



Manny Diaz, Jr., Commissioner of Education

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

07 - Calhoun

Darryl Taylor, Superintendent
Rachel Heide, Northwest Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

Calhoun County School District is committed to excellence, ensuring that each student achieves his or her highest potential in a global society.

b. District Vision Statement

Calhoun County School District strives to be a world class school system by preparing today's students for tomorrow's world.

c. Link to the district's strategic plan (optional).

No strategic plan link stored

2. Supports for School Improvement

a. Alignment of Resources

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The District Leadership Team meets on a monthly basis to identify all district resources in order to meet the needs of all students in the district and maximize desired student outcomes. The District Leadership Team is led by the Director of Instruction and Curriculum. Members of the team include the Assistant Superintendent of Schools, District Reading Coach, Assistant Principals, Curriculum Coaches, and the Title 1 Contact from each school.

Federal Funds are used to supplement and enhance student achievement and professional learning above and beyond what are provided to all schools within the district. Four of the traditional schools are classified as Title I.

b. School Allocation Process

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

The Director of Finance oversees the budgeted resources for the district. All staffing and budgets are reviewed by the District Directors and Assistant Superintendent. Supplementary funding and other resources are allocated based on federal guidance for schools serving concentrations of students living in poverty. Student performance data is reviewed at monthly District Leadership Team meetings to determine needs of individual schools. Short and long term action plans are developed to support improvements, which may include additional personnel, additional resources and support.

c. Modifications to System Policies and Practices

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

None at this time.

d. Operational Flexibility

Provide the district's definition of "operational flexibility" provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting.

Calhoun County School District will allocate support and resources to Calhoun Virtual School as needed to improve student achievement and the graduation rate. The District will give the principal staffing, scheduling and budgeting flexibility to fully implement a comprehensive plan to improve student achievement and increase graduation rates.

3. Sustainability of Improvement

a. Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements.

The Calhoun County School District will continue to fund Graduation Coaches implemented through the District Managed Turnaround Plan. The District Leadership Team will continue to monitor progress the school makes to improve graduation rates.

B. Stakeholder Involvement

1. Parent and Family Engagement Plan (PFEP) Link

A PIP has not been uploaded for this district.

2. Family and Community Engagement

Describe the district's *ongoing* mechanisms for engaging families and the community in school improvement efforts.

The district website is a wealth of information for parents and community members. The school is working to establish effective lines of communication with its parents.

The 2017-2018 Parent and Family Engagement Plan is presently in the review process. The plan will be posted on the district website after its approval by the Bureau of Federal Educational Program

3. Engagement of School Leadership

Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions.

The District Leadership Team consists of representatives from each school. During these meetings, district initiatives are discussed and input is given by each school. The district and school leadership work together to analyze data, turnaround plans and other school-level interventions reflective of the data.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Davis, Vicki, vicki.davis@calhounflschools.org

b. Employee's Title

Assistant Superintendent

c. Employee's Phone Number

(850) 674-8733

d. Employee's Phone Extension

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e. Supervisor's Name

Ralph Yoder

f. Supervisor's Title

Superintendent

g. Employee's Role and Responsibilities

Vicki Davis is the Director of Federal Programs and oversees all Title I programs. She is the administrator over Calhoun Virtual School. She also oversees human resources and educator quality.

2. District Leadership Team:

Taylor, Tracie, tracie.taylor@calhounflschools.org	
Title	Director
Phone	(850) 674-873422
Supervisor's Name	Ralph Yoder
Supervisor's Title	Superintendent
Role and Responsibilities	Tracie Taylor is the Director of Curriculum and Instruction. She ensures all curriculum is aligned to the Florida Standards. She oversees and directs all professional development activities. She is also the Assessment and Accountability contact for the district. She assists school with formative assessment needs, along with analyzing formative and summative assessment data.

Title	
Phone	850-674-8734 ext 229
Supervisor's Name	Ralph Yoder
Supervisor's Title	Superintendent
Role and Responsibilities	Staci Williams is the Director of Exceptional Student Education. She supports ESE students and families.

Title	Attendance/Social Work
Phone	850-674-8734 ext 230
Supervisor's Name	Staci Williams
Supervisor's Title	Director
Role and Responsibilities	Ladona Kelley works as the Student and Family Support Liaison. She supports students and families to help them eliminate barriers that may hinder them from attending and/or graduating from school.

3. Educator Quality

a. School Leadership Teams

Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team.

Calhoun County School District ensures each Focus and Priority school has school leadership of high quality. The Superintendent appoints principals based on what he believes to be in the best interest of the school and district based on current school achievement data.

b. Instructional Staff

Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes.

Principals review student achievement data prior to making reappointment decisions. Principals may request the replacement of any teacher who does not have evidence of contributing to improved student outcomes.

D. Professional Capacity

1. Common Planning Time

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C.

Calhoun Virtual School has one full-time teacher who works at a designed site and five part-time teachers who work from home. Common planning time would be impossible because of the structure of the school. Teachers communicate frequently through phone and email.

2. Instructional Coaches

Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction.

Calhoun Virtual School has access to the District Reading Coach to help analyze data and provide professional development on Florida's standards. Coaches are required to keep an online coaching log. The log is monitored by the Federal Programs Office.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

1. Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan.

Yes

District Reading Plans

https://www.floridacims.org/districts/calhoun?current_tab=reading

b. Writing

1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

Reading Wonders

Program Type	Core
School Type	Elementary School, Middle School, High School
Description	The core reading series includes writing componets.

Collections

Program Type	Core
School Type	
Description	The core reading series includes writing componets.

c. Mathematics

1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

Go Math!

Program Type	Core
School Type	Elementary School
Description	

Edmentum

Program Type	Core
School Type	Middle School, High School
Description	Edmentum Plato Courseware is used with students enrolled in Calhoun Virtual School.

iReady

Program Type Supplemental, Intensive Intervention

School Type Elementary School, Middle School

Description iReady is a computer assisted instructional program that provides supplemental instruction for all students.

Glencoe Math Florida

Program Type Core

School Type Middle School

Description

Houghton Mifflin Harcourt

Program Type Core

School Type High School

Description Algebra I, Algebra II, Geometry

d. Science**1. Description of Programs**

List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

Edmentum

Program Type Core

School Type Middle School, High School

Description Edmentum Plato Courseware is used with students enrolled in Calhoun Virtual School.

Florida iScience

Program Type Core

School Type Middle School

Description Glencoe/McGraw-Hill

HMH Science Fusion

Program Type Core

School Type Elementary School

Description

2. Instructional Alignment and Pacing

a. Program Monitoring

Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals.

The District Leadership Team, led by the Director of Instruction and Curriculum, meets monthly in order to meet the needs of all students in the district and maximize desired student outcomes. The team monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Program outcomes will be monitored and measured throughout the school year to determine implementation fidelity and effectiveness. Core instructional and intervention programs will be modified and/or revised as appropriate through the collaboration of district and school personnel.

b. Supports for Student Transitions

Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another.

1. Will the district use its Student Progression Plan to satisfy this question?

No

a. Link to Student Progression Plan

b. Provide the page numbers of the plan that address this question.

Calhoun County School District is a very small district with five traditional schools and one virtual school. As students transition from one school to another within the district, electronic records are transferred to the receiving school usually within one day to allow for the continuity of services.

c. Alignment of Pacing Guides to Florida Standards

Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science.

Yes

District Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. The Graduation Rate at Calhoun Virtual School will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. The Graduation Rate at Calhoun Virtual School will improve. 1a

G059774

Targets Supported 1b

Focus	Indicator	Year	Target
All F Schools	4-Year Grad Rate (Standard Diploma)	2018-19	50.0

Targeted Barriers to Achieving the Goal 3

- Students are academically at risk lacking skills needed to be successful.
- Students need individual supports and interventions to help them remain “on track” to graduate.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Graduation Coaches will be hired to work with students to provide them with support and services helping to eliminate barriers that might prevent students from staying in school.
- Tutors will be hired to work with students to help them improve their academic performance.

Plan to Monitor Progress Toward G1. 8

Graduation records will be reviewed

Person Responsible

Vicki Davis

Schedule

On 6/1/2018

Evidence of Completion

Students will graduate on-time.

District Action Plan for Improvement

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. The Graduation Rate at Calhoun Virtual School will improve. **1**

 G059774

G1.B1 Students are academically at risk lacking skills needed to be successful. **2**

 B249529

G1.B1.S1 Tutors will be hired to work with students individually to help them gain the skills necessary to be successful academically. **4**

 S263028

Strategy Rationale

Many students who drop out of school are missing credits and/or have a low GPA. Individual tutors can help students with their academic needs.

Action Step 1 **5**

Tutors will be hired to work individually with students to help them gain the skills necessary to be successful academically.

Person Responsible

Vicki Davis

Schedule

On 10/31/2017

Evidence of Completion

Employment records indicating the names of the people hired to be tutors.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Meet with the tutors monthly to review the progress of each student.

Person Responsible

Vicki Davis

Schedule

Monthly, from 11/6/2017 to 5/24/2018

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Course completion records will be reviewed to determine the effectiveness of the tutors.

Person Responsible

Tracie Taylor


Schedule

Monthly, from 11/6/2017 to 5/24/2018

Evidence of Completion

Course completion records for each student.

G1.B2 Students need individual supports and interventions to help them remain “on track” to graduate. **2**

 B249530

G1.B2.S1 Graduation Coaches will be hired to work with students to provide them with support and services to help eliminate barriers that might prevent them from staying in school. **4**

 S263029

Strategy Rationale

Students dropout of school for many reasons. Many students lack family support.

Action Step 1 **5**

Graduation Coaches will be hired to work with all students to support them during their middle and high school career.

Person Responsible

Vicki Davis

Schedule

On 10/31/2017

Evidence of Completion

Employment records indicating the names of the Graduation Coaches.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Meet with Graduation Coaches monthly to review the progress and needs of each student.

Person Responsible

Vicki Davis

Schedule

Monthly, from 11/6/2017 to 5/24/2018

Evidence of Completion

Meeting notes and students progress records.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Students will graduate on-time.

Person Responsible

Tracie Taylor

Schedule

On 6/8/2018

Evidence of Completion

Review of graduation records.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 A347406	Tutors will be hired to work individually with students to help them gain the skills necessary to...	Davis, Vicki	10/2/2017	Employment records indicating the names of the people hired to be tutors.	10/31/2017 one-time
G1.B2.S1.A1 A347407	Graduation Coaches will be hired to work with all students to support them during their middle and...	Davis, Vicki	10/2/2017	Employment records indicating the names of the Graduation Coaches.	10/31/2017 one-time
G1.B1.S1.MA1 M369291	Course completion records will be reviewed to determine the effectiveness of the tutors.	Taylor, Tracie	11/6/2017	Course completion records for each student.	5/24/2018 monthly
G1.B1.S1.MA1 M369289	Meet with the tutors monthly to review the progress of each student.	Davis, Vicki	11/6/2017	Meeting notes	5/24/2018 monthly
G1.B2.S1.MA1 M369292	Meet with Graduation Coaches monthly to review the progress and needs of each student.	Davis, Vicki	11/6/2017	Meeting notes and students progress records.	5/24/2018 monthly
G1.MA1 M368967	Graduation records will be reviewed	Davis, Vicki	6/1/2018	Students will graduate on-time.	6/1/2018 one-time
G1.B2.S1.MA1 M369293	Students will graduate on-time.	Taylor, Tracie	6/1/2018	Review of graduation records.	6/8/2018 one-time

VII. Budget

1	G1.B1.S1.A1	Tutors will be hired to work individually with students to help them gain the skills necessary to be successful academically.	\$0.00
2	G1.B2.S1.A1	Graduation Coaches will be hired to work with all students to support them during their middle and high school career.	\$0.00
Total:			\$0.00