

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Hamilton



Contact Person: Rex Mitchell
Title: Assistant Supt. for Teaching and Learning
E-mail rex.mitchell@hamiltonfl.com
Phone Number: 386-792-7827
Fax: 386-792-6623
Contact Person: April Johnson
Title: District Reading Specialist
E-mail april.johnson@hamiltonfl.com
Phone Number: 386-792-7832
Fax: 386-792-6623
Contact Person: Phyllis Porter
Title: Federal Programs Coordinator
E-mail phyllis.porter@hamiltonfl.com
Phone Number: 386-792-7807
Fax: 386-792-6601

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

Last Modified on: 12-10-2012

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.

During the Fall of 2012, staff meetings, district school improvement meetings, meetings with Instructional Services staff and Principals, and meetings at the school level with parents, teachers, and staff will be held to review school and district data including the strategies used in 2011-12 and to make suggestions for the 2012-13 DIAP. The 2011-12 DIAP was posted on the Hamilton School District website for parent review. A letter was sent home to parents with directions to access the 2011-12 plan online or at the school sites for the purpose of reviewing the plan and making suggestions for the current year plan. Parents were given the option of emailing a suggestion to the Assistant Superintendent for Teaching and Learning or writing their suggestion on the letter sent home and returning it to one of the district school sites. Ideas for the plan will be compiled and included in the plan. Upon completion of a draft copy of the plan, it will be reviewed in its entirety with the above named groups for revisions and improvement. The final DIAP will be shared with all stakeholders and included on the district website.

Title I District Improvement Plan - (Part1_2)

STRATEGIES TO SUPPORT TEACHING AND LEARNING

[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
				Researched based instructional strategies will be implemented at all school sites including Comprehension Instructional		

Total	Reading	<p>Data focused decision making to drive quality and effective instruction which is explicit, systematic and differentiated; instruction that includes text complexity across content; strategies and tasks that are rigorous, relevant and aligned to evidence-based practices; increased intensity of intervention strategies and extended learning opportunities throughout the day.</p>	<p>Differentiated instruction and interventions were not targeted and focused on data; there was inconsistent use of effective strategies including lack of complex text, complex tasks and higher order questions for critical thinking.</p>	<p>Sequence Model (CIS), text complexity, close reading, FCIM Model, gradual release instruction, Lesson Study, use of data boards and shared inquiry model. Extended day at CHE and HCHS will be used as a strategy to improve student achievement. The coaching model will be utilized to provide support. Targeted coaching will be utilized to provide intensive support. On-going progress monitoring will be implemented to make sure instruction is targeted and focused. Data chats will be conducted with students and teachers. Continue Plugged In To Reading for intensive reading classes. Continue CAR-PD classes. Continue and expand implementation of Jr. Great Books, continue and expand implementation of AVID.</p>	<p>Program Specific PD, Instruction in data analysis, Lesson Study, NG CAR-PD, CIS model, text complexity, FCIM model, close reading, Common Core State Standards, AVID, differentiated instructional strategies, and shared inquiry</p>	<p>District Transformation Specialist, District Reading Specialist, Instructional Services Staff, School Leadership Teams, Principals, School Level Reading Coaches</p>
				<p>Specific professional development will be provided to assist areas of weakness. Instructional strategies which are</p>		

Total	Mathematics	<p>Incorporate the use of small group instruction and individual differentiated instruction to meet the individual needs of the students (42% proficiency rate in 2011-12). Apply real world applications to increase the relevancy of mathematics to students. Ensure the rigor of the mathematics content is meeting the state benchmark level of complexity.</p>	<p>Whole group instruction continued to dominate the teaching style being used in the district. Data was not analyzed on an individual basis consistently to target specific learning needs of students. Specific targeted instruction was limited and there was a lack of content area professional development for the instructional staff.</p>	<p>scientifically researched based will be used at all sites. Consultants and district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices. Extended day will be used at Central Hamilton Elementary and Hamilton County High School as a strategy to improve student achievement. Teachers have received extensive professional development in the use of technology on the classroom. COWS (Computers on Wheels) have also been purchased for student classroom use as a learning tool for mathematics. Targeted coaching will be used to provide support for areas data indicates are not achieving at the desired level.</p>	<p>Instructional Strategies Program Specific PD FASTT Math Accelerated Math Analysis of Data Lesson Study Specific Technology PD Transition to Common Core</p>	<p>Transformation Specialist Instructional Services Staff School Leadership Teams Principals School Level Math Coaches</p>
				<p>Researched based instructional strategies will be implemented at all school sites including Comprehension Instructional</p>		

White	Reading	Data focused decision making to drive quality and effective instruction which is explicit, systematic and differentiated; instruction that includes text complexity across content; strategies and tasks that are rigorous, relevant and aligned to evidence-based practices; increased intensity of intervention strategies and extended learning opportunities throughout the day.	Differentiated instruction and interventions were not targeted and focused on data; there was inconsistent use of effective strategies including lack of complex text, complex tasks and higher order questions for critical thinking.	Sequence Model (CIS), text complexity, close reading, FCIM Model, gradual release instruction, Lesson Study, use of data boards and shared inquiry model. Extended day at CHE and HCHS will be used as a strategy to improve student achievement. The coaching model will be utilized to provide support. Targeted coaching will be utilized to provide intensive support. On-going progress monitoring will be implemented to make sure instruction is targeted and focused. Data chats will be conducted with students and teachers. Continue Plugged In To Reading for intensive reading classes. Continue CAR-PD classes. Continue and expand implementation of Jr. Great Books, continue and expand implementation of AVID.	Program Specific PD, Instruction in data analysis, Lesson Study, NG CAR-PD, CIS model, text complexity, FCIM model, close reading, Common Core State Standards AVID, differentiated instructional strategies, and shared inquiry	District Transformation Specialist, District Reading Specialist, Instructional Services Staff, School Leadership Teams, Principals, School Level Reading Coaches
				Specific professional development will be provided to assist areas of weakness. Instructional strategies which are		

White	Mathematics	<p>Incorporate the use of small group instruction and individual differentiated instruction to meet the individual needs of the students (53% proficiency rate in 2011-12). Apply real world applications to increase the relevancy of mathematics to students. Ensure the rigor of the mathematics content is meeting the state benchmark level of complexity.</p>	<p>Whole group instruction continued to dominate the teaching style being used in the district. Data was not analyzed on an individual basis consistently to target specific learning needs of students. Specific targeted instruction was limited and there was a lack of content area professional development for the instructional staff.</p>	<p>scientifically researched based will be used at all sites. Consultants and district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices. Extended day will be used at Central Hamilton Elementary and Hamilton County High School as a strategy to improve student achievement. Teachers have received extensive professional development in the use of technology on the classroom. COWS (Computers on Wheels) have also been purchased for student classroom use as a learning tool for mathematics. Targeted coaching will be used to provide support for areas data indicates are not achieving at the desired level.</p>	<p>Instructional Strategies Program Specific PD FASTT Math Accelerated Math Analysis of Data Lesson Study Specific Technology PD Transition to Common Core</p>	<p>Transformation Specialist Instructional Services Staff School Leadership Teams Principals School Level Math Coaches</p>
				<p>Researched based instructional strategies will be implemented at all school sites including Comprehension Instructional</p>		

Black	Reading	Data focused decision making to drive quality and effective instruction which is explicit, systematic and differentiated; instruction that includes text complexity across content; strategies and tasks that are rigorous, relevant and aligned to evidence-based practices; increased intensity of intervention strategies and extended learning opportunities throughout the day.	Differentiated instruction and interventions were not targeted and focused on data; there was inconsistent use of effective strategies including lack of complex text, complex tasks and higher order questions for critical thinking.	Sequence Model (CIS), text complexity, close reading, FCIM Model, gradual release instruction, Lesson Study, use of data boards and shared inquiry model. Extended day at CHE and HCHS will be used as a strategy to improve student achievement. The coaching model will be utilized to provide support. Targeted coaching will be utilized to provide intensive support. On-going progress monitoring will be implemented to make sure instruction is targeted and focused. Data chats will be conducted with students and teachers. Continue Plugged In To Reading for intensive reading classes. Continue CAR-PD classes. Continue and expand implementation of Jr. Great Books, continue and expand implementation of AVID.	Program Specific PD, Instruction in data analysis, Lesson Study, NG CAR-PD, CIS model, text complexity, FCIM model, close reading, Common Core State Standards, AVID, differentiated instructional strategies, and shared inquiry	District Transformation Specialist, District Reading Specialist, Instructional Services Staff, School Leadership Teams, Principals, School Level Reading Coaches
		Incorporate the use of small group instruction and individual differentiated	Whole group instruction continued to dominate the teaching style being used in the district. Data was not analyzed on	Specific professional development will be provided to assist areas of weakness. Instructional strategies which are scientifically researched based will be used at all sites. Consultants and district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional		

Black	Mathematics	<p>instruction to meet the individual needs of the students (25% proficiency rate in 2011-12). Apply real world applications to increase the relevancy of mathematics to students. Ensure the rigor of the mathematics content is meeting the state benchmark level of complexity.</p>	<p>an individual basis consistently to target specific learning needs of students. Specific targeted instruction was limited and there was a lack of content area professional development for the instructional staff. Specific strategies for working with these students were not developed to a level to impact proficiency.</p>	<p>practices. Extended day will be used at Central Hamilton Elementary and Hamilton County High School as a strategy to improve student achievement. Particular emphasis will be given to middle grade students in tracking individual student progress and finding appropriate strategies to increase proficiency. Teachers have received extensive professional development in the use of technology on the classroom. COWS (Computers on Wheels) have also been purchased for student classroom use as a learning tool for mathematics. Targeted coaching will be used to provide support for areas data indicates are not achieving at the desired level.</p>	<p>Strategies Program Specific PD FASTT Math Accelerated Math Analysis of Data Lesson Study Specific Technology PD Transition to Common Core</p>	<p>Transformation Specialist Instructional Services Staff School Leadership Teams Principals School Level Math Coaches</p>
				<p>We will use disaggregated data to identify specific learning needs of students to provide appropriate differentiated instruction and interventions, we will incorporate and use researched based instructional strategies</p>		

Hispanic	Reading	<p>Data focused decision making to drive quality and effective instruction which is explicit, systematic and differentiated; instruction that includes text complexity across content; strategies and tasks that are rigorous, relevant and aligned to evidence-based practices; increased intensity of intervention strategies and extended learning opportunities throughout the day.</p>	<p>Differentiated instruction and interventions were not targeted and focused on data; there was inconsistent use of effective strategies including lack of complex text, complex tasks and higher order questions for critical thinking.</p>	<p>including Comprehension Instructional Sequence Model (CIS), text complexity, close reading, FCIM Model, gradual release instruction, Lesson Study, use of data boards and shared inquiry model. Extended day at CHE and HCHS will be used as a strategy to improve student achievement. The coaching model will be utilized to provide support. Targeted coaching will be utilized to provide intensive support. On-going progress monitoring will be implemented to make sure instruction is targeted and focused. Data chats will be conducted with students and teachers. Continue Plugged In To Reading for intensive reading classes. Continue CAR-PD classes. Continue and expand implementation of Jr. Great Books. Continue and expand implementation of AVID.</p>	<p>Program Specific PD, Instruction in data analysis, Lesson Study, NG CAR-PD, CIS model, text complexity, FCIM model, close reading, Common Core State Standards, AVID, differentiated instructional strategies, and shared inquiry</p>	<p>District Transformation Specialist, District Reading Specialist, Instructional Services Staff, School Leadership Teams, Principals, School Level Reading Coaches</p>
				<p>Specific professional development will be provided to assist areas of weakness. Instructional strategies which are</p>		

Hispanic	Mathematics	<p>Incorporate the use of small group instruction and individual differentiated instruction to meet the individual needs of the students (47% proficiency rate in 2011-12). Apply real world applications to increase the relevancy of mathematics to students. Ensure the rigor of the mathematics content is meeting the state benchmark level of complexity.</p>	<p>Whole group instruction continued to dominate the teaching style being used in the district. Data was not analyzed on an individual basis consistently to target specific learning needs of students. Specific targeted instruction was limited and there was a lack of content area professional development for the instructional staff.</p>	<p>scientifically researched based will be used at all sites. Consultants and district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices. Extended day will be used at Central Hamilton Elementary and Hamilton County High School as a strategy to improve student achievement. Teachers have received extensive professional development in the use of technology on the classroom. COWS (Computers on Wheels) have also been purchased for student classroom use as a learning tool for mathematics. Targeted coaching will be used to provide support for areas data indicates are not achieving at the desired level.</p>	<p>Instructional Strategies, Program Specific PD, FASTT Math, Accelerated Math, Analysis of Data, Lesson Study, Specific Technology PD, Transition to Common Core, ESOL Strategies</p>	<p>Transformation Specialist Instructional Services Staff School Leadership Teams Principals School Level Math Coaches</p>
Asian	Reading	NA	NA	NA	NA	NA
Asian	Mathematics	NA	NA	NA	NA	NA
American Indian	Reading	NA	NA	NA	NA	NA
American Indian	Mathematics	NA	NA	NA	NA	NA
				<p>Researched based instructional strategies will be implemented at all school sites including Comprehension Instructional Sequence Model (CIS), text complexity, close reading, FCIM Model, gradual</p>		

Economically Disadvantaged	Reading	Data focused decision making to drive quality and effective instruction which is explicit, systematic and differentiated; instruction that includes text complexity across content; strategies and tasks that are rigorous, relevant and aligned to evidence-based practices; increased intensity of intervention strategies and extended learning opportunities throughout the day.	Differentiated instruction and interventions were not targeted and focused on data; there was inconsistent use of effective strategies including lack of complex text, complex tasks and higher order questions for critical thinking.	release instruction, Lesson Study, use of data boards and shared inquiry model. Extended day at CHE and HCHS will be used as a strategy to improve student achievement. The coaching model will be utilized to provide support. Targeted coaching will be utilized to provide intensive support. On-going progress monitoring will be implemented to make sure instruction is targeted and focused. Data chats will be conducted with students and teachers. Continue Plugged In To Reading for intensive reading classes. Continue CAR-PD classes. Continue and expand implementation of Jr. Great Books, continue and expand implementation of AVID. Professional development aimed at increasing the proficiency rate of economically disadvantaged students will be provided (as available) to instructional staff members	Program Specific PD, Instruction in data analysis, Lesson Study, NG CAR-PD, CIS model, text complexity, FCIM model, close reading, Common Core State Standards, AVID, differentiated instructional strategies, and shared inquiry	District Transformation Specialist, District Reading Specialist, Instructional Services Staff, School Leadership Teams, Principals, School Level Reading Coaches
		Incorporate the use of	Whole group	Specific professional development will be provided to assist areas of weakness. Instructional strategies which are scientifically researched based will be used at all sites. Consultants and district staff will assist		

Economically Disadvantaged	Mathematics	<p>small group instruction and individual differentiated instruction to meet the individual needs of the students (38% proficiency rate in 2011-12). Apply real world applications to increase the relevancy of mathematics to students. Ensure the rigor of the mathematics content is meeting the state benchmark level of complexity. Provide additional school level supports to reinforce daily instruction.</p>	<p>instruction continued to dominate the teaching style being used in the district. Data was not analyzed on an individual basis consistently to target specific learning needs of students. Specific targeted instruction was limited and there was a lack of content area professional development for the instructional staff. Specific strategies were not developed to use with children in poverty.</p>	<p>with classroom walkthroughs to ensure fidelity of programs and effective instructional practices. Extended day will be used at Central Hamilton Elementary and Hamilton County High School as a strategy to improve student achievement. Teachers have received extensive professional development in the use of technology on the classroom. COWS (Computers on Wheels) have also been purchased for student classroom use as a learning tool for mathematics. Targeted coaching will be used to provide support for areas data indicates are not achieving at the desired level. Professional development aimed at increasing the proficiency rate of economically disadvantaged students will be provided (as available) to instructional staff members.</p>	<p>Instructional Strategies Program Specific PD FASTT Math Accelerated Math Analysis of Data Lesson Study Specific Technology PD Transition to Common Core, Working with students in Poverty</p>	<p>Transformation Specialist Instructional Services Staff School Leadership Teams Principals School Level Math Coaches</p>
				<p>We will use disaggregated data to identify specific learning needs of students to provide appropriate differentiated instruction and interventions, we will incorporate and use research based instructional strategies</p>		

English Language Learners	Reading	Data focused decision making to drive quality and effective instruction which is explicit, systematic and differentiated; instruction that includes text complexity across content; strategies and tasks that are rigorous, relevant and aligned to evidence-based practices; increased intensity of intervention strategies and extended learning opportunities throughout the day.	Differentiated instruction and interventions were not targeted and focused on data; there was inconsistent use of effective strategies including lack of complex text, complex tasks and higher order questions for critical thinking.	including Comprehension Instructional Sequence Model (CIS), text complexity, close reading, FCIM Model, gradual release instruction, Lesson Study, use of data boards and shared inquiry model. Extended day at CHE and HCHS will be used as a strategy to improve student achievement. The coaching model will be utilized to provide support. Targeted coaching will be utilized to provide intensive support. On-going progress monitoring will be implemented to make sure instruction is targeted and focused. Data chats will be conducted with students and teachers. Continue Plugged In To Reading for intensive reading classes. Continue CAR-PD classes. Continue and expand implementation of Jr. Great Books. Continue and expand implementation of AVID.	Program Specific PD, Instruction in data analysis, Lesson Study, NG CAR-PD, CIS model, text complexity, FCIM model, close reading, Common Core State Standards, AVID, differentiated instructional strategies, and shared inquiry	District Transformation Specialist, District Reading Specialist, Instructional Services Staff, School Leadership Teams, Principals, School Level Reading Coaches
		Incorporate the use of small group instruction and		Specific professional development will be provided to assist areas of weakness. Instructional strategies which are scientifically researched based will be used at all sites.		

English Language Learners	Mathematics	<p>individual differentiated instruction to meet the individual needs of the students (proficiency rate in 2011-12 not available due to small size of subgroup). Apply real world applications to increase the relevancy of mathematics to students. Ensure the rigor of the mathematics content is meeting the state benchmark level of complexity. Use ESOL strategies on a consistent basis to assist students.</p>	<p>Whole group instruction continued to dominate the teaching style being used in the district. Data was not analyzed on an individual basis consistently to target specific learning needs of students. Specific targeted instruction was limited and there was a lack of content area professional development for the instructional staff in the area of ESOL.</p>	<p>Consultants and district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices. Extended day will be used at Central Hamilton Elementary and Hamilton County High School as a strategy to improve student achievement. Teachers have received extensive professional development in the use of technology on the classroom. COWS (Computers on Wheels) have also been purchased for student classroom use as a learning tool for mathematics. Targeted coaching will be used to provide support for areas data indicates are not achieving at the desired level. Student records will be reviewed to determine extent of ESOL strategies needed in the classroom.</p>	<p>Instructional Strategies Program Specific PD FASTT Math Accelerated Math Analysis of Data Lesson Study Specific Technology PD Transition to Common Core, ESOL Strategies in the Mathematics Classroom</p>	<p>Transformation Specialist Instructional Services Staff School Leadership Teams Principals School Level Math Coaches</p>
		<p>Data focused decision making to drive quality and effective</p>		<p>Researched based instructional strategies will be implemented at all school sites including Comprehension Instructional Sequence Model (CIS), text complexity, close reading, FCIM Model, gradual release instruction, Lesson Study, use of data boards and shared inquiry model. Extended day at</p>		

Students with Disabilities	Reading	instruction which is explicit, systematic and differentiated; instruction that includes text complexity across content; strategies and tasks that are rigorous, relevant and aligned to evidence-based practices; increased intensity of intervention strategies and extended learning opportunities throughout the day.	Differentiated instruction and interventions were not targeted and focused on data; there was inconsistent use of effective strategies including lack of complex text, complex tasks and higher order questions for critical thinking.	CHE and HCHS will be used as a strategy to improve student achievement. The coaching model will be utilized to provide support. Targeted coaching will be utilized to provide intensive support. On-going progress monitoring will be implemented to make sure instruction is targeted and focused. Data chats will be conducted with students and teachers. Continue Plugged In To Reading for intensive reading classes. Continue CAR-PD classes. Continue and expand implementation of Jr. Great Books, continue and expand implementation of AVID. Frequent planning meetings will be held between classroom and ESE teacher to ensure the use of appropriate teaching and learning strategies for each student as indicated in the student's IEP.	Program Specific PD, Instruction in data analysis, Lesson Study, NG CAR-PD, CIS model, text complexity, FCIM model, close reading, Common Core State Standards, AVID, differentiated instructional strategies, and shared inquiry	District Transformation Specialist, District Reading Specialist, Instructional Services Staff, School Leadership Teams, Principals, School Level Reading Coaches
				Specific professional development will be provided to assist areas of weakness. Instructional		

Students with Disabilities	Mathematics	Use disaggregated data to identify specific learning needs of students and to provide appropriate differentiated instruction and interventions (14% proficiency rate in 2011-12).	Differentiated instruction and interventions were not targeted and focused on data and there was inconsistent use of effective strategies. Planning between classroom teacher and ESE support teacher was not as effective and timely as needed.	strategies which are scientifically researched based will be used at all sites. Consultants and district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices. Extended day will be used at Central Hamilton Elementary and Hamilton County High School as a strategy to improve student achievement. Frequent planning meetings will be held between classroom and ESE teacher to ensure the use of appropriate teaching and learning strategies for each student as indicated in the student's IEP.	Differentiated Instructional Strategies Program Specific PD FASTT Math Accelerated Math Analysis of Data Lesson Study	Transformation Specialist District Reading Specialist Instructional Services Staff School Leadership Teams Principals School Level Reading Coaches ESE Staffing Specialists
Other (e.g. Migrant) [as needed]	Reading					
Other (e.g. Migrant) [as needed]	Mathematics					

Title I District Improvement Plan - (Part3_1)

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

Grade Level	Core Reading and Scientifically Research-Based Program(s)
	SRA Imagine It! will be implemented with fidelity at North Hamilton and South Hamilton Elementary schools in grades K-6 as the CCRP. Central Hamilton will implement this program in grades K-5. This core program is approved by the state and is aligned with state standards and Common Core State Standards (McGraw Hill has provided a correlation to the Common Core Standards) It allows time for all required delivery models of the elementary reading block, which are whole group, small groups with differentiated instruction, and student centered activities based on reading assessment data. The foundational skills are integrated throughout the program and include phonemic awareness, oral language, phonics, fluency, vocabulary and comprehension. Plugged Into Reading will be implemented in 6th grade at Central Hamilton Elementary. This program allows for instruction with authentic text and integrates vocabulary and comprehension strategies throughout the program.

ELEMENTARY	<p>To enable students to practice reading more complex text, shorter, challenging texts will be incorporated and provided regularly at each grade level. This will allow students to read and re-read deliberately and slowly to understand meanings of individual words, text structure and the development of ideas throughout the text. Teachers will provide scaffolds to students to enable them to read at the appropriate level of text complexity and to experience the complexity of the text, rather than avoid it. Follow-up support will be provided to guide the reader when encountering places in the text where he or she might struggle. Teachers will provide questions rather than explanations to help focus students' attention to key phrases and statements in the text, or the organization of ideas in the paragraph.</p> <p>In grades K-2 teachers will align their instruction to the ELA CCSS through explicit and systematic instruction and support in concepts of print, phonological awareness, phonics, vocabulary development and fluency. Teachers will use complex texts during their teacher read aloud that increase in complexity over time. The text will contain more complex vocabulary and syntax than texts students read independently. The focus will be on asking text dependent questions, allowing time for text discussion and include repeated readings of difficult sections in order to develop strong listening comprehension, enhance knowledge and support learning of academic words and complex syntax.</p>
MIDDLE	<p>All students in 7th and 8th grades in Hamilton County will take a reading course. Those students that score a Level 3 or above on FCAT will take a critical thinking class that uses Jr. Great Books. This program is a shared inquiry method of learning that improves students' achievement in reading comprehension, critical thinking, writing and speaking and listening. The Reading Leadership Team at each school along with the District Reading Specialist will work with teachers in utilizing the Qualitative Text Measure for text complexity to assure the reading programs that are used will be at the level of complexity for each grade level. The teachers will continue to use data to move students toward more complex text throughout the year. The district will utilize websites, common core exemplars and CIS lessons to add additional exposure if needed.</p>
HIGH	<p>The Reading Leadership Team at each school along with the District Reading Specialist will work with the teachers in utilizing the Qualitative Text Measure for text complexity to assure the reading programs that are used will be at the level of complexity for each grade level. The teachers will continue to use data to move students toward more complex text throughout the year. The district will utilize websites, common core exemplars and CIS lessons to add additional exposure if needed.</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
	<p>Designated portions of SRA Imagine It! will be utilized to provide differentiated intensive instruction for students. In addition to the supplemental materials from the core all Hamilton County elementary schools will use SRA Corrective Reading and SRA Reading Mastery Plus for tier 3, grade 3 students and students scoring level 1 and 2 on FCAT and have intervention needs in the areas of decoding and text reading efficiency in grade 3rd – 6th. Quick Reads and Read Naturally will also be provided for students for fluency. Students in Kindergarten, 1st and 2nd grades whose PRS is 16-39% on the FAIR will be given the placement assessment for SRA Reading Mastery Plus and placed at the appropriate level. These students will also use the appropriate FCRR center materials to meet their individual needs. For students whose PRS is 16% or lower, comprehension, vocabulary, (Spelling Inventory in grade 2) and TDI scores will be used to determine the level of daily differentiated intervention required for students. These students will be provided with more intense and explicit instruction, additional academic learning time, smaller group size, more supportive and more targeted instruction. All students will be provided with differentiated small group instruction with appropriate level text that increases with complexity throughout the year.</p> <p>Teachers providing intensive interventions will collaborate and plan with the classroom reading teacher to make sure that the instruction is aligned with the classroom reading instruction and meets the targeted needs of the student.</p> <p>The Reading Leadership Team at each school along with the District Reading Specialist will work with the teachers in utilizing the Qualitative Text Measure for text complexity to assure the reading programs that are</p>

ELEMENTARY	used will be at the level of complexity for each grade level. Hamilton County will use the program Reading A-Z which is leveled text in K – 6th grades. This program provides informational text at complex levels. The teachers will continue to use data to move students toward more complex text throughout the year. The district will utilize websites, common core exemplars and CIS lessons to add additional exposure if needed.
	Students that need more intervention instruction than allotted in the differentiated instruction segment of the reading block will continue their instructional plan during the time designated for iii. This will be accomplished during an additional 40-60 minutes upon the completion of the reading block. Other students will continue to use the extensions and supplemental interventions provided in the core reading program. During this intensive intervention block the teacher will coordinate the necessary programs, skills, assignments, and activities that will meet the needs of all students. Students with a probability of reading success score of 84% or below (yellow and red zone) and those students scoring Level 1 or 2 on the FCAT with intervention needs in the areas of decoding and text reading efficiency will be targeted for extended academic learning time. Additional data to determine a student's area of need will come from state mandated assessments from the previous spring, fall screenings, CCRP assessments, Progress Monitoring, and/or diagnostics. As each teacher thoroughly examines the data of each student it is imperative that the intervention process is begun on any student that data indicates may be at risk in learning to read at the expected grade level. The classroom reading teacher will create a plan of action that will facilitate improvement and accelerated academic growth. If the classroom teacher is not providing the intervention service they must name the person responsible. However, the classroom reading teacher is responsible for the on-going progress monitoring that must be done on each identified student a minimum of every two weeks using appropriate tools aligned to the deficient area. Results are charted. If progress is made, the intervention will continue. If progress or regression is evident, the team will take further, more comprehensive steps, to better fit this particular student with an intervention that will promote the most accelerated growth. The process must be flexible and progress monitoring results must be consistently evaluated to determine the student's status in relation to his risk area. Finally, those students already on or above grade level must be challenged and allowed to participate in enriching activities to ensure they continue to perform at grade level or above. These activities may include literacy circles, Literature classes, project based learning, and use of extended materials from the core reading program (SRA Imagine It!).
	The Reading Leadership Team at each school along with the District Reading Specialist will work with teachers in utilizing the Qualitative Text Measure for text complexity to assure the reading programs that are used will be at the level of complexity for each grade level. The teachers will continue to use data to move students toward more complex text throughout the year. The district will utilize websites, common core exemplars and CIS lessons to add additional exposure if needed.
	The Reading Leadership Team at each school along with the District Reading Specialist will work with the teachers in utilizing the Qualitative Text Measure for text complexity to assure the reading programs that are used will be at the level of complexity for each grade level. The teachers will continue to use data to move students toward more complex text throughout the year. The district will utilize websites, common core exemplars and CIS lessons to add additional exposure if needed.
Additional Information	

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Click here to Professional Development in Reading web page
MIDDLE	
HIGH	
Additional Information	

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>SES services funded with Title 1 Dollars for students who scored a Level 1 or 2 on FCAT will be offered at each eligible school. This instruction is provided through independent, contracted providers, and student eligibility is based upon free or reduced lunch status. When funding is available, all students regardless of economic status are eligible for after school and/or Saturday programs. All students scoring Level 1 or 2 on FCAT regardless of free/reduced lunch status will be invited to participate in summer school.</p> <p>Instruction taking place beyond the school calendar will be a continuation of the focused, data based instruction that takes place during the regular school day and during the regular school year. Summer school teachers will have access to all of the student's progress monitoring assessment results and to the student's progress monitoring plan developed during the regular school year. The district program follows the same guidelines and procedures of SES providers with the exception that the student does not have to meet the free and reduced lunch eligibility criteria to participate in the District After School Program (DASP). When possible, staff members are available before school to assist students in need that arrive early.</p> <p>The Student Progression Plan for the district specifically states that students in grade 3 who have not meet the reading requirement for promotion or other students who are in danger of not meeting promotion/graduation requirements are to receive services first. Students scoring Level 1 or Level 2 on FCAT and have intervention needs in the areas of decoding and text reading efficiency will also have priority in accessing these services as they are the students with the greatest need. Pending funding, the district after school program will be able to provide assistance to all students who have requested services. If the demand for services exceeded the supply then the district would follow the procedures in the Student Progression Plan.</p> <p>Highly qualified and highly effective teachers that have expertise in differentiated instruction, analyzing student data and using the data to tailor instruction to meet the needs of individual students as well as accelerating their growth will be utilized for reading intervention , summer reading camps and extended programs.</p> <p>Hamilton County already provides for extended time to provide reading instruction. If an additional hour of intensive reading instruction is needed for students the district will provide the schools with resources that align to daily classroom instruction.</p>		<p>Transformation Specialist District Reading Specialist School Level Reading Coaches Principals District Instructional Services Staff</p>
	<p>The middle school master schedule is approved by the Assistant Superintendent for Teaching and Learning to ensure that all students scoring Level 1 or 2 on FCAT and have intervention needs in the areas of decoding and text reading efficiency will have an extended time for reading instruction.</p> <p>The instructor will be the same teacher that provides the reading</p>		

MIDDLE	<p>instruction and will have completed their reading endorsement. The district office checks the schedules of all students scoring Level 1 and Level 2 on FCAT to ensure that they are enrolled in the appropriate courses. In a small district with only one combination middle/high school, district staff will also be able to review the coding used for students receiving reading intervention and make certain that it is appropriate and correct.</p> <p>Pending available funding, before and after school activities, as well as summer school activities will be linked to the reading instruction that occurs in the intensive reading classrooms and language arts classrooms. This communication will include information regarding on-going assessment data, results of periodic reading assessments, data chats with students as well as samples of student work that might be available. The Student Progression Plan specifically states that students who are in danger of not meeting promotion requirements are to receive services first. All students scoring Level 1 and Level 2 on FCAT with intervention needs in the areas of decoding and text reading efficiency will have priority in participating in these services as they are the students with the greatest need. The teacher tutor will collaborate with the assigned subject area teachers to ensure that students will be provided appropriate instruction and that goals are being met. Mentoring programs (when available) will include consultation with staff members to include data chats and motivational activities.</p>		<p>Transformation Specialist District Reading Specialist School Level Reading Coaches Principals District Instructional Services Staff</p>
HIGH	<p>The high school master schedule is approved by the Assistant Superintendent for Teaching and Learning to ensure that all students scoring Level 1 or 2 on FCAT and have intervention needs in the areas of decoding and text reading efficiency will have an extended time for reading instruction.</p> <p>The instructor will be the same teacher that provides the reading instruction and will have completed their reading endorsement. The district office checks the schedules of all students scoring Level 1 and Level 2 on FCAT to ensure that they are enrolled in the appropriate courses. In a small district with only one combination middle/high school, district staff will also be able to review the coding used for students receiving reading intervention and make certain that it is appropriate and correct.</p> <p>Pending available funding, before and after school activities, as well as summer school activities will be linked to the reading instruction that occurs in the intensive reading classrooms and language arts classrooms. This communication will include information regarding on-going assessment data, results of periodic reading assessments, data chats with students as well as samples of student work that might be available. The Student Progression Plan specifically states that students who are in danger of not meeting promotion/graduation requirements are to receive services first. All students scoring Level 1 and Level 2 on FCAT with intervention needs in the areas of decoding and text reading efficiency will have priority in participating in these services as they are the students with the greatest need. The teacher tutor will collaborate with the assigned subject area teachers to ensure that students will be provided appropriate instruction and that goals are being met. Mentoring programs (when available) will</p>		<p>Transformation Specialist District Reading Specialist School Level Reading Coaches Principals District Instructional Services Staff</p>

	include consultation with staff members to include data chats and motivational activities.		
Additional Information			

Title I District Improvement Plan - (Part 3_3)

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

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	The specific group of students targeted for assistance includes those students scoring level 1 or 2 on the previous year's FCAT for students in grades 3 - 6, as well as students scoring high level 2 and lower level 3 (bubble students). Students in grades K - 2 whose FAIR assessments indicate the student is in the lower 1/2 of student performance will be targeted for intensive instruction.	Students will be offered intensive targeted instruction a minimum of 40 minutes per day.	Principals School Level Coaches District Instructional Services Staff District Reading Specialist Transformation Specialist
MIDDLE	Students who score a level 1 or 2 on FCAT and have intervention needs in the areas of decoding and text reading efficiency will be targeted for additional instruction.	Students will be offered intensive targeted instruction 50 minutes per day.	Principals School Level Coaches District Instructional Services Staff District Reading Specialist Transformation Specialist
HIGH	Students who score a level 1 or 2 on FCAT and have intervention needs in the areas of decoding and text reading efficiency will be targeted for additional instruction.	Students will be offered intensive targeted instruction 50 minutes per day.	Principals School Level Coaches District Instructional Services Staff District Reading Specialist Transformation Specialist

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 Mathematics	Number Pals Number Worlds Accelerated Math FASTT Math Florida Achieves	Specific professional development will be provided to school staff members to assist in proper implementation of the programs. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants, school based coaches, and district staff will assist with classroom walkthroughs to ensure fidelity of program implementation and effective instructional practices.
			Specific professional development will be provided to school

MIDDLE	Big Ideas Math	FCAT Explorer Skill Specific Programs Florida Achieves	staff members to assist in proper implementation of the programs. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants, school based coaches, and district staff will assist with classroom walkthroughs to ensure fidelity of program implementation and effective instructional practices.
HIGH	Prentice Hall Course Specific Programs (Algebra I, Algebra II, Geometry)	Skill Specific Programs FCAT Explorer Florida Achieves	Specific professional development will be provided to school staff members to assist in proper implementation of the programs. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants, school based coaches, and district staff will assist with classroom walkthroughs to ensure fidelity of program implementation and effective instructional practices.

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 Central Hamilton Elementary and Hamilton County High School, an additional 50 minutes of intensive intervention / enrichment time has been added the school day. Title I will be providing after school and Saturday tutoring sessions for students in grades K - 6. SES after school services will be available to qualified students. Should funding permit, summer school sessions will be offered for students to recover credit or remediate specific academic skills.	Level 1 and 2 students will have priority at all grade levels for extended opportunities.	Varies by specific opportunity (Extended day occurs daily for 50 minutes, SES is for a specific number of hours of instruction, after school tutoring will occur a maximum of 6 hours weekly for 25 week, and summer school sessions will be offered for a maximum of 24 sessions for 4 hours each session).	Coordinator of Federal Programs Transformation Specialist School Based Math Coaches Asst. Supt. for Teaching and Learning Principals

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	Houghton Mifflin Harcourt Florida Science Fusion Series	SUMS	Specific professional development will be provided to school staff members to assist in areas of weakness. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure

			fidelity of programs and effective instructional practices.
MIDDLE	Pearson Education Florida Comprehensive Science	IQWST Lesson Study	Professional development will be provided by Pearson and IQWEST. Teachers will also be trained in the lesson study cycle and complete a minimum of two lesson study cycles during the 2012-2013 school year.
HIGH	SEG Florida's Hole's Essentials of Human Anatomy and Physiology, Pearson Education Miller Levine Biology, Herff Jones Florida Active Chemistry, Florida EarthComm: Project Based Space and Earth Systems Science, and Florida Active Physical Science, Pearson Withgott and Brennan AP Edition: Environment the Science Behind the Stories 3rd edition, McGraw Hill Miller and Harley: Zoology 8th edition	Lesson Study Bioscopes Advanced Placement Environmental Science	Professional development will be provided by publishers of newly adopted curriculums. Teachers will participate in Lesson Study training and application supported by Bioscopes. AP teacher will receive training and support through the college board.

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
SES services for qualified students after school at district schools	All subgroups specifically targeting level 1, 2, and bubble students in grades 5 - 8.	Extended day for SES services will be provided 2 - 3 days a week for 1 hour a day	Coordinator of Federal Programs
Extended school day at Central Hamilton Elementary and Hamilton County High School	All subgroups and all level of students will be targeted during this expanded time	Extended activities will be available 50 minutes per day for 180 days	Principals District Instructional Services Staff Transformation Specialist School Level Science Coaches
After school tutoring for any Title 1 school student	All subgroups specifically targeting level 1, 2, and bubble students	After school tutoring will be provided a maximum of 6 hours weekly for 25 weeks	Coordinator of Federal Programs Principals District Instructional Services Staff
Tutoring sessions for qualified students during the school day	All subgroups specifically targeting students in the lowest 25%	Tutoring sessions will be provided for 1 - 2 hours weekly for approximately 25 weeks	Coordinator of Federal Programs Principals School Level Coaches
Summer school sessions will be provided at all schools funding permitting	All subgroups specifically targeting level 1, 2, and bubble students in grades 5 - 10.	Summer sessions would meet a maximum of 24 sessions of 4 hours each	Coordinator of Federal Programs District Instructional Services Staff Principals

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		Research and best practices from various programs, i.e, Writing Instructional Focus Guide (DOE), Kathy Robinson Writing Program, Melissa Forney Writing Program; teacher made activities; reading journals; My Access computer program and Write Score (pending available funding) will be utilized to enhance writing across all content areas as well as place an emphasis on narrative, expository and persuasive writing styles.	A district wide writing committee will be formed to implement a K-12 writing project. This committee will aide in the PD for Write Score and My Access data analysis; writing across content; FCAT Writes; writing in response to text and will develop monthly writing prompts.
MIDDLE		Research and best practices from various programs, teacher made activities, and My Access Computer Program will be utilized to enhance writing across all content areas as well as place an emphasis on narrative, expository and persuasive writing styles.	A district wide writing committee will be formed to implement a K-12 writing project. This committee will aide in the PD for My Access, My Access data analysis, writing across content, FCAT Writes, writing in response to text, and will develop monthly writing prompts.
HIGH		Research and best practices from various programs, teacher made activities, and My Access Computer Program will be utilized to enhance writing across all content areas as well as place an emphasis on narrative, expository and persuasive writing styles.	A district wide writing committee will be formed to implement a K-12 writing project. This committee will aide in the PD for My Access, My Access data analysis, writing across content, FCAT Writes, writing in response to text, and will develop monthly writing prompts.

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
SES services for qualified students after school	All subgroups specifically level 1 and 2 students and those in the lowest 25%	SES activities will be provided 2 - 3 days a week for 1.5 hours a day	Coordinator of Federal Programs
Extended school day at Central Hamilton Elementary and Hamilton County High School	All subgroups and all level of students will be targeted during this expanded time	Extended activities will be available 40 minutes per day for 180 days	Principals District Instructional Services Staff District Transformation Office School Level Coaches

After school tutoring for any Title 1 school student	All subgroups specifically targeting level 1, 2, and bubble students in grades K - 6	After school tutoring will be provided a maximum of 6 hours weekly for 25 weeks	Coordinator of Federal Programs Principals District Instructional Services Staff
Tutoring sessions for qualified students during the school day	All subgroups specifically targeting students in the lowest 25%	Tutoring sessions will be provided for 1 - 2 hours weekly for approximately 25 weeks	Coordinator of Federal Programs Principals District Transformation Office School Level Coaches
Summer school sessions will be provided at all schools funding permitting	All subgroups specifically targeting level 1, 2, and bubble students in grades K - 10.	Summer sessions would meet a maximum of 24 sessions of 4 hours each	Coordinator of Federal Programs District Instructional Services Staff 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 school district will track all Title I, Part A expenditures in professional development through established fund, object, and project accounting as provided by GASB. Funds will be allocated to the three Title I schools in the area of professional development to provide for specific opportunities based on student and teacher needs. The Coordinator of Federal Programs will monitor the professional development expenditures with the assistance of the district finance department to ensure they are meeting the 10% requirement and targeted to the activities outlined in this plan.

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
Feeling welcome at the school and district offices	Climate surveys, School Advisory Council and PTO agendas/minutes, District held school and community meetings	Connecting district schools to the community by holding informational sessions in community locations outside of school or district facilities	On-going climate survey data, attendance rosters at community sessions	Superintendent District Instructional Services Staff Principals
Parents understanding information disseminated by the schools and district	Climate surveys, School Advisory Council and PTO agendas/minutes, District held school and community meetings	The district will use the call out system to inform parents in parent friendly language. The District website will be used for sharing information with parents and discussing parent concerns, sending newsletters, and notices home to parents in parent friendly language.	On-going climate survey data, attendance rosters at community sessions	Superintendent District Instructional Services Staff Principals
		The district will host activities such as Building Better Readers and Readers of the Caribbean for parents to attend to		

Increase parent understanding of instructional strategies being used by the schools with their children	Climate surveys, School Advisory Council and PTO agendas/minutes, District held school and community meetings	receive instruction on techniques to use with their children at home to extend the learning beyond the school day. Standards based report cards will be used in grades K - 2 to keep parents informed of student progress toward meeting Common Core Standards. Community meetings and school board workshops will also be used to share instructional strategies being used in the district	On-going climate survey data, attendance rosters at community sessions	District Instructional Services Staff, District Reading Specialist, Transformation Specialist, School Level Coaches, Principals
Sharing information with parents outside the school site	Climate surveys, School Advisory Council and PTO agendas/minutes, District held school and community meetings	Part time liasions will make scheduled home visits after school hours to provide information regarding their child and activities at the school	On-going climate survey, attendance rosters, Liasions home visit logs	Parent Liasions Principals
Sharing new DOE requirements for areas such as graduation, immunizations, and available programs in a timely fashion	Parent Guide, District and community meetings, SAC meetings	The district will ensure that each parent has access to the Parent Guide which contains information needed by parents. Community meetings and School Board workshops will be held to assist in sharing this information with the public. Handouts and newsletters will be sent home with students when appropriate to share information.	On-going climate survey, tracking of parent requests with district for information	District Instructional Services Staff Principals

Title III District Improvement Plan

Title III, Section 3122(b)(2)

This section addresses the requirements for a district that did not make progress towards meeting Annual Measurable Achievement Objectives for 2 consecutive years. These districts shall develop an improvement plan that will ensure that the district meets such objectives. The improvement plan shall specifically address the factors that prevented the district from achieving such objectives.

Directions: Address the topic matter requested for each cell. Explain how this information supports your District's ELL Plan and cite where this data is located in your ELL Plan. Add additional strategies for each item as needed.

1. Identify and describe the factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs)

In the Hamilton School District many of the ELL students move frequently thus instruction may not be consistent between the student's schools. Students are identified immediately upon entering the school district and services for parents and students are initiated however the district lacks an adequate amount of dual language personnel to work with the families who are non English speaking. Teachers and staff members are trained in ESOL strategies but continue to find it difficult to work with students without the ability to speak the student's native language. Appropriate supplementary materials and computer software in coordination with other programs is needed to provide the intensive individual instruction needed to help the students reach state standards. Translation services for family literacy workshops and meetings also continues to be a barrier in reaching the home as an extension of the school program. Many of the parents of the ELL students are not comfortable coming to school sites for meetings and activities that will benefit their children. The district needs to establish more off site opportunities for parents to receive services.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
Provide supplemental tutoring to assist classroom teachers with specific individual intensive instruction to meet the needs of the ELL students	Title III Coordinator District Instructional Services Staff	Begin implementation in October 2012	Title III Title IA 1003(a) Title X C
Provide appropriate computer software (English in a Flash, Compass Odyssey, Rosetta Stone, etc.) to assist with supplemental instructional activities outside the teacher's classroom	Principal Computer Lab Coordinator District Instructional Staff	August 2012 and ongoing	Title I A FEFP Funds Title III
Provide bilingual highly qualified paraprofessionals to work with identified students	Federal Program Coordinator Principal	August 2012 and ongoing	Title IA Title IC Title III

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+)	Title III Coordinator District Reading Specialist Instructional Services Staff	August 2012-June 2013	Title III Title IA 1003(a) Title X C
K-2	Grade K-2 Chart			
3-5	Grade 3-5 Chart			
6-8	Grade 6-8 Chart			
9-12	Grade 9-12 Chart			
Provide bilingual highly qualified paraprofessionals to work with identified students.		Federal Program Coordinator Principal	August 2012-June 2013	Title IA Title IC Title III

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
Provide supplemental tutoring to assist classroom teachers with specific individual intensive instruction to meet the needs of the ELL students	Title III Coordinator District Instructional Services Staff	Begin implementation in October 2012	Title III
Provide appropriate computer software (English in a Flash, Compass Odyssey, Rosetta Stone, etc.) to assist with supplemental instructional activities outside the teacher's classroom	Principal Computer Lab Coordinator District Instructional Staff	August 2012 and ongoing	Title I A FEFP Funds Title III
Provide bilingual highly qualified paraprofessionals to work with identified students	Federal Program Coordinator Principal	August 2012 and ongoing	Title IA Title IC Title III

5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.	Personnel Responsible	Timeline	Funding Source
Strategies for Differentiated Instruction for ELL Students	Instructional Services Staff	August 2012 - June 2013	Title IA Title II 1003(a) 1003(g)
Program Specific Professional Development	Instructional Services Staff	August 2012 - June 2013	FEFP Title IA Title II 1003(a) 1003(g)

6. Describe parent involvement and outreach strategies to help			
---	--	--	--

parents become active participants in the education of their children, including coordination efforts with other NCLB programs.	Personnel Responsible	Timeline	Funding Source
Parent Literacy Meetings / Workshops for parents to develop research based strategies to assist their children at home with meeting state curriculum standards (Families Building Better Readers, Readers of the Caribbean)	Instructional Service Staff Principals School Staff	August 2012-June 2013	Title IA District Funds
School and District based parent liaisons that conduct home visits to assist parents with required paperwork, upcoming school activities, assistance with materials and supplies, and referrals to social service agencies	Instructional Services Staff	July 2012 - June 2013	Title IA Title X Title III
School based parent workshops / meetings to gather input from parents on strategies needed to assist their children	Instructional Services Staff	August 2012 - June 2013	Title IA District Funds

7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
NA			

District Assistance and Intervention Plan: Differentiated Accountability

Section 1001.42(18), Florida Statutes

This section addresses how the district will provide assistance and intervention to schools in danger of not meeting state standards or not making Adequate Yearly Progress by implementing the required support and interventions under Differentiated Accountability.

Directions: **Upload the district's Differentiated Accountability Checklist of Compliance.**

No Attached district's Differentiated Accountability Checklist of Compliance.