

# **FLORIDA DEPARTMENT OF EDUCATION**

## **Differentiated Accountability**

### **2012-2013 District Improvement and Assistance Plan**

#### **District: Hardee**

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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.**

District staff members contributed to the writing of various parts of the plan by reviewing school plans and the district plan and then providing feedback. Parents and school staff were included in the writing through input from school site School Advisory Councils. Schools' input was derived through their School Improvement Plans, data, and anecdotal records to include conversations with administrators regarding the needs at their schools. An administrative team from each school site met with a district team of SIP reviewers to provide feedback and recommendations to the school's school improvement plan. Information learned from each review meeting was used in the writing of this plan.

##### **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
				<p>1. FAIR will be administered to all students in grades K-10 and level 1s and 2s in grades 11 and 12.</p> <p>2. The District Data Coach will monitor data and technical assistance to the DA schools. Schools will be prioritized for services based on the Differentiated Accountability matrix (Prevent, Focus and Priority Schools will be prioritized for services). B schools: Hilltop, Bowling Green, and Wauchula: after benchmarks and/or FAIR assessments; C Schools: Prevent School: NWE-once monthly; C School: Prevent School: Zolfo: twice monthly; D School: Focus school: Hardee Junior High: once weekly; SIG School: Hardee High School-once</p>		

Total	Reading	Differentiated instruction, students need more time on targeted intervention, diagnostic information from FAIR and progress monitoring	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) continues to be in preliminary development	<p>weekly; PCA: after each FAIR/benchmark assessment.</p> <p>3. The District DA Team will meet monthly to review data, interventions, RtI implementation, DA implementation and compliance and professional development at all DA schools.</p> <p>4. The District Leadership Team will conduct fidelity checks according to needs based on data in each of the schools. Appropriate Instructional Review Checklists will be used by the District Leadership Team to monitor the schools' implementation of reading programs and instructional strategies to determine appropriate instructional adjustments. If problems are perceived from assessment data or it is determined that the K-12 Comprehensive Research-Based Reading Plan is not being implemented with fidelity, the District Leadership Team will meet with the principal and coach to design appropriate steps for corrective action.</p>	<p>1. FAIR training which will include the administration of the assessment and instructional implications for teachers.</p> <p>2. As data is reviewed throughout the year, training will be provided to teachers in high-yield instructional strategies.</p>	<p>1. Literacy Coaches</p> <p>2. District Data Coach</p> <p>3. Director of Student Academic Services and Federal Programs</p> <p>4. Director of Curriculum</p> <p>5. School and district RtI teams and the ESE Director</p> <p>6. District DA team</p> <p>7. school administration</p>
				1. The District Data		

Total	Mathematics	Differentiated instruction, students need more time on targeted intervention, progress monitoring after district benchmark math assessment	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) continues to be in preliminary development	<p>Coach will monitor data and provide technical assistance to the DA schools. Schools will be prioritized for services based on the Differentiated Accountability matrix (Prevent, Focus and Priority Schools will be prioritized for services). B schools: Hilltop, Bowling Green, and Wauchula: after benchmarks and/or FAIR assessments; C Schools: Prevent School: NWE- once monthly; C School: Prevent School: Zolfo: twice monthly; D School: Focus school: Hardee Junior High: once weekly; SIG School: Hardee High School-once weekly; PCA: after each FAIR/benchmark assessment.</p> <p>2. The District DA Team will meet monthly to review data, interventions, RtI implementation, DA implementation and compliance and professional development at all DA schools.</p>	1.As data is reviewed throughout the year, training will be provided to teachers in high-yield instructional strategies.	<p>1. Literacy Coaches, Math Coach, and Science Coach</p> <p>2. District Data Coach</p> <p>3. Director of Student Academic Services and Federal Programs</p> <p>4. School and district RtI teams and Director of ESE</p> <p>5. District DA team</p> <p>6. Director of Curriculum</p> <p>7. school administration</p>
				<p>1. FAIR will be administered to all students in grades K-10 and level 1s and 2s in grades 11 and 12.</p> <p>2. The District Data Coach will monitor data and provide technical assistance to the DA schools.</p>		

White	Reading	Differentiated instruction, students need more time on targeted intervention, diagnostic information from FAIR and progress monitoring	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) continues to be in preliminary development	<p>Schools will be prioritized for services based on the Differentiated Accountability matrix (Prevent, Focus and Priority Schools will be prioritized for services). B schools: Hilltop, Bowling Green, and Wauchula: after benchmarks and/or FAIR assessments; C Schools: Prevent School: NWE-once monthly; C School: Prevent School: Zolfo: twice monthly; D School: Focus school: Hardee Junior High: once weekly; SIG School: Hardee High School-once weekly; PCA: after each FAIR/benchmark assessment.</p> <p>3. The District DA Team will meet monthly to review data, interventions, RtI implementation, DA implementation and compliance and professional development at all DA schools.</p>	<p>1. FAIR training which will include the administration of the assessment and instructional implications for teachers.</p> <p>2. As data is reviewed throughout the year, training will be provided to teachers in high-yield instructional strategies.</p>	<p>1. Literacy Coaches</p> <p>2. District Data Coach</p> <p>3. Director of Student Academic Services and Federal Programs</p> <p>4. Director of Curriculum</p> <p>5. School and district RtI teams and the ESE Director</p> <p>6. District DA team</p> <p>7. school administration</p>
				<p>1. The District Data Coach will monitor data and provide technical assistance to the DA schools.</p> <p>Schools will be prioritized for services based on the Differentiated Accountability matrix (Prevent, Focus and Priority Schools will be prioritized for services). B</p>		

White	Mathematics	Differentiated instruction, students need more time on targeted intervention, progress monitoring after district benchmark math assessment	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) continues to be in preliminary development	schools: Hilltop, Bowling Green, and Wauchula: after benchmarks and/or FAIR assessments; C Schools: Prevent School: NWE- once monthly; C School: Prevent School: Zolfo: twice monthly; D School: Focus school: Hardee Junior High: once weekly; SIG School: Hardee High School- once weekly; PCA: after each FAIR/benchmark assessment. 2. The District DA Team will meet monthly to review data, interventions, RtI implementation, DA implementation and compliance and professional development at all DA schools.	1.As data is reviewed throughout the year, training will be provided to teachers in high-yield instructional strategies.	1. Literacy Coaches, Math Coach, and Science Coach 2. District Data Coach3. Director of Student Academic Services and Federal Programs 4. School and district RtI teams and Director of ESE 5. District DA team 6. Director of Curriculum 7. school administration
				1. FAIR will be administered to all students in grades K-10 and level 1s and 2s in grades 11 and 12. 2. The District Data Coach will monitor data and provide technical assistance to the DA schools. Schools will be prioritized for services based on the Differentiated Accountability matrix (Prevent, Focus and Priority		

Black	Reading	Differentiated instruction, students need more time on targeted intervention, diagnostic information from FAIR and progress monitoring	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) continues to be in preliminary development	<p>Schools will be prioritized for services). B schools: Hilltop, Bowling Green, and Wauchula: after benchmarks and/or FAIR assessments; C Schools: Prevent School: NWE- once monthly; C School: Prevent School: Zolfo: twice monthly; D School: Focus school: Hardee Junior High: once weekly; SIG School: Hardee High School- once weekly; PCA: after each FAIR/benchmark assessment.</p> <p>3. The District DA Team will meet monthly to review data, interventions, RtI implementation, DA implementation and compliance and professional development at all DA schools.</p>	<p>1. FAIR training which will include the administration of the assessment and instructional implications for teachers.</p> <p>2. As data is reviewed throughout the year, training will be provided to teachers in high-yield instructional strategies.</p>	<p>1. Literacy Coaches</p> <p>2. District Data Coach</p> <p>3. Director of Student Academic Services and Federal Programs</p> <p>4. Director of Curriculum</p> <p>5. School and district RtI teams and the ESE Director</p> <p>6. District DA team</p> <p>7. school administration</p>
		Differentiated instruction,		<p>1. The District Data Coach will monitor data and provide technical assistance to the DA schools.</p> <p>Schools will be prioritized for services based on the Differentiated Accountability matrix (Prevent, Focus and Priority Schools will be prioritized for services). B schools: Hilltop, Bowling Green, and Wauchula: after benchmarks</p>		<p>1. Literacy Coaches, Math Coach, and Science Coach 2.</p>

Black	Mathematics	students need more time on targeted intervention, progress monitoring after district benchmark math assessment	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)continues to be in preliminary development	and/or FAIR assessments; C Schools: Prevent School: NWE- once monthly; C School: Prevent School: Zolfo: twice monthly; D School: Focus school: Hardee Junior High: once weekly; SIG School: Hardee High School-once weekly; PCA: after each FAIR/benchmark assessment. 2. The District DA Team will meet monthly to review data, interventions, RtI implementation, DA implementation and compliance and professional development at all DA schools.	1.As data is reviewed throughout the year, training will be provided to teachers in high-yield instructional strategies.	District Data Coach 3. Director of Student Academic Services and Federal Programs 4. School and district RtI teams and Director of ESE 5. District DA team 6. Director of Curriculum 7. school administration
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Hispanic	Reading	Differentiated instruction, students need more time on targeted intervention, diagnostic information from FAIR and progress monitoring	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) continues to be in preliminary development	services). B schools: Hilltop, Bowling Green, and Wauchula: after benchmarks and/or FAIR assessments; C Schools: Prevent School: NWE-once monthly; C School: Prevent School: Zolfo: twice monthly; D School: Focus school: Hardee Junior High: once weekly; SIG School: Hardee High School-once weekly; PCA: after each FAIR/benchmark assessment. 3. The District DA Team will meet monthly to review data, interventions, RtI implementation, DA implementation and compliance and professional development at all DA schools.	which will include the administration of the assessment and instructional implications for teachers. 2. As data is reviewed throughout the year, training will be provided to teachers in high-yield instructional strategies.	1. Literacy Coaches 2. District Data Coach 3. Director of Student Academic Services and Federal Programs 4. Director of Curriculum 5. School and district RtI teams and the ESE Director 6. District DA team 7. school administration
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Hispanic	Mathematics	students need more time on targeted intervention, progress monitoring after district benchmark math assessment	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)continues to be in preliminary development	and/or FAIR assessments; C Schools: Prevent School: NWE- once monthly; C School: Prevent School: Zolfo: twice monthly; D School: Focus school: Hardee Junior High: once weekly; SIG School: Hardee High School-once weekly; PCA: after each FAIR/benchmark assessment. 2. The District DA Team will meet monthly to review data, interventions, RtI implementation, DA implementation and compliance and professional development at all DA schools.	1.As data is reviewed throughout the year, training will be provided to teachers in high-yield instructional strategies.	District Data Coach 3. Director of Student Academic Services and Federal Programs 4. School and district RtI teams and Director of ESE 5. District DA team 6. Director of Curriculum 7. school administration
Asian	Reading	NA				
Asian	Mathematics	NA				
				1.FAIR will be administered to all students in grades K-10 and level 1s and 2s in grades 11 and 12. 2. The District Data Coach will monitor data and provide technical assistance to the DA schools.Schools will be prioritized for services based on the Differentiated Accountability matrix (Prevent, Focus and Priority Schools will be		

American Indian	Reading	Differentiated instruction, students need more time on targeted intervention, diagnostic information from FAIR and progress monitoring	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) continues to be in preliminary development	prioritized for services). B schools: Hilltop, Bowling Green, and Wauchula: after benchmarks and/or FAIR assessments; C Schools: Prevent School: NWE-once monthly; C School: Prevent School: Zolfo: twice monthly; D School: Focus school: Hardee Junior High: once weekly; SIG School: Hardee High School-once weekly; PCA: after each FAIR/benchmark assessment. 3. The District DA Team will meet monthly to review data, interventions, RtI implementation, DA implementation and compliance and professional development at all DA schools.	1. FAIR training which will include the administration of the assessment and instructional implicationsfor teachers. 2. As data is reviewed throughout the year, training will be provided to teachers in high-yield instructional strategies.	1. Literacy Coaches 2. District Data Coach 3. Director of Student Academic Services and Federal Programs 4. Director of Curriculum 5. School and district RtI teams and the ESE Director 6. District DA team 7. school administration
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Economically Disadvantaged	Reading	Differentiated instruction, students need more time on targeted intervention, diagnostic information from FAIR and progress monitoring	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)continues to be in preliminary development	Schools will be prioritized for services). B schools: Hilltop, Bowling Green, and Wauchula: after benchmarks and/or FAIR assessments; C Schools: Prevent School: NWE-once monthly; C School: Prevent School: Zolfo: twice monthly; D School: Focus school: Hardee Junior High: once weekly; SIG School: Hardee High School-once weekly; PCA: after each FAIR/benchmark assessment. 3. The District DA Team will meet monthly to review data, interventions, RtI implementation, DA implementation and compliance and professional development at all DA schools.	1. FAIR training which will include the administration of the assessment and instructional implicationsfor teachers. 2. As data is reviewed throughout the year, training will be provided to teachers in high-yield instructional strategies.	1. Literacy Coaches 2. District Data Coach 3. Director of Student Academic Services and Federal Programs 4. Director of Curriculum 5. School and district RtI teams and the ESE Director 6. District DA team 7. school administration
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Economically Disadvantaged	Mathematics	students need more time on targeted intervention, progress monitoring after district benchmark math assessment	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) continues to be in preliminary development	and/or FAIR assessments; C Schools: Prevent School: NWE- once monthly; C School: Prevent School: Zolfo: twice monthly; D School: Focus school: Hardee Junior High: once weekly; SIG School: Hardee High School-once weekly; PCA: after each FAIR/benchmark assessment. 2. The District DA Team will meet monthly to review data, interventions, RtI implementation, DA implementation and compliance and professional development at all DA schools.	1.As data is reviewed throughout the year, training will be provided to teachers in high-yield instructional strategies.	District Data Coach 3. Director of Student Academic Services and Federal Programs 4. School and district RtI teams and Director of ESE 5. District DA team 6. Director of Curriculum 7. school administration
				The scientifically-based strategies to improve academic achievement in reading/language arts are: 1. The district implements CCRP approved by the state. A minimum of a 90 minute block of instruction is used at all elementary sites. 2. Title I paras and resource teachers provide supplementary instructional activities in Title I schools. 3. ESOL paras at all schools provide translation services and reinforcement of skills directed by the teacher. (ESOL	1. Literacy Coaches at each	

English Language Learners	Reading	Differentiated instruction, students need more time on targeted intervention, diagnostic information from FAIR and progress monitoring	<p>The ELL subgroup is making progress in gaining English proficiency and mastering state standards. The rate of this progress, however, is not sufficient to meet state targets. A factor that determines this rate of progress is the mobility of the students in Hardee schools. 18.2% of Hardee students are migrant. 22% of the ELL students are also migrant. The lifestyle of migrants often results in these students experiencing a break in their educational program.</p>	<p>Plan p. 11)  4. Principals use the teacher evaluation instrument to monitor the teaching strategies and fidelity of the program delivery.  5. Teachers use ESOL strategies in the delivery of instruction. (ESOL Plan p. 11)  6. District directors meet with school leaders to provide insight and guidance in planning program activities. (ESOL Plan p. 22)  7. Parent involvement activities enable parents to participate in the education program.</p> <p>8. Title III para at the high school provides supplementary translation and instructional reinforcement activities.  9. Extended day/year programs provide additional intensive instruction for students at-risk of not meeting NGSSS/Common Core.  10. Mainstream-Inclusion Core/Basic Subject Areas Instructional Model is implemented. (ESOL Plan p. 10)</p>	<p>school that provide professional development.  2. Modeling of instructional strategies is provided by the coaches and by experienced and successful consultants.  3. Teachers participate in professional book study groups.  4. Teachers participate in professional development that meets their needs and those of the students.  5. ESOL paras participate in professional development. (ESOL Plan p. 22)</p>	<p>1. Literacy Coaches  2. District Data Coach  3. Director of Student Academic Services and Federal Programs  4. Director of Curriculum  5. School and district RtI teams and the ESE Director  6. District DA team  7. school administration</p>
				The scientifically based research strategies to improve academic achievement in		

English Language Learners	Mathematics	Differentiated instruction, students need more time on targeted intervention, progress monitoring after district benchmark math assessment	<p>The ELL subgroup is making progress in gaining English proficiency and mastering state standards. The rate of this progress, however, is not sufficient to meet state targets. A factor that determines this rate of progress is the mobility of the students in Hardee schools. 18.2% of Hardee students are migrant. 22% of the ELL students are also migrant. The lifestyle of migrants often results in these students experiencing a break in their educational program</p>	<p>mathematics are:</p> <ol style="list-style-type: none"> <li>1. The core curriculum adopted text is DOE approved.</li> <li>2. Teachers use ESOL strategies in classroom instruction. (ESOL Plan p. 11)</li> <li>3. Paras provide supplementary tutoring. (ESOL Plan p.11)</li> <li>4. Extended day/year programs provide additional activities for students in danger of not mastering SSS.</li> <li>5. English in a Flash program for language acquisition,</li> <li>6. The principal monitors the instructional strategies with the teacher evaluation instrument.</li> <li>7. Compass Learning Labs and Odyssey are supplementary to the core curriculum.</li> <li>8. Parent involvement activities enable parents to participate in the educational program.</li> <li>9. Mainstream-Inclusion Core/Basic Subject Areas Instructional Model is implemented. (ESOL Plan p. 10)</li> </ol>	<ol style="list-style-type: none"> <li>1. Literacy Coaches at each school that provide professional development.</li> <li>2. Modeling of instructional strategies is provided by the coaches and by experienced and successful consultants.</li> <li>3. Teachers participate in professional book study groups.</li> <li>4. Teachers participate in professional development that meets their needs and those of the students.</li> <li>5. ESOL paras participate in professional development. (ESOL Plan p. 22)</li> </ol>	<ol style="list-style-type: none"> <li>1. Literacy Coaches, Math Coach, and Science Coach</li> <li>2. District Data Coach</li> <li>3. Director of Student Academic Services and Federal Programs</li> <li>4. School and district RTI teams and Director of ESE</li> <li>5. District DA team</li> <li>6. Director of Curriculum</li> <li>7. school administration</li> </ol>
					1. The district and school level RTI teams will provide	



Students with Disabilities	Reading	Differentiated instruction, students need more time on targeted intervention, diagnostic information from FAIR and progress monitoring	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) continues to be in preliminary development	Response to Intervention (RtI) will be implemented in all Hardee schools.	training in RTI 2. FAIR training which will include the administration of the assessment and instructional implications for teachers. 3. As data is reviewed throughout the year, training will be provided to teachers in high-yield instructional strategies.	1. Literacy Coaches 2. District Data Coach 3. Director of Student Academic Services and Federal Programs 4. Director of Curriculum 5. School and district RtI teams and the ESE Director 6. District DA team 7. school administration
Students with Disabilities	Mathematics	Differentiated instruction, students need more time on targeted intervention, progress monitoring after district benchmark math assessment	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) continues to be in preliminary development	Response to Intervention will be implemented in all Hardee schools.	1. The district and school level RTI teams will provide training in RTI 2. As data is reviewed throughout the year, training will be provided to teachers in high-yield instructional strategies.	1. Literacy Coaches, Math Coach, and Science Coach 2. District Data Coach 3. Director of Student Academic Services and Federal Programs 4. School and district RtI teams and Director of ESE 5. District DA team 6. Director of Curriculum 7. school administration
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Other (e.g. Migrant) [as needed]	Reading	Differentiated instruction, students need more time on targeted intervention, diagnostic information from FAIR and progress monitoring	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) continues to be in preliminary development	Focus and Priority Schools will be prioritized for services). B schools: Hilltop, Bowling Green, and Wauchula: after benchmarks and/or FAIR assessments; C Schools: Prevent School: NWE-once monthly; C School: Prevent School: Zolfo: twice monthly; D School: Focus school: Hardee Junior High: once weekly; SIG School: Hardee High School-once weekly; PCA: after each FAIR/benchmark assessment. 3. The District DA Team will meet monthly to review data, interventions, RtI implementation, DA implementation and compliance and professional development at all DA schools.	1. The district and school level RTI teams will provide training in RTI 2. FAIR training which will include the administration of the assessment and instructional implications for teachers. 3. As data is reviewed throughout the year, training will be provided to teachers in high-yield instructional strategies.	1. Literacy Coaches 2. District Data Coach 3. Director of Student Academic Services and Federal Programs 4. Director of Curriculum 5. School and district RtI teams and the ESE Director 6. District DA team 7. school administration
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Other (e.g. Migrant) [as needed]	Mathematics	students need more time on targeted intervention, progress monitoring after district benchmark math assessment	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) continues to be in preliminary development	and/or FAIR assessments; C Schools: Prevent School: NWE- once monthly; C School: Prevent School: Zolfo: twice monthly; D School: Focus school: Hardee Junior High: once weekly; SIG School: Hardee High School-once weekly; PCA: after each FAIR/benchmark assessment. 2. The District DA Team will meet monthly to review data, interventions, RtI implementation, DA implemenation and compliance and professional development at all DA schools.	1.As data is reviewed throughout the year, training will be provided to teachers in high-yield instructional strategies.	District Data Coach 3. Director of Student Academic Services and Federal Programs 4. School and district RtI teams and Director of ESE 5. District DA team 6. Director of Curriculum 7. school administration
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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	
MIDDLE	
HIGH	
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	
MIDDLE	
HIGH	
Additional Information	

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	<a href="#">Click here to Professional Development in Reading web page</a>
MIDDLE	
HIGH	
Additional Information	

### Title I District Improvement Plan - (Part 3\_2)

**3\_2) Describe the extended learning opportunities for reading that will be provided before school, after school, during the summer, or during an extension of the school year.**

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
ELEMENTARY			Assistant Principals
MIDDLE			Assistant Principals
HIGH			Assistant Principals
Additional Information	<p>Hardee High School:</p> <p>A lunch schedule change in conjunction with a change to the start/end times of the school day will allow Hardee High to add 35 minutes of instruction time to the school day, resulting in a 5 minute extension to all 7 class periods. The number of instructional hours this adds to the school year is 105. This change creates the need for approximately 18 duty staff to provide 30 additional minutes of student supervision in the morning, outside the regular school day, to be paid for out of the SIG funding. Duty staff will be paid at their regular hourly rate. Parent conferences and department meetings held outside the regular school day as a result of this change will be paid for as outlined in the Parent/Teacher Conferences &amp; Common Planning Time of the grant application. Additional time for instruction in core academic subjects will be provided as follows: Summer Credit Recovery – 90 hours (7.5 hours per day, 4 days per week, 3 weeks). Summer credit recovery will be provided to junior and senior students off track for graduation; After-School Reading Academy – 48 hours (48 1-hour reading sessions September – April) 2 classes will run simultaneously. Invitations will go out to all students who scored a level 1 or 2 on the previous FCAT. The Reading Academy will be staffed with teachers holding or working toward a reading or CARPD endorsement; After-School Math Academy – 48 hours (48 1-hour math sessions September – April) 1 class with an Algebra focus and 1 class with a Geometry focus. Invitations will go out to all students enrolled in Algebra I or Geometry courses that will be participating in the state’s End of Course Exam AND any student who needs to pass the EOC exam for graduation and did not previously pass. The Math Academy will be staffed with mathematics teachers (holding certification or statement of eligibility in math). Bussing and student incentives will be provided to encourage consistent participation by students in both after-school academies. AP</p>		

Enrichment Academies will be available to provide additional instruction and support for students participating in rigorous AP examinations. Teachers of all seven AP Courses taught at Hardee High School in 2012-13 will be able to provide up to 9 hours of instruction during Saturday sessions for the AP courses that they teach – a total of 63 additional hours of instruction. The School Office Manager will maintain a calendar of Saturday AP Academy classes to ensure that no two AP courses are booked at the same time on the same Saturday to ensure that students do not have to choose between sessions. The same incentives outlined in the section titled “Response to Intervention/Instruction (RtI) Mode” will be utilized for after-school academies and AP Saturday sessions. Student incentives in 2012-2013 will be funded with non-federal funds. A total of 354 additional hours will be provided in core academic instruction through the efforts outlined here.

### **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.**

<b>Grade Level</b>	<b>Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)</b>	<b>Frequency and Duration</b>	<b>Duration Person/Department Responsible for Monitoring</b>
ELEMENTARY	Bowling Green: Level 1 and 2 and bubble 3s; North Wauchula: 4th and 5th graders scoring Level 1 or 2 on FCAT reading and 3rd grade students falling below high standards as measured on the first benchmark in reading and retained 3rd graders scoring a Level 1 on last year's FCAT Reading. Hilltop Elementary: grades K-2 and 3rd-5th grade students; Zolfo: ZSE offers a before school "homework help" time for all students. This is available every day for 30 minutes. An after school program is also provided to students with the targeted group being level 1 and 2 students.; Wauchula: all 3rd grade, 4th and 5th grade 1's and 2's	Bowling Gren: 1 hour daily X 2 days a week X 22 weeks; North Wauchula: The after school program will meet two times a week for a total of 35 meetings for 1 hour and 45 minutes per meeting. Hilltop:K-2= extended year in the summer: 5 weeks @ 4 days per week at 4 1/2 hours a day grades 3-5: 14 weeks @ 4 days per week at 1 hr and 45 mins per day; Zolfo: 90 minutes X 2 days a week X 15 weeks; Wauchula: 2 days a week (one hour and a half per session)	Assistant Principal at each school site
MIDDLE	Hardee Junior High: target level 1 and 2 readers.	8th grade: 1 week of reading prior to FCAT, 6th and 7th grades: 2 weeks reading prior to FCAT	Assistant Principal(s) and Principal
	Hardee High School: A lunch schedule change in conjunction with a change to the start/end times of the school day will allow Hardee High to add 35 minutes of instruction time to the school day, resulting in a 5 minute extension to all 7 class periods. The number of instructional hours this adds to the school year is 105. This change		

HIGH

creates the need for approximately 18 duty staff to provide 30 additional minutes of student supervision in the morning, outside the regular school day, to be paid for out of the SIG funding. Duty staff will be paid at their regular hourly rate. Parent conferences and department meetings held outside the regular school day as a result of this change will be paid for as outlined in the Parent/Teacher Conferences & Common Planning Time of the grant application. Additional time for instruction in core academic subjects will be provided as follows: Summer Credit Recovery – 90 hours (7.5 hours per day, 4 days per week, 3 weeks). Summer credit recovery will be provided to junior and senior students off track for graduation; After-School Reading Academy – 48 hours (48 1-hour reading sessions September – April) 2 classes will run simultaneously. Invitations will go out to all students who scored a level 1 or 2 on the previous FCAT. The Reading Academy will be staffed with teachers holding or working toward a reading or CARPD endorsement; After-School Math Academy – 48 hours (48 1-hour math sessions September – April) 1 class with an Algebra focus and 1 class with a Geometry focus. Invitations will go out to all students enrolled in Algebra I or Geometry courses that will be participating in the state’s End of Course Exam AND any student who needs to pass the EOC exam for graduation and did not previously pass. The Math Academy will be staffed with mathematics teachers (holding certification or statement of eligibility in math). Bussing and student incentives will be provided to encourage consistent participation by students in both after-school academies. AP Enrichment Academies will be available to provide additional instruction and support for students participating in rigorous AP examinations. Teachers of all seven AP Courses taught at Hardee High School in 2012-13 will be able to provide up to 9 hours of instruction during Saturday sessions for the AP courses that they teach – a total of 63 additional hours of instruction. The School Office Manager will maintain a calendar of Saturday AP Academy classes to ensure that no two AP courses are booked at the same time on the same Saturday to ensure that students do not have to choose between sessions. The same incentives outlined in the section titled “Response to Intervention/Instruction (RtI) Mode” will be utilized for after-school academies and AP Saturday sessions. Student incentives in 2012-2013 will be funded with non-federal funds. A total of 354 additional hours will be provided in core academic instruction through the efforts

After-School Reading Academy – 48 hours (48 1-hour reading sessions September – April) 2 classes will run simultaneously. Invitations will go out to all students who scored a level 1 or 2 on the previous FCAT. The Reading Academy will be staffed with teachers holding or working toward a reading or CARPD endorsement; After-School Math Academy – 48 hours (48 1-hour math sessions September – April) 1 class with an Algebra focus and 1 class with a Geometry focus. Invitations will go out to all students enrolled in Algebra I or Geometry courses that will be participating in the state’s End of Course Exam AND any student who needs to pass the EOC exam for graduation and did not previously pass. The Math Academy will be staffed with mathematics teachers (holding certification or statement of eligibility in math). Bussing and student incentives will be provided to encourage consistent participation by students in both after-school academies. AP Enrichment Academies will be available to provide additional instruction and support for students participating in rigorous AP examinations. Teachers of all seven AP Courses taught at Hardee High School in 2012-13 will be able to provide up to 9 hours of instruction during Saturday sessions for the AP courses that they teach – a total of 63 additional hours of instruction. The School Office Manager will maintain a calendar of Saturday AP Academy classes to ensure that no two AP courses are booked at the same time on the same Saturday to ensure that students do not have to choose between sessions. The same incentives outlined in the section titled “Response to Intervention/Instruction (RtI) Mode” will be utilized for after-school academies and AP Saturday sessions.

Assistant Principal



**Title I District Improvement Plan - (Part 4)**

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

<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>
<b>ELEMENTARY</b>	Houghton Mifflin Harcourt Mathematics	CAMS and STAMS FCAT Testmaker Mini-Assessments/Data Analysis Compass Learning Odyssey Mathematics FCAT Explorer Kathy Robinson Math Centers Kathy Robinson Strand Attack Mountain Math Math Dailies Saxon Math What's My Place, What's My Value Renaissance Math Wright Group Math Study Island FCAT Test Item Specs Sunshine Math Multiplication.com Marilyn Burns classroom libraries I Openers (Pearson) guided reading Math listening centers Everglades, Strand Attack, Math Facts in a Flash, Math Warm-ups, Everyday Counts Calendar Math, Florida Ready Math 2.0 Triple S Review, Fast Focus Think Central IXL	Next Generation Math Standards Training Data Analysis Training DART/FCIM Training Model Schools Rigor and Relevance Curriculum Mapping Instructional Focus Calendar Training Professional Development in Assessments RtI Inclusion Model Training Differentiated Instruction Performance Matters Highly Effective Questioning Thinking Maps in the content area: Think Like a Mathematician CCSS Math Training Think Central
<b>MIDDLE</b>	Glencoe, Algebra Honors-Saxon	Prentice Hall FCAT Daily Skills and Practice Grab and Go Algebra Readiness Kaplan Momentum Math Kaplan FCAT Advantage	Next Generation Math Standards Training PROMISE Training
<b>HIGH</b>	Algebra I-Saxon; Geometry and Geometry Honors - Saxon	Algebra with Pizzazz	RtI Next Generation Math Standards Instructional Technology in the Math Classroom

**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.**

<b>Type (before- or after-school, extended day, extended year, etc)</b>	<b>Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)</b>	<b>Frequency and Duration</b>	<b>Person/Department Responsible for Monitoring</b>
Bowling Green: after-school	Level 1 and 2 and bubble 3s	1 hour daily X 2 days a week X 22 weeks	Assistant Principal and Principal
Hardee High School: after-school Math Academy	All students will be invited who are currently enrolled in a math course with an emphasis on those at-risk Algebra students.	After-school Math Academy that will run from 3:30-4:30 p.m. The Math Academy will be offered to students 2 days a week for 30 weeks (or 60 one-hour sessions).	Assistant Principal and Principal
Hilltop: after-school	K-2 students and 3-5	K-2= extended year in the summer: 5 weeks @ 4 days per week at 4 1/2 hours a day grades 3-5: 14 weeks @ 4 days per week at 1 hr and 45 mins per day	K-2= extended year in the summer: 5 weeks @ 4 days per week at 4 1/2 hours a day grades 3-5: 14 weeks @ 4 days per week at 1 hr and 45 mins per day
Hardee Junior High School	level 1 and 2	tutoring: 2 times a week for 4 weeks and 1 week prior to FCAT (4 days x 1.5 hours)	Assistant Principal(s) and Principal
Wauchula: after-school	all 3rd grade, 4th and 5th 1's and 2's	2 days a week (one hour and a half per session)	Assistant Principal and Principal
North Wauchula: after-school	Grade 4 and 5 level 1's and 2's and bubble 3's. Grade 3 students scoring in lowest 25th percentile on benchmark #1.	2 times/week for a total of 35 meetings for 1 hour 45 minutes per meeting.	Assistant Principal and Principal

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

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

<b>Grade Level</b>	<b>Core Science and Scientifically Research-Based Program(s)</b>	<b>Supplemental Science and Scientifically Research-Based Program(s)</b>	<b>Professional Development Activities to Support Programs and Strategies</b>
ELEMENTARY	Houghton Mifflin Harcourt, Fusion	CAVS Compass Learning Odyssey Science Interactive Websites Thinking Maps Software Harcourt Science Website Brain Pop FCAT Science Dailies I Openers (Pearson) Guided Reading books ICORE Science Think Central Discovery Education	Evidence-Based Material Data Analysis Training Summer Institute Florida Educational Tool, Inc. Next Generation Standards Training Thinking Maps Thinking Maps in the Content area: Thinking like a Scientist Think Central
			Next Generation Science Standards Training



MIDDLE	Houghton Mifflin Harcourt's Fusion	Glencoe Reading Essentials for Florida Science	Train-the-Trainer for Next Generation Science Standards RtI Promise Training Loose in the lab
HIGH	Marine Biology: 5th Edition, Castro & Huber, McGraw Hill Publishers Physical Science w/ Earth Science: Glencoe Publisher Chemistry: Matter and Change, Glencoe Biology: Miller & Levine – Pearson Human Anatomy and Physiology: 8th Edition, Marieb and Hoehm, Pearson	Current Science Magazines Classroom Libraries for Science	Cooperative Learning Strategies RtI FCIM Training Next Generation Standards Training Data Analysis Training Student Engagement Classroom Environment Saxon Math Training Essential questions lesson planning board configuration gradual release model CPalms

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

<b>Type (before- or after-school, extended day, extended year, etc)</b>	<b>Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)</b>	<b>Frequency and Duration</b>	<b>Person/Department Responsible for Monitoring</b>
Bowling Green: after-school	5th grade potential Level 1 and 2 and bubble 3s as defined by school and district assessments	1 hour daily X 1 day a week X 22 weeks	1 hour daily X 1 day a week X 22 weeks
Hardee High School: AP Saturday Academy	Students enrolled in AP courses	For Advance Placement students, Saturday AP Academies will be available to provide additional, optional instruction and support. Teachers of the 8 AP Courses taught at Hardee High School will be able to provide up to four 3-hour Saturday sessions for the AP courses that they teach – a total of 96 additional hours of instruction. The Assistant Principal for Curriculum will maintain a calendar of Saturday AP Academy classes to ensure that no two AP courses are booked at the same time on the same Saturday, in an effort to ensure that students taking more than 1 AP class do not have to choose between attending sessions.	Assistant principal
Hardee Junior High: after-school for 8th graders	level 1 and 2 readers	1 week prior to FCAT (4 days a week for 1.5 hours)	Assistant Principal(s) and Principal
Wauchula: after-school	5th graders	2 days a week (one hour and a half per session)	Assistant Principal and Principal

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

**6) List and describe specific scientifically research-based writing programs and instructional strategies the district will**

use at each level (elementary, middle, high).

Grade Level	Core Writing and Scientifically Research-Based Program(s)	Supplemental Writing and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Kathy Robinson Narrative Writing Kathy Robinson Expository Writing Melissa Forney Razzle Dazzle Writing Harcourt Writing Melissa Forney: Primary Pizzazz	6+1 Writing Traits Quick Writes Melissa Forney-Teddy Bodine, Diamonds & Fluff	Melissa Forney Razzle Dazzle Writing Modeling in Classrooms Rubric Training Kathy Robinson Narrative and Expository Robust Vocabulary Melissa Forney Primary Pizzazz Training in Anchor and Calibraton Papers DOE Regional Training in Writing
MIDDLE	SRA Reasoning and Writing	Reading Success Write Score	Modeling in Classrooms Rubric Training Training in Anchor and Calibraton Papers DOE Regional Training in Writing
HIGH	Doering materials	Write Score assessments	Modeling in Classrooms Rubric Training Instructional Technology in the Math Classroom Training in Anchor and Calibraton Papers DOE Regional Training in Writing Common Core Standards in Writing Using templates in writing from NGCARPD Writing in Social Studies/History, Science & Technical Subjects creation and use of Rubrics

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
Bowling Green: after school	4th grade potential Level 1 and 2 and bubble 3s as assessed by school and district assessments	1 hour daily X 1 day a week X 16 weeks	1 hour daily X 1 day a week X 16 weeks
Hardee High		For Advance Placement students, Saturday AP Academies will be available to provide additional, optional instruction and support. Teachers of the 8 AP Courses taught at Hardee High School will be able to provide up to four 3-hour Saturday sessions for the AP	

School: AP Saturday Academy	Students enrolled in AP courses	courses that they teach – a total of 96 additional hours of instruction. The Assistant Principal for Curriculum will maintain a calendar of Saturday AP Academy classes to ensure that no two AP courses are booked at the same time on the same Saturday, in an effort to ensure that students taking more than 1 AP class do not have to choose between attending sessions.	Assistant Principal
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### **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.**

Each Title I school has funds for professional development. The monies will partially fund a Literacy Coach position, stipends and materials. The Title I coordinator will monitor the budget and the use of these funds for professional development. The Literacy Coach will model lessons based on best practices and present in-service that promotes increased student academic achievement, using the Next Generation Sunshine State Standards (grades 3-12) and Core Curriculum Standards (grades K-2:full implementation and literacy standards in all other grades and contents) as a framework for curriculum.

### **Title I District Improvement Plan - (Part 8)**

#### **8) Describe specific activities or strategies the district will use to promote effective parental involvement.**

<b>Specific Parent Needs</b>	<b>Data to Support Parent Needs</b>	<b>Activities/Strategies to Address Parent Needs</b>	<b>Evaluation Mechanism</b>	<b>Person/Department Responsible for Monitoring</b>
There is a need for parents to play an integral role in assisting their child's learning.	All AMO subgroups on the District AMO report were not proficient in reading	The Parent Involvement Contact for the district will provide technical assistance in the following: 1. training for Title I School Contacts in parent involvement strategies and technical assistance in completing the school level parent involvement plan; 2. facilitate technical assistance and professional development by the state PIRK representative to our school parent involvement contacts	1. parent surveys	Parent Involvement Contact
33% of Title I school parent survey respondents reported conflicts with work schedules as a barrier to parent involvement. (all subgroups identified this as a barrier)	33% of Title I school parent survey respondents reported conflicts with work schedules as a barrier to parent involvement. (all subgroups identified this as a barrier)	The LEA will instruct schools to offer events at convenient and flexible times.	1. parent surveys	Assistant Principals and Director of Federal Programs
24% of Title I school parent survey respondents reported that activities were scheduled at inconvenient times as a barrier to parent	24% of Title I school parent survey respondents reported that activities were scheduled at inconvenient times as a barrier to parent	The LEA will instruct schools to offer events at convenient and flexible times.	1. parent surveys 2. documentation	Assistant Principals and Director of Federal Programs

involvement. (all subgroups identified this as a barrier)	involvement. (all subgroups identified this as a barrier)		of meetings	
22% of Title I school parent survey respondents reported personal or family responsibilities as a barrier to parent involvement. (all subgroups identified this as a barrier)	22% of Title I school parent survey respondents reported personal or family responsibilities as a barrier to parent involvement. (all subgroups identified this as a barrier)	The LEA will instruct schools to consider interventions, such as childcare and flexible times for activities, in order to encourage parent involvement.	1. parent surveys	Assistant Principals and Director of Federal Programs

### 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)

2010-2011:

AMAO1--- Making Progress Performance Indicator: The percentage of K-12 students making gains.=YES

AMAO2--- Language Proficiency Performance Indicator: The percentage of ELLs, determined by cohort, who have attained English proficiency by the end of the school year.= NO

AMAO3 ---Content Achievement Performance indicator: The percentage of ELLs who are at or above the proficient level in reading, mathematics, science, and writing on the Florida Comprehensive Achievement Test (FCAT).=NO

A meeting with each school site ESOL contact indicated that teachers need further support and professional development in strategies for working with ELL students. The district has determined that this factor has prevented the district from achieving the AMAOs. The District Data Coach and school site Literacy Coaches will present professional development that addresses the unique needs of Title III students. Throughout the year, in-service will provide teachers with research based strategies for Title III students. Teachers using these strategies will result in better student learning and comprehension of academic content. Students mastering the academic content will facilitate mastery of the New Generation Sunshine State Standards and skills tested in other assessments. The District Data Coach provides data disaggregation training on an ongoing basis throughout the school year. Teachers meet with the District Data Coach at each school site. Intensive disaggregated data of mini assessments, FAIR and FCAT are analyzed. Individual and subgroup data directs the immediate intensive interventions for each student's achievement of the Next Generation Sunshine State Standards. Scientifically-based resource materials will be used by the teachers to increase language proficiency. Title III will fund high interest low-readability books and other supplementary materials such as Words Their Way to help students practice reading, math and science skills. Title III will fund English in a Flash from Renaissance Place, for all schools for ell students to build language proficiency. These SBR materials will allow students to build literacy skills that will lead to mastery of the Next Generation Sunshine State Standards, Common Core Standards, FCAT, CELLA, and other assessments. SRA's Language for ELL students will also supplement and provide language acquisition.

<b>2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
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The district will implement the following strategies to improve English Language proficiency: • 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. • The district provides VPK, Migrant PreK and ESE PreK programs that emphasize pre vocabulary and language skill development. • The ESOL para at each school site provides supplemental translation services and tutoring for ELL students. • The Title III para at the high school provides supplemental translation services and tutoring for ELL and immigrant students. • Mainstream-Inclusion Core/Basic Subject Areas Instructional Model is implemented. • English in a Flash has been purchased at all school sites with Title III funds for language acquisition.	District Directors, School Administrators, Teachers, ESOL Paras, Title III Para	August 2012 to June 2012 VPK-June to August 2012 and June to August 2013	Title III, State and local
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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+)	Director of Curriculum	2012-2013 school year	Reading funds, Title I, Title II
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. • Teachers use ESOL strategies in classroom instruction. • Paras provide supplementary tutoring. • Extended day/year programs provide additional activities for students in danger of not mastering SSS. • The principal monitors the instructional strategies with the teacher evaluation instrument. • Compass Learning Labs and Odyssey are supplementary to the core curriculum. • Parent involvement activities enable parents to participate in the educational program. • Mainstream-Inclusion Core/Basic Subject Areas Instructional Model is implemented. • English in a Flash has been purchased at all school sites with Title III funds for language acquisition.	District Directors, Principals, Teachers, Paras-Title I, Title III, and District	August 2012 to June 2013	Title I, Title III, Title VI, State and local

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
The scientifically- based research professional strategies and activities are: • Coaches at each school that provide professional development. • Modeling of instructional strategies is provided by the coaches and by experienced and successful consultants. • Teachers participate in professional book study groups and Lesson Study. • The District Differentiated Accountability (DA) team reviews each school's student achievement data, School Improvement plan and professional development plans. • Teachers participate in professional development that meets their needs and those of the students. • ESOL paras participate in professional development.	District HQ Professional Development Facilitator, District Data Coach, Literacy Coaches, Outside Expert	August 2012 to June 2013	Title I, Title II, Title III, Title VI, State and local

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
The following are parent involvement and outreach activities to help parents become			

active participants in the education of their children: • Parents participate in the Migrant Parent Advisory Council, ESOL Parent Leadership Council, and School Advisory Councils. • Parents participate in Literacy Nights, FCAT activity meetings, and trainings that address parent needs. Each school has a minimum of 15 non-athletic parent involvement events. • Parents participate in the development and approval of the district and school level improvement plans. • Parents work with the schools to develop the Parent Involvement Plan. • Parent Involvement surveys are distributed, reviewed and used to make any needed changes to the school level Parent Involvement Plan. • Title III summer outreach targets reading for students and parents. • Migrant Parent/Child Home Program for 2 and 3 year olds provides learning activities and materials. • All parent communications are translated when feasible.	District Directors, School staff, Parents	August 2012 to June 2013	Title I, Migrant Program, ESOL Program
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7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
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**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.](#)