendent,  Barbara Mundy, Administrator of Federal Programs,  George Duckstein, Director of Assessment,  Building level principals
Hispanic	Reading	Students in the LEA are in need of scientifically research based reading intervention programs and progress monitoring that is implemented with fidelity.	Students in the LEA, particularly secondary students, did not participate in meaningful progress monitoring checks that were implemented with fidelity.	Teachers will be trained in administration and use of data generated through progress monitoring checks, and matching student needs evidenced through these checks with scientifically research based interventions. Implementation of Response to intervention/differentiated instruction across all grade levels. Increase rigor of core instruction through the gradual implementation of Common Core State Standards.	Progress monitoring training (FAIR and Performance Matters)  Data analysis training (FAIR, Performance Matters).  Lesson Study Training  Atlas Curriculum Mapping Training  Pearson and Harcourt Math Training  Common Core State Standards training for teachers.	Jodi Bell, Director of Federal Programs,  Gordon Swaggerty, Deputy Superintendent,  Barbara Mundy, Administrator of Federal Programs,  George Duckstein, Director of Assessment,  Building level principals
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Hispanic	Mathematics	Students in the LEA are in need of scientifically research based math intervention programs and progress monitoring that is implemented with fidelity.	Students in the LEA, particularly secondary students, did not participate in meaningful progress monitoring checks that were implemented with fidelity.	Teachers will be trained in administration and use of data generated through progress monitoring checks, and matching student needs evidenced through these checks with scientifically research based interventions. Implementation of Response to intervention/differentiated instruction across all grade levels. Increase rigor of core instruction through the gradual implementation of Common Core State Standards.	Matters) Data analysis training (Performance Matters). Lesson Study Training Atlas Curriculum Mapping Training Pearson and Harcourt Math Training Common Core State Standards training for teachers.	Jodi Bell, Director of Federal Programs,  Gordon Swaggerty, Deputy Superintendent,  Barbara Mundy, Administrator of Federal Programs,  George Duckstein, Director of Assessment,  Building level principals
Asian	Reading	N/A	N/A	N/A	N/A	N/A
Asian	Mathematics	N/A	N/A	N/A	N/A	N/A
American Indian	Reading	N/A	N/A	N/A	N/A	N/A
American Indian	Mathematics	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	Reading	Students in the LEA are in need of scientifically research based reading intervention programs and progress monitoring that is implemented with fidelity.	Students in the LEA, particularly secondary students, did not participate in meaningful progress monitoring checks that were implemented with fidelity.	Teachers will be trained in administration and use of data generated through progress monitoring checks, and matching student needs evidenced through these checks with scientifically research based interventions. Implementation of Response to intervention/differentiated instruction across all grade levels. Increase rigor of core instruction through the gradual implementation of Common Core State Standards.	Progress monitoring training (FAIR and Performance Matters) Data analysis training (FAIR, Performance Matters). Lesson Study Training Atlas Curriculum Mapping Training Pearson and Harcourt Math Training Common Core State Standards training for teachers.	Jodi Bell, Director of Federal Programs,  Gordon Swaggerty, Deputy Superintendent,  Barbara Mundy, Administrator of Federal Programs,  George Duckstein, Director of Assessment,  Building level principals
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English Language Learners	Reading	Students in the LEA are in need of scientifically research based reading intervention programs and progress monitoring that is implemented with fidelity.	Students in the LEA, particularly secondary students, did not participate in meaningful progress monitoring checks that were implemented with fidelity.	Teachers will be trained in administration and use of data generated through progress monitoring checks, and matching student needs evidenced through these checks with scientifically research based interventions. Implementation of Response to intervention/differentiated instruction across all grade levels. Increase rigor of core instruction through the gradual implementation of Common Core State Standards.	<p>Progress monitoring training (FAIR and Performance Matters)</p> <p>Data analysis training (FAIR, Performance Matters).</p> <p>Lesson Study Training</p> <p>Atlas Curriculum Mapping Training</p> <p>Pearson and Harcourt Math Training</p> <p>Common Core State Standards training for teachers.</p>	<p>Jodi Bell, Director of Federal Programs,</p> <p>Gordon Swaggerty, Deputy Superintendent, Barbara Mundy, Administrator of Federal Programs,</p> <p>George Duckstein, Director of Assessment, Building level principals</p>
					Progress monitoring training (Performance	

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Students with Disabilities	Reading	Students in the LEA are in need of scientifically research based reading intervention programs and progress monitoring that is implemented with fidelity.	Students in the LEA, particularly secondary students, did not participate in meaningful progress monitoring checks that were implemented with fidelity.	Teachers will be trained in administration and use of data generated through progress monitoring checks, and matching student needs evidenced through these checks with scientifically research based interventions. Implementation of Response to intervention/differentiated instruction across all grade levels. Increase rigor of core instruction through the gradual implementation of Common Core State Standards.	<p>Progress monitoring training (FAIR and Performance Matters)</p> <p>Data analysis training (FAIR, Performance Matters).</p> <p>Lesson Study Training</p> <p>Atlas Curriculum Mapping Training</p> <p>Pearson and Harcourt Math Training</p> <p>Common Core State Standards training for teachers.</p>	<p>Jodi Bell, Director of Federal Programs,</p> <p>Gordon Swaggerty, Deputy Superintendent,</p> <p>Barbara Mundy, Administrator of Federal Programs,</p> <p>George Duckstein, Director of Assessment,</p> <p>Building level principals</p>
					Progress monitoring training (Performance Matters)	



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Other (e.g. Migrant) [as needed]	Reading	Students in the LEA are in need of scientifically based reading intervention programs and progress monitoring that is implemented with fidelity.	Students in the LEA, particularly secondary students, did not participate in meaningful progress monitoring checks that were implemented with fidelity.	Teachers will be trained in administration and use of data generated through progress monitoring checks, and matching student needs evidenced through these checks with scientifically research based interventions. Implementation of Response to intervention/differentiated instruction across all grade levels. Increase rigor of core instruction through the gradual implementation of Common Core State Standards.	Progress monitoring training (FAIR and Performance Matters)  Data analysis training (FAIR, Performance Matters).  Lesson Study Training  Atlas Curriculum Mapping Training  Pearson and Harcourt Math Training  Common Core State Standards training for teachers.	Jodi Bell, Director of Federal Programs,  Gordon Swaggerty, Deputy Superintendent, Barbara Mundy, Administrator of Federal Programs,  George Duckstein, Director of Assessment, Building level principals
				Teachers will be trained in	Progress monitoring training (Performance Matters)	

Other (e.g. Migrant) [as needed]	Mathematics	Students in the LEA are in need of scientifically research based math intervention programs and progress monitoring that is implemented with fidelity.	Students in the LEA, particularly secondary students, did not participate in meaningful progress monitoring checks that were implemented with fidelity.	administration and use of data generated through progress monitoring checks, and matching student needs evidenced through these checks with scientifically research based interventions. Implementation of Response to intervention/differentiated instruction across all grade levels. Increase rigor of core instruction through the gradual implementation of Common Core State Standards.	Data analysis training (Performance Matters).  Lesson Study Training  Atlas Curriculum Mapping Training  Pearson and Harcourt Math Training  Common Core State Standards training for teachers.	Jodi Bell, Director of Federal Programs,  Gordon Swaggerty, Deputy Superintendent, Barbara Mundy, Administrator of Federal Programs,  George Duckstein, Director of Assessment, Building level principals
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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>Scott Foresman Reading Street is the Comprehensive Core Reading Program in our district. It was chosen because it correlates to all Reading and Language Arts Sunshine State Standards and addresses the five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. Scott Foresman Reading Street is used with all students Grades K-5 during the 90 minute reading block for initial instruction. This core reading program is also used by the teachers for differentiated small group instruction during the 90 minute reading block.</p> <p>Research Based Instructional: Scott-Foresman Saxon Phonics, LiPs, Spalding, Sadlier</p>
MIDDLE	<p>Middle School students who score a Level 3 or higher in Hendry County Schools receive reading instruction in the SpringBoard PreAP college board program. SpringBoard curriculum begins with the end in mind. Standards define what students should know and be able to do. Embedded assessments define and measure evidence of learning. Scaffolded instruction creates a strong foundation that leads to performance success. It is Student-Centered Instruction which has relevant activities that engages students, addresses different learning modalities and provides step-by-step teaching instructions model.</p> <p>The middle school Reading Coach will provide training on Text Complexity in the following content areas: Science and Social Studies. The Reading Coach will also model Text Complexity lessons in Reading classrooms and content area Reading classes. Students will be taught text structures a key to nonfiction reading success. Strategies will include expository text structure awareness, making connections to background knowledge, creating mental images, summarizing, and questioning. Reading and Content Area Reading teachers will be provided with a weekly Professional Learning Community during planning that addresses text complexity and the above strategies. Reading Coach will</p>

	provide modeled lessons during PLCs. Observations will be conducted in the Reading and Content Area Reading teachers classrooms for evidence of implementation of Text Complexity.
HIGH	SIRPs and CIRPs will be reviewed by the School Literacy Team to assure they provide the appropriate amount of complex text for students. If additional complex text is needed the School Literacy Team will address this issue with the principal to secure additional resources to meet the need. The principal may in turn seek additional resource assistance from the district.
Additional Information	<p>Middle school students will also be utilizing the Springboard curriculum from College Board, along with the McDougal Littell series. Jamestown Reading Navigator will no longer be used at the middle school level. Level 1 students will receive reading intervention through READ 180, System 44, and SRA Corrective Reading.</p> <p>At the high school level, Level 1 and 2 students who do not qualify for a reading waiver will receive reading instruction using Hampton Brown EDGE.</p>

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>NA</p> <p>Students are directed in the use of classroom libraries that include high interest books with varied text structures and interest levels to encourage and motivate students to read and to read more often.</p> <p>Train teachers in text complexity and evaluate common core. Incorporate addition complex text into curriculum as further evaluation of text is completed.</p> <p>Students targeted for immediate intensive intervention services receive those services through the following means:</p> <ul style="list-style-type: none"> <li>ØSmall group instruction with teacher;</li> <li>ØUse of reading resource teachers for individual instruction;</li> <li>ØUse of ESE teachers for small group instruction;</li> <li>ØUse of ELL tutors to assist in individual/small group instruction.</li> </ul> <p>Students receiving iii services will be provided those services a minimum of 20 minutes per day, 5 days per week.</p>
MIDDLE	<p>The middle school Reading Coach will provide training on Text Complexity in the following content areas: Science and Social Studies. The Reading Coach will also model Text Complexity lessons in Reading classrooms and content area Reading classes. Students will be taught text structures a key to nonfiction reading success. Strategies will include expository text structure awareness, making connections to background knowledge, creating mental images, summarizing, and questioning.</p> <p>Reading and Content Area Reading teachers will be provided with a weekly Professional Learning Community during planning that addresses text complexity and the above strategies. Reading Coach will provide modeled lessons during PLCs. Observations will be conducted in the Reading and Content Area Reading teachers classrooms for evidence of implementation of Text Complexity.</p>
HIGH	SIRPs and CIRPs will be reviewed by the School Literacy Team to assure they provide the appropriate amount of complex text for students. If additional complex text is needed the School Literacy Team will address this issue with the principal to secure additional resources to meet the need. The principal may in turn seek additional resource assistance from the district.
Additional Information	<p>Additions to middle school level should include:</p> <p>READ 180 System 44</p> <p>Additions to high school level should include:</p>

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
ELEMENTARY	<p>Students are provided before and after school access to the NCS Success Maker learning lab at each school. A summer reading list by grade is provided to parents with the last report card of the school year to encourage student reading throughout the summer.</p> <p>A summer migrant program is provided to serve migrant students during the summer as well as an ESE summer school and Supplemental Educational Services are also provided over the summer utilizing Title I funds.</p> <p>Highly qualified, certified in elementary education with preference for teachers with the Reading Endorsement or Reading Certified.</p> <p>The Hendry County Public School District does not have one of the 100 lowest-performing elementary schools based on the state reading assessment. The district does provide after school tutoring programs staffed by district teachers at each elementary school. These tutoring programs focus on reading interventions for students falling in the lower reading quartile. The programs provide reading intervention instruction for approximately 1 1/2 hours four days per week after the regular school day ends.</p>	<p>After school programs are held 2-3 days a week for 60 minutes. These take place over a period of 6-7 months. Summer school programs run for 20 days for 5-6 hours each day.</p> <p>The Hendry County School District has targeted students in grades K - 2 for intensive instruction, including time after school, and a summer school period of time prior to the start of the year to prevent regression of skills.</p>	<p>Jodi Bell, Director of Federal Programs,</p> <p>Gordon Swaggerty, Deputy Superintendent</p> <p>Barbara Mundy, Administrator of Federal Programs,</p> <p>George Duckstein, Director of Assessment,</p>
	<p>Reading and Language Arts classes will be given a 90 minute blocked scheduled. For students in need of decoding and text reading efficiency, small group instruction will be provided using the READ 180 reports in the students area of weakness. Students who are not in the READ 180 program will be placed in Pearson's Success Maker Lab to address their individual needs in the area of decoding and reading efficiency. Success Maker Lab reports will be used to provide small group instruction in</p>		Jodi Bell, Director of

MIDDLE	<p>students area of weakness. Students with needs in only text reading comprehension efficiency will be provided with a Problem Solving and Critical Thinking class that will help develop higher-order thinking skills through critical content such as myths, folktales, America's founding documents, American literature, and Shakespeare.</p> <p>Middle School migrant students participate in a migrant after school program. These students are also invited to participate in the Summer School Program. These programs provide struggling readers the opportunity to participate in literature circles as well as various other reading activities. The computer component of the READ 180 program along with Accelerated Reader is made available to all entering sixth graders. FCAT explorer will also be utilized during the summer school program.</p> <p>Middle Schools will not have mentoring or tutoring available for non-migrant students before or after school or during the summer.</p>	<p>After school programs are held 2 days a week for 60 minutes. These take place over a period of 6-7 months. Summer school programs run for 20 days for 5-6 hours each day.</p>	<p>Federal Programs</p> <p>Gordon Swaggerty, Deputy Superintendent</p> <p>Barbara Mundy, Administrator of Federal Programs,</p> <p>George Duckstein, Director of Assessment,</p>
HIGH	<p>The District Leadership Team will review individual school data and schedules to ensure that students in need of decoding and text reading efficiency are afforded extended intervention time. School principals will be held accountable to ensure the extended intervention time for appropriate students takes place.</p> <p>Peer tutoring after school in all subject areas is available on a daily or weekly basis. The National Honor Society provides this service at both schools. Teachers are also available each afternoon for tutoring.</p> <p>Additionally, Clewiston Youth Development Academy and LaBelle Youth Development Academy provide computer assisted learning services at night for high school students needing academic assistance.</p> <p>The Student Progression Plan allows for after school and summer reading activities for high school students if adequate funding is available.</p> <p>Clewiston High School will partner with the Clewiston Public Library and the Harlem Library to provide Summer Reading Book Groups with interested students.</p>		<p>Jodi Bell, Director of Federal Programs, Gordon Swaggerty, Deputy Superintendent</p> <p>Barbara Mundy, Administrator of Federal Programs,</p> <p>George Duckstein, Director of Assessment,</p>
	<p>Elementary - After school programs are available to all students who have scored a Level 1 or 2 the previous year on FCAT, and for those students who are not showing progress on benchmark tests that are administered. Eligible students are also provided supplemental educational services (SES) from private providers through Title I, Part A. Language acquisition programs are available after school for eligible students through Title III. Migrant homework help is offered to eligible students through Title I, Part C.</p> <p>Middle - All middle school students who have scored a</p>	<p>All elementary after school programs are held 2-3 days per week, 1 hour each</p>	<p>Jodi Bell, Director of Federal Programs,</p>



Additional Information	Level 1 or 2 the previous year on FCAT, and for those students who are not showing progress on benchmark tests that are administered are eligible to participate in the school's after school programs. Eligible students are also provided supplemental educational services (SES) from private providers through Title I, Part A. Language acquisition programs are available after school for eligible students through Title III. Migrant homework help is offered to eligible students through Title I, Part C.	day.	Gordon Swaggerty, Deputy Superintendent
	High School - High school students who are lacking credits for graduation, and who do not have a 2.0 GPA are offered opportunities after school for credit recovery. Language acquisition programs are available after school for eligible students through Title III. Migrant homework help is offered to eligible students through Title I, Part C.	Middle school after school programs are held 2-3 days per week, 1 1/2 hours each day.  High school after school programs are held 4 days per week, 2 hours each day.	Barbara Mundy, Administrator of Federal Programs,  George Duckstein, Director of Assessment,

### 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	<p>The targeted groups at the elementary level will be students scoring a Level 1 or 2 on the previous year's FCAT as well as some primary students who are deficient in specific skills will be targeted. Students will also be targeted for these programs if they are not making adequate progress as evidenced by progress monitoring.</p> <p>Language acquisition programs will also be available for those students not meeting language proficiency standards.</p>	<p>Extended day programs at the elementary level will be held two days per week, one hour per day for 24 weeks.</p> <p>An additional Title I resource teacher has been hired at all elementary schools in the LEA to provide intensive intervention to struggling readers in grades K,1,and 2. They will work with these students a minimum of 3 days per week, 20 minutes per day.</p>	Jodi Bell, Director of Federal Programs, Barbara Mundy, Administrator of Federal Programs, George Duckstien, Director of assessment, Gordon Swaggerty, Deputy Superintendent
MIDDLE	<p>The targeted groups at the middle school level will be students scoring a Level 1 or 2 on the previous year's FCAT. Students will also be targeted for these programs if they are not making adequate progress as evidenced by progress monitoring.</p> <p>Language acquisition programs will also be available for those students not meeting language proficiency standards.</p>	<p>Extended day programs at the middle school level will be held two days per week, two hours per day for 24 weeks.</p>	Jodi Bell, Director of Federal Programs, Barbara Mundy, Administrator of Federal Programs, George Duckstien, Director of assessment, Gordon Swaggerty, Deputy Superintendent



HIGH	The targeted group at LaBelle High School will be migrant students who have scored a Level 1 or 2 on the previous year's FCAT, or who are lacking credits to stay on track for graduation.	Extended day programs at LaBelle High School will be held two days per week, one hour per day, for 24 weeks.	Jodi Bell, Director of Federal Programs, Barbara Mundy, Administrator of Federal Programs, George Duckstien, Director of assessment, Gordon Swaggerty, Deputy Superintendent
	The targeted groups at Clewiston High School will be all students who need credits toward graduation, remediation in current courses, enrichment classes, and language acquisition programs for those students not meeting language proficiency standards.	Extended day programs at Clewiston High School will be funded through the SIG 1003(g) grant, and will be available 4 days per week, 2 hours per day for 30 weeks.	

#### **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).**

<b>Grade Level</b>	<b>Core Mathematics and Scientifically Research-Based Program(s)</b>	<b>Supplemental Mathematics and Scientifically Research-Based Program(s)</b>	<b>Professional Development Activities to Support Programs and Strategies</b>
ELEMENTARY	Elementary schools in Hendry County all use the Harcourt Go Math series as their core mathematics program.	Additional research-based materials used at the elementary level are FCAT Explorer, Accelerated Math, and Successmaker math. SRA Number Worlds, along with Corrective Math are used as supplemental mathematics programs.	Activities Integrating Math and Science (AIMS)  SRA Number Worlds  Kagan Cooperative Structures  SRA Corrective Math  Harcourt Go Math
MIDDLE	Middle schools in Hendry County use the Pearson Math series as their core math program. Algebra I is part of the 8th grade math curriculum.	Additional research-based materials used at the middle level are FCAT Explorer, and Successmaker computer assisted instruction. Additionally, FCIM mini assessments are given bi-weekly and instructional programs are adjusted to reflect FCIM results. AVID (Advancement Via Individual Determination) is in place for identified students at the middle school level.	Pearson Math  FCIM training  Successmaker Training
HIGH	High Schools in Hendry County use the Pearson Math series as their core math program.	Additional research-based materials used at the high school level are FCAT Explorer, Nova Net computer assisted instruction, and Inside Algebra. Additionally, FCIM mini assessments are given bi-weekly and instructional programs are adjusted to reflect FCIM results.	Pearson Math  FCIM training  Inside Algebra

**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
<p>After school programs will be available for students in grades 1 - 10 to provide additional time for students to focus on skills that are necessary for FCAT success and end of course exam success.</p> <p>Additionally, extended day opportunities will be available at the high school level that will focus on credit retrieval.</p>	<p>The targeted groups at each grade level from 3rd grade to 10th grade will be students scoring a Level 1 or 2 on the previous year's FCAT as well as some primary students who are deficient in specific areas. Students in grades 3 - 10 will be targeted for these programs if they are not making adequate progress as evidenced by progress monitoring.</p> <p>Additionally, students at the high school level will be targeted for programs that will allow them to retrieve credits that are necessary to put them on track for graduation.</p>	<p>After school programs at the elementary level will be held 2-3 times per week for 1 hour per day.</p> <p>Programs at the middle school level will be held 2-3 times per week for 1 1/2 hours per day.</p> <p>Programs at the high school level will be held 4 times per week, 2 hours per day. At Clewiston High School, through the SIG 1003(g) grant, these programs will be held 4 days per week, 2 hours per day.</p>	<p>The Federal Programs Administrator will be responsible for monitoring after school programs.</p>

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

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

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Scott Foresman science series	<p>Computer assisted instruction</p> <p>FCAT science supplemental practice</p>	Training in Activities Integrating Math and Science (AIMS)
MIDDLE	McDougall Littell science series	<p>Computer assisted instruction</p> <p>FCAT science supplemental practice</p>	<p>Training in Activities Integrating Math and Science (AIMS)</p> <p>Cornell note taking</p> <p>AVID training</p>
HIGH	Glencoe series	AP environmental science and AP chemistry	<p>Cornell note taking</p> <p>AVID training</p>

**Describe the extended learning opportunities for science that will be provided before school, after school, during the summer, or during an extension of the school year.**

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
Science clubs and extras labs will be available for after school programming	<p>Students in grades 3 - 5 will be targeted for these programs regardless of their FCAT performance.</p> <p>High school students at Clewiston High School will participate in extended day opportunities through the SIG 1003(g) grant to prepare for FCAT science testing.</p>	<p>Elementary students will participate in extended year programs, 2 times per week for 24 weeks.</p> <p>Students at Clewiston High School will participate in extended day opportunities 4 times per week, 2 hours per day for 30 weeks.</p>	School level administration

#### Title I District Improvement Plan - (Part 6)

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

Grade Level	Core Writing and Scientifically Research-Based Program(s)	Supplemental Writing and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Scott Foresman reading series writing component	<p>Write Traits</p> <p>Scholastic Trait Crates</p>	<p>Write Traits</p> <p>Melissa Forney Writing Training</p>
MIDDLE	<p>Springboard Writing</p> <p>Write Traits</p>	<p>Powergraphing</p> <p>Springboard</p>	Professional development in use of data driven decision making after results of progress checks.
HIGH	Writing is taught within English content lessons. Mini lessons are taught to address specific writing skills.	<p>Powergraphing</p> <p>Springboard</p>	Professional development in use of data driven decision making after results of progress checks.

**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
There will be opportunities for students to attend after-school programs to assist in strengthening writing skills.	<p>Students scoring less than Level 3 on Write Score Writing Progress Monitoring checks. One time per week for 60 minutes. Building level principals.</p> <p>Students scoring less than Level 3 on Write Score Writing Progress Monitoring checks.</p>	One time per week for 60 minutes.	Building level principals.

#### Title I District Improvement Plan - (Part 7)

**7) Describe how the district will ensure that no less than 10% of Title I, Part A funds are committed to support the**

## professional development activities described in this plan.

The Title I office has designated a portion of each school's budget for professional development. Teachers requesting professional development from this set aside will first put their request in writing utilizing the Professional Development Request form. Upon approval of the requested activity by the Federal Programs Director, the school administration fills out a requisition form for funds for the desired in-service and submits it to the Title I office. The Title I district office will track the expenditures to ensure that the required funds are spent on professional development that addresses the needs of the individual school site, coordinates with the teacher's IPDP (Individual Professional Development Plan), and the school improvement plan. The district is encouraging schools to utilize Title I, Part A funds for school wide professional development initiatives such as Kagan Cooperative Structures, and lesson study. The district will ensure that not less than 10% of the Title I, Part A funds are committed to support these professional development programs by checking requisition requests with the teacher's Individual Professional Development Plans to ensure that the requests are aligned with these plans and the School Improvement Plans.

## 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
Homework help for migrant children	Parent surveys indicate migrant parents have difficulties understanding how to help their children with their homework.	After school homework help will be arranged for migrant students.	Migrant students participating will be tracked and Federal programs staff will communicate with teachers to see if homework is being completed.	Administrator for Federal Programs.
Understanding FCAT	Parent surveys indicate that parents would like more information about FCAT.	Evening parent meetings will be held at various grade levels to describe FCAT and give parents strategies to help at home.	Parent sign in sheets and evaluations will be completed at the end of the activity.	Building level administrators.
Family Nights	Parent surveys indicate that parents would like more information on how to help their students with reading and writing skills.	Book authors and targeted reading skills workshops geared toward assisting parents on how to motivate and assist their children with reading skills and writing skills.	Parent sign in sheets. Evaluations will be completed at the end of each parent workshop.	Administrator of Federal Programs, Building level administrators

## 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)

A number of factors have prevented the Hendry County School District from achieving the Annual Measurable Achievement Objectives required by Title III:

Many of our ELL students are also migrant students, who are characterized by frequent moves and school interruptions which results in fragmented curriculum and instruction. Secondary students are most impacted by this, as credit accrual, particularly in sequential classes, is difficult.

Some of the challenges ELL students face include: lack of previous high quality education or limited educational opportunities, lack of literacy in heritage language, and lack of academic skills in ELL's heritage language.

Many teachers of ELL students have also requested professional development with the use of instructional resources for ELL students to meet AMAO's.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
The district will implement the following strategies to improve English Language proficiency: • Schools will identify and assess ELL students through the Home Language Survey upon registration. • Administrators at all school sites have been trained to monitor teaching strategies using Classroom Walk Through. • All teachers document and implement the ESOL teaching strategies in the classroom. • The district implements a CCRP approved by the state. • VPK and Migrant pre-K classrooms are available in the district to assist students with English-language proficiency. • The ESOL para at each school site provides supplemental translation services and tutoring for ELL students. • A District ELL coordinator works with teachers of ELL students throughout the district to model instruction and provide professional development in English-language proficiency as well as provide additional instructional materials as needed. • Sheltered English Language Arts and Mainstream Inclusion English Language Arts used as instructional models. • ELL students will be monitored for progress in making gains through CELLA each year. • Extended day programs provide additional instruction time.	Patty Sutton - District ELL Specialist, Jodi Bell, Director of Federal Programs, Gordon Swaggerty, Deputy Superintendent, School Principals, Classroom Teachers	Ongoing	District instructional materials allocations Title III District funds

3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)		Personnel Responsible	Timeline	Funding Source
Grade Level	Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)	Classroom teachers, Bilingual Paras, School Principals, Patty Sutton, District ELL Specialist	August, 2012 - June, 2013	Title I,Part A Title I, Part C Title VI Title III Supplementary Academic Instruction funds
K-2	<a href="#">Grade K-2 Chart</a>			
3-5	<a href="#">Grade 3-5 Chart</a>			
6-8	<a href="#">Grade 6-8 Chart</a>			
9-12	<a href="#">Grade 9-12 Chart</a>			

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
The scientifically based research strategies to improve academic achievement in mathematics are: • The core curriculum adopted text is			



DOE approved. • In addition to using ESOL strategies, the mainstream-inclusion core/basic subject area model is used. • Trained bilingual tutors are available in each school to provide additional assistance to ELL students in reading/language arts. These tutors work under the supervision of the classroom teacher. • Extended day/year programs provide additional activities for students to strengthen benchmark proficiency for FCAT success. • The principal monitors the instructional strategies. • Waterford Early Learning and Successmaker computer labs are available for supplementary instruction. • Parent involvement activities enable parents to participate in the educational program. • Mainstream-Inclusion Core/Basic Subject Areas Instructional Model is implemented.	Classroom teachers, Bilingual Paras, School Principals, Patty Sutton District ELL Specialist	August, 2012 - June, 2013	Title I, Part A Title I, Part C Title VI Title III Supplementary Academic Instruction funds
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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>
Professional development activities for teachers include the use of language acquisition software with students, such as Rosetta Stone. Additional professional development strategies for teachers will be the use of computer assisted instruction for math and reading differentiated instruction.	School principals, Reading coaches, Math Coaches, Patty Sutton - District ELL Specialist	August, 2012 - June, 2013	Title I, Part A Title VI Title II SIG 1003(g)

<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>
Parents invited to attend meetings with school personnel to participate in writing their child's ELL plan. Parents are also encouraged to attend all parent workshops available at their child/children's school such as reading and math nights. Notices of these meetings and workshops are sent home in the child's native language, and translators are available at meetings and workshops to remove any language barriers for parents.	School principals, Classroom teachers, Guidance counselors, Patty Sutton - District ELL Specialist	Meetings are ongoing throughout the school year.	Title I, Part A Title I, Part C School discretionary funds Title III

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