

UNISIG APPLICATION

24 - Hamilton



Mr. Rex Mitchell, Superintendent

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Purpose and Outline of the UniSIG Proposal

Under section 1003 of Title I of the Every Student Succeeds Act, Public Law No. 114-95, each state educational agency (SEAs) shall reserve funds for school improvement, no less than 95 percent of which shall be used to make grants to local educational agencies (LEAs) on a formula or competitive basis, to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

For 2017-18, Unified School Improvement Grants (UniSIG) will be awarded on a formula basis. Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of the school grade earned.

Part I: Eligibility and Program Requirements

The district reviews the list of eligible schools and allocations and ensures the requirements of UniSIG are met by providing assurances and summaries as applicable.

Part II: Needs Assessment

For each eligible school, the district demonstrates it has completed a thorough analysis of state-, district-, and school-level data (qualitative and quantitative) in order to identify points of strength and opportunities for growth to inform strategic goal formulation.

Part III: District Problem Solving

The district documents one or more strategic goals for improving the identified schools, anticipates barriers to the goals, identifies strategies to reduce or eliminate the barriers, and creates an implementation plan for each strategy to include both action steps and monitoring activities.

Part IV: Budget

The district incorporates a budget that indicates the amount of UniSIG funds the district will use in each eligible school. Each budget line item, except indirect costs, is directly tied to an action step identified in Part III.

Eligibility and Program Requirements

Eligible Schools

Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of the school grade earned.

Funding amounts were calculated based on the most recently released school grades and 2016-17 Survey 3 preliminary data containing student enrollment. The per-pupil allocation also takes into account the percent of economically disadvantaged students.

School ID	School Name	Per-Pupil Allocation	Graduation Rate Allocation	Total Allocation
0031	Central Hamilton Elementary School	\$156,400.00	\$0.00	\$156,400.00
0032	Hamilton County High School	\$243,960.00	\$0.00	\$243,960.00
0041	Hamilton County Elementary School	\$185,820.00	\$0.00	\$185,820.00
0051	South Hamilton Elementary School	\$58,520.00	\$0.00	\$58,520.00
Total LEA Allocation				\$644,700.00

Assurances

Request for Applications

We have read the Request for Applications (RFA) in its entirety and understand the intent and requirements of the Unified School Improvement Grant (UniSIG) program.

YES

General Terms, Assurances, and Conditions

We understand the LEA must have a signed statement by the agency head certifying applicant adherence to FDOE's General Terms, Assurances, and Conditions for Participation in Federal and State Programs.

YES

Risk Analysis

We have read the Request for Applications (RFA) in its entirety and understand the intent and requirements of the Unified School Improvement Grant (UniSIG) program.

YES

Supplement, not Supplant

We understand that each school the LEA will serve must receive all of the state and local funds it would have received in the absence of UniSIG funds.

YES

Allocation to Schools

We understand the LEA must allocate 100 percent of funds (less indirect costs) generated under UniSIG to the eligible schools.

YES

Alignment of Strategies

We understand strategies to be implemented under this program must be aligned with Florida's State Board of Education Strategic Plan.

YES

Alignment of Improvement Plans

We understand all strategies outlined in District Problem Solving to be funded under this program must also be identified as strategies, with associate budget lines, in the school improvement plan (SIP), as applicable, for each school to be served.

YES

Greatest Need

We understand programs, activities, or strategies to be implemented must specifically address the academic achievement of schools and students that demonstrate the greatest need.

YES

Instructional Programs

We understand evidence-based instructional programs must be implemented.

YES

Extended Learning Time

We understand that extended learning time activities required of an elementary school designated as one of Florida's lowest performing must not be funded through UniSIG.

YES

Deilverables

We understand deliverables will be monitored quarterly and the LEA must complete deliverables directly within CIMS using the Project Management module.

YES

Supports for School Improvement

Improvement Planning

Describe how the LEA will support each school identified as comprehensive support and improvement (CS&I) and/or targeted support and improvement (TS&I) in developing and implementing a school improvement plan (SIP).

The Superintendent has designated a District Instructional Services Team comprised of the Superintendent, designated District Administrative Staff and Principals/Assistant Principals. This team is utilized to plan, develop, and lead the implementation for decisions made for the district and schools. This team meets monthly, or as needed, to address the needs of the district and schools and determine a course of action. Based on decisions made, small work groups will form from this team which may include involving additional staff from the district or schools to assist in designing and implementing a detailed plan. It is critical to the way of work in the district that school leadership plays an active role in the development and implementation of improvement plans and other school-level interventions. School leadership is an essential partner on the District Instructional Services Team in order to achieve the goal of raising student achievement within the district in programs, procedures, and plans that are sustainable long after any additional funding or DA support is discontinued.

The team meets on a monthly or as needed basis to ensure cooperation, assistance, collaboration, support, and dialog between and among all district elements that reports to the Superintendent. The district curriculum team meets monthly to review data, programs, instructional practices, and to inform the

superintendent of instructional or curriculum concerns within the district. Information garnered at the monthly meetings will provide information for program change, instructional shifts, and/or change in focus to allow the district to shift in the direction of improved instructional performance and increased student academic and behavioral outcomes. With the Superintendent performing the duties of Director of Instruction, immediate decision making ensures a correlation between the services and academic programs of the district are aligned for operational flexibility.

The principals have the autonomy and flexibility to identify all weak areas and make changes within their control. Those changes needed outside of their control are escalated within the District Office for assistance. The principals are provided complete control of their staffing needs for recruitment and turnaround options. They have the ability to interview, recruit, hire, recommend transfers, and recommendations for removal. Any recommendations for terminations are data driven and documented in accordance with all local, state, federal, union, and contractual requirements. The school principals enjoy the freedom and flexibility to redirect dollars for the most appropriate need of their school as identified by the data. This is necessary to also meet the needs of a flexible scheduling and staffing process for student growth and achievement.

On a recurring basis (monthly school board meetings) the Superintendent will recommend to the School Board, as needed, the addition of, or realignment of, or collaboration of instructional needs of the individual schools or the entire school district ensuring that the data will lead the process. The Superintendent working collaboratively with school-based leadership will ensure that funding is appropriately utilized to ensure a commitment by the district to focus on systemic support for instruction in order to increase student academic and behavioral outcomes.

Alignment of Resources

Describe the process through which the LEA 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 comprehensive support and improvement (CS&I) and targeted support and improvement (TS&I) 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 Hamilton County School district is actively pursuing implementation of the Multi-Tiered Systems of Support (MTSS) with fidelity to identify the levels of support for students. Data from ongoing progress monitoring monitoring (local and benchmark assessments) as well as statewide performance data is aggregated in detail in the Performance Matters portal to determine the effectiveness of core and tiered instruction. Data is also reviewed in order to allocate resources and target programmatic areas that may need adjustment to address the needs of students. It is also used as a tool for identifying the professional development needs of teachers. District and school leaders utilize MTSS implementation data at each tier to identify gaps and infrastructure or supports needed to sustain efficient and effective use of evidence-based practices. At the elementary level (PK- 6), the master schedule allocates time for common planning at each grade level to ensure teachers have time for data analysis and collaboration. A daily intervention period by grade level has been scheduled to ensure time is allotted to address the unique needs of learners. The Hamilton County Elementary School opened in August 2017, which consolidated all three elementary schools in the district into one school site. The collaboration that was occurring virtually across the three elementary schools will continue in the new site with face-to-face grade level teaming to align the curriculum both horizontally and vertically. Efforts are underway to build strong relationships within their teams, school, and community to develop collaborative partnerships focused on student achievement. At the middle/high school (7-12), the master schedule allocates time for common planning within grade levels at the middle school level and by grade level bands at the high school level to ensure teachers have time for data analysis and collaboration by grade level. Vertical planning by subject areas occurs each nine weeks during our professional development day and during PLC time before and after school.. Students scoring FSA levels 1, 2 and 3 in the previous year's test cycle are provided additional instruction through student targeted instruction (STI) on a daily basis. There is a course added to students schedules in grades 7-9 that serves as an intervention class. As students

show mastery of the necessary skills they rotate in and out of different targeted areas as needed. Data from FSA, iReady, benchmark testing, and student work will be used to quickly place students in these fluid groups taught by our subject area teachers. Students scoring levels 4 and 5 on FSA will receive daily accelerated instruction. Students demonstrating a need for academic assistance in core subjects, based on previous grades, course completion and other at risk factors may receive additional targeted instruction (tutoring) after school. Data provided after the first nine weeks based on formative assessments and course grade will be used to place identify students in need and continue throughout the year for Tier 2 and 3 students. The district instructional services team which includes school and district level leadership work collaboratively to address the support needs for school improvement. Based on the new elementary school configuration, current resources have been realigned to maximize the effectiveness of the MTSS system of support to ensure a positive impact on student outcomes. To more efficiently educate staff on Tier 2 and 3 interventions, the district utilizes resources within the Florida Department of Education, Northeast Florida Educational Consortium (NEFEC), post-secondary institutions, subject matter experts and discretionary project personnel. The district allots professional learning days within the district calendar to align and integrate multiple initiatives and streamline procedures associated with supporting use of a data based problem solving process for school improvement.

District Policies and Practices

Identify specific policies and practices the LEA 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.

On a recurring basis (monthly school board meetings) the Superintendent will recommend to the School Board, as needed, the addition of, or realignment of, or collaboration of instructional needs of the individual schools or the entire school district ensuring that the data will lead the process. The Superintendent working collaboratively with school -based leadership will ensure that funding is appropriately utilized to ensure a commitment by the district to focus on systemic support for instruction in order to increase student academic and behavioral outcomes.

Operational Flexibility

Provide the LEA's definition of "operational flexibility" provided to comprehensive support and improvement (CS&I) and targets support and improvement (TS&I) schools to enable full and effective implementation of the school improvement plan (SIP).

The District maintains a very cohesive team of leaders throughout all departments within the Hamilton County School District that is lead by the Superintendent of Schools. The team meets on a monthly or as needed basis to ensure cooperation, assistance, collaboration, support, and dialog between and among all district elements that reports to the Superintendent. The district curriculum team meets monthly to review data, programs, instructional practices, and to inform the superintendent of instructional or curriculum concerns within the district. Information garnered at the monthly meetings will provide information for program change, instructional shifts, and/or change in focus to allow the district to shift in the direction of improved instructional performance and increased student academic and behavioral outcomes. With the Superintendent performing the duties of Director of Instruction, immediate decision making ensures a correlation between the services and academic programs of the district are aligned for operational flexibility. The principals operating within the district-managed turnaround model have the autonomy and flexibility to identify all weak areas and make changes within their control. Those changes needed outside of their control are escalated within the District Office for assistance. The principals are provided complete control of their staffing needs for recruitment and turnaround options. They have the ability to interview, recruit, hire, recommend transfers, and recommendations for removal from the school or district system. Any recommendations for transfers and terminations are data driven and documented in accordance with all local, state, federal, union, and contractual requirements. The school principals are empowered to utilize allocated resources to meet the most appropriate needs of their school as identified by the data. This is necessary to also meet the needs of a flexible scheduling and staffing process for

student growth and achievement. The Principals report directly to the Director of Instruction, who is now the Superintendent, which streamlines the decision-making process.

External Partners

Describe the LEA's rigorous review process to recruit, screen, select, and evaluate any external partners with whom the LEA will partner.

In the search for a qualified and reliable external partner, the Superintendent solicited potential external partners from the DOE, NEFEC and colleagues who were familiar with the work of external partners. Additionally, the Superintendent conducted research with other organizations who had demonstrated success with school districts of similar demographics. The Superintendent, along with appropriate leadership team members personally interviewed each prospective partner to assess the financial impact and the return on investment. Once a viable partner is identified, contract negotiations will include specific deliverables over an agreed upon timeline.

Dissemination

Provide the methods of dissemination of this application to stakeholders (i.e., students, families, school staff and leadership, and local businesses and organizations) and describe the methods and timelines for reporting student progress, including how communication is provided in a parent-friendly, understandable format, and in multiple languages, if necessary.

The Hamilton County School District has established the Hamilton Community Assessment Team (HCAT) to engage members district-wide to serve in the capacity of steering committee and assist the district in their school improvement efforts. This outreach effort includes activities for families and community members in order to develop a collaborative working relationship to ensure student success. Currently, district School Board Members are assisting with recruiting efforts to identify parents, business and community partners who are vested in and committed to our efforts towards continuous school improvement. The HCAT will meet at least quarterly during the 2017-2018 school year as a part of their committed relationship with Hamilton County School District. Members of the HCAT will serve as liaisons to our School Advisory Councils to support common goals within the district for strategic planning and establishing a vision and framework for continuous school improvement. The District and School Improvement Plans will be available on the district or school website and the HCAT will be used as a vehicle to share information related to this application.

The District Instructional Services Team will review student data collected from various sources (Performance Matters assessments, STAR, iReady, core instructional programs) during their monthly meetings to prepare for a presentation of the current data elements to be shared with the school board at their monthly meeting. The assessments will be aligned with the state standards for the courses thus indicating student progress toward mastery and whether the instruction being given by teachers is being effective. The District Instructional Services Team members will be assigned to areas of the schools that pertains to the subject area(s) containing their experience and expertise. Walkthroughs will be conducted to evaluate if the core and supplemental materials are being implemented as prescribed and if the instruction is on grade and standard's level.

Formal reporting of student progress, via printed report cards, will be provided to parents on a quarterly basis. More frequent reporting will be provided on a less formal basis, via notes home, progress reports, parent conferences or phone calls. Student services information is made available, on an as needed basis, in a language other than English, if feasible.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Data Uploads

The following documents were submitted in the district's DIAP section II.A.1.a as evidence for this section:

Hamilton_Data_for_DIAP_16.17.pdf

2016.2017 FSA and EOC Data

Problem Identification Summary

Provide a summary of the points of strength and areas of need that have been identified in the data.

N/A

Problem Analysis Summary

Provide a summary of the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

Strategic Goals

This section will populate with any district strategic goals and SMART goals, and the plan for monitoring progress toward them, that are "tagged" to UniSIG in the **District Problem Solving** module.

District Problem Solving

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G2. Increase academic achievement across all core disciplines using intensive and focused teaching/learning approaches.

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.

G2. Increase academic achievement across all core disciplines using intensive and focused teaching/ learning approaches. 1a

 G034857

Targets Supported 1b

Focus	Indicator	Year	Target
All DA Schools	FSA ELA Achievement	2017-18	30.0
All DA Schools	Statewide Science Assessment Achievement	2017-18	32.0
All DA Schools	FSA Mathematics Achievement	2017-18	40.0
All DA Schools	Civics EOC Pass	2017-18	50.0
All DA Schools	U.S. History EOC Pass	2017-18	45.0

Targeted Barriers to Achieving the Goal 3

- Lack of consistency of instruction and implementation of specific programs/plans/structures due to high teacher turn over
- Lack of prerequisite skills as students move through levels
- Core teachers lack consistency in instruction and vertical course alignment
- Students lack social-emotional attributes to achieve success in schools.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy coach
- Agile Minds or Math Nation - ask Rex.....blended freshman curriculum in math
- Purposeful scheduling
- Acceleration classes
- Algebra I and Geometry I FL Standards Curriculum Package
- Afterschool tutoring
- Contractual literacy coaching/support for teachers in content-specific areas (i.e., math)
- Financial support of the district
- New county-wide elementary school
- Curriculum Maps for Math, Civics, US History, 7th and 8th Grade ELA
- Bridge Programs for students transitioning
- iReady for Progress Monitoring for grades 3 - 8

Plan to Monitor Progress Toward G2. 8

Improve student achievement in all core subjects.

Person Responsible

Rex Mitchell

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Performance Matters and EOC Specific Benchmark Assessments

Plan to Monitor Progress Toward G2. 8

Improve student achievement in reading and math.

Person Responsible

Rex Mitchell

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

iReady Data reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key


G2. Increase academic achievement across all core disciplines using intensive and focused teaching/learning approaches. **1**

 **G034857**

G2.B5 Lack of consistency of instruction and implementation of specific programs/plans/structures due to high teacher turn over **2**

 **B177101**

G2.B5.S1 Provide a recruitment and retention bonus to attract and retain effective and highly effective instructional staff in areas in which there is a state administered assessment. **4**

 **S264228**

Strategy Rationale

Difficult in small and rural community to recruit and retain highly effective staff.

Action Step 1 **5**

Negotiate Memorandum of Understanding with Hamilton County Education Association and obtain School Board approval to provide a bonus for recruitment and retention

Person Responsible

Rex Mitchell

Schedule

Annually, from 9/1/2017 to 8/31/2018

Evidence of Completion

MOU with School Board Approval

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Identification of individuals eligible for bonus after receipt of Spring 2018 testing results.

Person Responsible

Philip Pinello

Schedule

Annually, from 9/1/2017 to 8/31/2018

Evidence of Completion

List of eligible teachers based on parameters identified in MOU.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Teachers receive payment of bonus.

Person Responsible

Philip Pinello

Schedule

Annually, from 9/1/2017 to 8/31/2018

Evidence of Completion

Payroll Records

G2.B7 Lack of prerequisite skills as students move through levels **2** B177103**G2.B7.S1** Provide tutors for elementary students who are lacking prerequisite skills for student progress towards mastery of standards. **4** S262743**Strategy Rationale**

Some students need individual intervention in order to progress.

Action Step 1 **5**

Provide qualified individuals to tutor elementary students.

Person Responsible

Peggy Hasty

Schedule

On 8/31/2018

Evidence of Completion

Board minutes

Action Step 2 **5**

Utilize iReady Reading (K-2) and iReady Math (K-6).

Person Responsible

Rex Mitchell

Schedule

Weekly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Invoice, iReady Data Reports

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Log of tutoring activities and skills addressed.

Person Responsible

Peggy Hasty

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Tutoring Payroll Report

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Review of iReady data.

Person Responsible

Peggy Hasty

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

iReady Data Reports

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Review of benchmark assessment data.

Person Responsible

Peggy Hasty

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Benchmark Data Reports

G2.B10 Core teachers lack consistency in instruction and vertical course alignment **2** B212597**G2.B10.S1** Align core curriculum maps and guides to ensure standards-based instruction with relevant rigor for all core subjects. **4** S224853**Strategy Rationale**

Inconsistency in performance of students from grade level to grade level in specific core levels.

Action Step 1 **5**

Collaborate with NEFEC, Department of Education, External Partner and other content area experts to revise current maps and develop those for content areas where currently not available.

Person Responsible

Rex Mitchell

Schedule

Monthly, from 7/3/2017 to 8/31/2018

Evidence of Completion

Completed Curriculum Maps

Action Step 2 **5**

Establish and implement grade level/content area PLCs to impact an increase in student achievement.

Person Responsible

Principal Principal

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

PLC Agendas and Sign in Sheets

Plan to Monitor Fidelity of Implementation of G2.B10.S1 6

Lesson plans and curriculum maps will be checked to ensure alignment.

Person Responsible

Rex Mitchell

Schedule

Monthly, from 8/14/2017 to 8/31/2018

Evidence of Completion

Lesson plans, curriculum maps, and teacher comments will be captured to measure effectiveness.

Plan to Monitor Fidelity of Implementation of G2.B10.S1 6

Participation by assigned administrator/designee in PLCs.

Person Responsible

Rex Mitchell

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

PLC agendas and sign in sheets.

Plan to Monitor Effectiveness of Implementation of G2.B10.S1 7

Lesson plans reflect curriculum map usage and pacing.

Person Responsible

Rex Mitchell

Schedule

Monthly, from 8/28/2017 to 8/31/2018

Evidence of Completion

Curriculum Maps and Lesson Plans

Plan to Monitor Effectiveness of Implementation of G2.B10.S1 7

Review academic benchmark and early warning system data for impact.

Person Responsible

Rex Mitchell


Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Benchmark Assessment Data and Early Warning System data

G2.B10.S4 Contract with qualified individuals/organizations to provide instructional coaching support for elementary staff to increase student engagement and academic performance. 4

 S264209

Strategy Rationale

Increase quality of teacher instructional delivery to impact student growth and achievement.

Action Step 1 5

Identify and contract with consultants to provide weekly job-embedded coaching support.

Person Responsible

Peggy Hasty

Schedule

Weekly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Coaching Logs

Plan to Monitor Fidelity of Implementation of G2.B10.S4 6

Review of Coaching Logs and classroom performance data.

Person Responsible

Peggy Hasty

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Coaching Logs, Student Data Reports

Plan to Monitor Effectiveness of Implementation of G2.B10.S4 7

Classroom Walk-throughs will be used to monitor implementation of instructional strategies.

Person Responsible

Peggy Hasty

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Classroom Walk-through data

G2.B12 Students lack social-emotional attributes to achieve success in schools. 2 B242774**G2.B12.S1** Provide a qualified Social Worker to support students in developing the social and emotional skills for academic and behavioral success. 4 S262732**Strategy Rationale**

Children in poverty lack the social emotional development which allow them to deal with rigorous academic and behavioral expectations.

Action Step 1 5

Provide a Social Worker at each school to work with students, teachers and families.

Person Responsible

Rex Mitchell

Schedule

On 8/31/2018

Evidence of Completion

Contract

Plan to Monitor Fidelity of Implementation of G2.B12.S1 6

Increased performance in benchmark assessments.

Person Responsible

Rex Mitchell

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Benchmark Data reports

Plan to Monitor Effectiveness of Implementation of G2.B12.S1 7

Review attendance, behavioral and benchmark assessment data.

Person Responsible

Rex Mitchell

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Quarterly Reports (attendance, discipline, benchmark assessments).

G2.B12.S2 Provide a qualified Resource Teacher to work with students who exhibit two or more indicators identified in the Early Warning System to provide intensive supports through a school within a school model based on the individual needs of students. 4

S262736

Strategy Rationale

Assist students to improve academic performance and stay engaged in school.

Action Step 1 5

Purchase the Early Warning System (EWS) component of Performance Matters.

Person Responsible

Rex Mitchell

Schedule

Annually, from 9/1/2017 to 8/31/2018

Evidence of Completion

Invoice

Action Step 2 5

Use a qualified Resource Teacher to provide interventions for the students identified through the EWS system.

Person Responsible

Rex Mitchell

Schedule

Weekly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Intervention plans

Plan to Monitor Fidelity of Implementation of G2.B12.S2 6

Identified students receive appropriate interventions.

Person Responsible

Rex Mitchell

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Multi-Tiered System of Supports (MTSS) Student Documentation

Plan to Monitor Effectiveness of Implementation of G2.B12.S2 7

Improvement of performance of students identified through the EWS.

Person Responsible

Rex Mitchell

Schedule







Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

EWS Data Report

Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA1 M001336	Improve student achievement in all core subjects.	Mitchell, Rex	9/1/2017	Performance Matters and EOC Specific Benchmark Assessments	8/31/2018 quarterly
G2.MA2 M368651	Improve student achievement in reading and math.	Mitchell, Rex	9/1/2017	iReady Data reports	8/31/2018 quarterly
G2.B10.S1.MA1 M283657	Lesson plans reflect curriculum map usage and pacing.	Mitchell, Rex	8/28/2017	Curriculum Maps and Lesson Plans	8/31/2018 monthly
G2.B10.S1.MA4 M368638	Review academic benchmark and early warning system data for impact.	Mitchell, Rex	9/1/2017	Benchmark Assessment Data and Early Warning System data	8/31/2018 quarterly
G2.B10.S1.MA1 M283656	Lesson plans and curriculum maps will be checked to ensure alignment.	Mitchell, Rex	8/14/2017	Lesson plans, curriculum maps, and teacher comments will be captured to measure effectiveness.	8/31/2018 monthly
G2.B10.S1.MA3 M368637	Participation by assigned administrator/ designee in PLCs.	Mitchell, Rex	9/1/2017	PLC agendas and sign in sheets.	8/31/2018 monthly
G2.B10.S1.A1 A284589	Collaborate with NEFEC, Department of Education, External Partner and other content area experts to...	Mitchell, Rex	7/3/2017	Completed Curriculum Maps	8/31/2018 monthly
G2.B10.S1.A2 A346854	Establish and implement grade level/ content area PLCs to impact an increase in student achievement.	Principal, Principal	9/1/2017	PLC Agendas and Sign in Sheets	8/31/2018 monthly
G2.B12.S1.MA1 M368625	Review attendance, behavioral and benchmark assessment data.	Mitchell, Rex	9/1/2017	Quarterly Reports (attendance, discipline, benchmark assessments).	8/31/2018 quarterly
G2.B12.S1.MA1 M368624	Increased performance in benchmark assessments.	Mitchell, Rex	9/1/2017	Benchmark Data reports	8/31/2018 quarterly
G2.B12.S1.A1 A346840	Provide a Social Worker at each school to work with students, teachers and families.	Mitchell, Rex	9/1/2017	Contract	8/31/2018 one-time
G2.B7.S1.MA1 M368649	Review of benchmark assessment data.	Hasty, Peggy	9/1/2017	Benchmark Data Reports	8/31/2018 quarterly
G2.B7.S1.MA1 M368648	Log of tutoring activities and skills addressed.	Hasty, Peggy	9/1/2017	Tutoring Payroll Report	8/31/2018 monthly
G2.B7.S1.MA3 M368650	Review of iReady data.	Hasty, Peggy	9/1/2017	iReady Data Reports	8/31/2018 quarterly
G2.B7.S1.A1 A346864	Provide qualified individuals to tutor elementary students.	Hasty, Peggy	9/1/2017	Board minutes	8/31/2018 one-time
G2.B7.S1.A2 A346865	Utilize iReady Reading (K-2) and iReady Math (K-6).	Mitchell, Rex	9/1/2017	Invoice, iReady Data Reports	8/31/2018 weekly
G2.B5.S1.MA1 M372141	Teachers receive payment of bonus.	Pinello, Philip	9/1/2017	Payroll Records	8/31/2018 annually
G2.B5.S1.MA1 M372132	Identification of individuals eligible for bonus after receipt of Spring 2018 testing results.	Pinello, Philip	9/1/2017	List of eligible teachers based on parameters identified in MOU.	8/31/2018 annually
G2.B5.S1.A1 A349740	Negotiate Memorandum of Understanding with Hamilton County Education Association and obtain School...	Mitchell, Rex	9/1/2017	MOU with School Board Approval	8/31/2018 annually
G2.B12.S2.MA1 M372180	Improvement of performance of students identified through the EWS.	Mitchell, Rex	9/1/2017	EWS Data Report	8/31/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B12.S2.MA1  M372173	Identified students receive appropriate interventions.	Mitchell, Rex	9/1/2017	Multi-Tiered System of Supports (MTSS) Student Documentation	8/31/2018 monthly
G2.B12.S2.A1  A349639	Purchase the Early Warning System (EWS) component of Performance Matters.	Mitchell, Rex	9/1/2017	Invoice	8/31/2018 annually
G2.B12.S2.A2  A349767	Use a qualified Resource Teacher to provide interventions for the students identified through the...	Mitchell, Rex	9/1/2017	Intervention plans	8/31/2018 weekly
G2.B10.S4.MA1  M372104	Classroom Walk-throughs will be used to monitor implementation of instructional strategies.	Hasty, Peggy	9/1/2017	Classroom Walk-through data	8/31/2018 monthly
G2.B10.S4.MA1  M372089	Review of Coaching Logs and classroom performance data.	Hasty, Peggy	9/1/2017	Coaching Logs, Student Data Reports	8/31/2018 monthly
G2.B10.S4.A1  A349706	Identify and contract with consultants to provide weekly job-embedded coaching support.	Hasty, Peggy	9/1/2017	Coaching Logs	8/31/2018 weekly

Professional Development

G2. Increase academic achievement across all core disciplines using intensive and focused teaching/learning approaches.

G2.B7 Lack of prerequisite skills as students move through levels

G2.B7.S1 Provide tutors for elementary students who are lacking prerequisite skills for student progress towards mastery of standards.

PD Opportunity 1

Utilize iReady Reading (K-2) and iReady Math (K-6).

Facilitator

Consultant

Participants

Teachers in K-2 for Reading and Math Teachers for K-6 and targeted paraprofessionals.

Schedule

Weekly, from 9/1/2017 to 8/31/2018

G2.B10 Core teachers lack consistency in instruction and vertical course alignment

G2.B10.S1 Align core curriculum maps and guides to ensure standards-based instruction with relevant rigor for all core subjects.

PD Opportunity 1

Collaborate with NEFEC, Department of Education, External Partner and other content area experts to revise current maps and develop those for content areas where currently not available.

Facilitator

NEFEC, DOE Staff, Content Area Experts, District Level Content Area Experts, External Partner

Participants

All Core Teachers

Schedule

Monthly, from 7/3/2017 to 8/31/2018

PD Opportunity 2

Establish and implement grade level/content area PLCs to impact an increase in student achievement.

Facilitator

PLC Facilitator

Participants

All Instructional Personnel

Schedule

Monthly, from 9/1/2017 to 8/31/2018

G2.B10.S4 Contract with qualified individuals/organizations to provide instructional coaching support for elementary staff to increase student engagement and academic performance.

PD Opportunity 1

Identify and contract with consultants to provide weekly job-embedded coaching support.

Facilitator

Consultant

Participants

Elementary staff

Schedule

Weekly, from 9/1/2017 to 8/31/2018

G2.B12 Students lack social-emotional attributes to achieve success in schools.

G2.B12.S2 Provide a qualified Resource Teacher to work with students who exhibit two or more indicators identified in the Early Warning System to provide intensive supports through a school within a school model based on the individual needs of students.

PD Opportunity 1

Purchase the Early Warning System (EWS) component of Performance Matters.

Facilitator

Performance Matters Consultants; District-based trainers

Participants

Instructional and Administrative staff.

Schedule

Annually, from 9/1/2017 to 8/31/2018

Technical Assistance

Budget

One-Year Budget

1	G2.B10.S1.A1	Collaborate with NEFEC, Department of Education, External Partner and other content area experts to revise current maps and develop those for content areas where currently not available.				\$117,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	310-Professional and Technical Services	0041 - Hamilton County Elementary School	UniSIG		\$50,000.00
			<i>Notes: Funds to contract with an External Partner (MGT Consulting Group) and NEFEC for up to \$1,000.00 per day for 20 days to include follow up and with external partner (MGT Consulting Group) at a flat rate of \$30,000.00</i>			
	6300	310-Professional and Technical Services	0032 - Hamilton County High School	UniSIG		\$67,600.00
			<i>Notes: Funds to contract with an External Partner (MGT Consulting Group) and NEFEC for up to \$1,000.00 per day for 32.6 days to include follow up and with external partner (MGT Consulting Group) at a flat rate of \$35,000.00</i>			
2	G2.B10.S1.A2	Establish and implement grade level/content area PLCs to impact an increase in student achievement.				\$54,839.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0032 - Hamilton County High School	UniSIG		\$17,533.00
			<i>Notes: Stipends for Professional Learning Communities for high school teachers; 1.5 hours for 45 teachers for 11 sessions</i>			
	6400	220-Social Security	0032 - Hamilton County High School	UniSIG		\$1,341.00
			<i>Notes: Funds will be used to pay social security/medicare benefits on stipends for high school teachers (7.65%)</i>			
	6400	120-Classroom Teachers	0041 - Hamilton County Elementary School	UniSIG		\$23,767.00
			<i>Notes: Stipends for Professional Learning Communities for elementary school teachers; 1.5 hours for 61 teachers for 11 sessions</i>			
	6400	220-Social Security	0041 - Hamilton County Elementary School	UniSIG		\$1,818.00
			<i>Notes: Funds will be used to pay social security/medicare benefits on stipends for elementary school teachers (7.65%)</i>			
	6400	510-Supplies	0032 - Hamilton County High School	UniSIG		\$2,700.00
			<i>Notes: Materials and supplies for high school PLCs to include paper, chart paper, markers, post-it notes, highlighters, notebooks and index tabs for creation of data notebooks, clipboards for Lesson Study cycles, and Teaching Strategies with Poverty Quick Reference Guides.</i>			
	6400	510-Supplies	0041 - Hamilton County Elementary School	UniSIG		\$7,680.00

			<i>Notes: Funds will be used to purchase post it charts, paper, highlighters, post it notes, notebooks for data, pens, and professional learning resource materials.</i>			
3	G2.B10.S4.A1	Identify and contract with consultants to provide weekly job-embedded coaching support.				\$109,560.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0041 - Hamilton County Elementary School	UniSIG		\$109,560.00
			<i>Notes: Contract with consultants to provide job-embedded coaching and targeted professional development for elementary teachers. 120 Days @ \$1000 per day</i>			
4	G2.B12.S1.A1	Provide a Social Worker at each school to work with students, teachers and families.				\$137,406.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6110	130-Other Certified Instructional Personnel	0032 - Hamilton County High School	UniSIG		\$50,000.00
			<i>Notes: Funds will be used for salary for Social Worker to participate in opportunities for conducting family and community outreach activities within the district (at approved state rate). The position did not exist in the 2016-2017 school year.</i>			
	6110	220-Social Security	0032 - Hamilton County High School	UniSIG		\$3,825.00
			<i>Notes: Funds will be used to pay Social Security/Medicare benefits for Social Worker (7.65%)</i>			
	6110	230-Group Insurance	0032 - Hamilton County High School	UniSIG		\$4,404.00
			<i>Notes: Funds will be used to pay for the district contribution of the employee health care benefits for Social Worker (\$4404)</i>			
	6110	210-Retirement	0032 - Hamilton County High School	UniSIG		\$3,760.00
			<i>Notes: Funds will be used to pay retirement benefits for Social Worker (7.52%)</i>			
	6110	240-Workers Compensation	0032 - Hamilton County High School	UniSIG		\$375.00
			<i>Notes: Funds will be used to pay Worker's Compensation for Social Worker (0.75%)</i>			
	6110	130-Other Certified Instructional Personnel	0041 - Hamilton County Elementary School	UniSIG		\$50,000.00
			<i>Notes: Funds will be used for salary for Social Worker to provide support to students, teachers and families. The position did not exist in the 2016-2017 school year.</i>			
	6110	220-Social Security	0041 - Hamilton County Elementary School	UniSIG		\$3,825.00
			<i>Notes: Funds will be used to pay Social Security/Medicare benefits for Social Worker (7.65%)</i>			
	6110	230-Group Insurance	0041 - Hamilton County Elementary School	UniSIG		\$4,404.00
			<i>Notes: Funds will be used to pay for the district contribution of the employee health care benefits for Social Worker (\$4404)</i>			
	6110	210-Retirement	0041 - Hamilton County Elementary School	UniSIG		\$3,760.00

			<i>Notes: Funds will be used to pay retirement benefits for Social Worker (7.52%)</i>			
	5100	510-Supplies	0032 - Hamilton County High School	UniSIG		\$3,700.00
			<i>Notes: Purchase materials to address instruction in the area of social-emotional behavior, character education and targeted social skills instruction.</i>			
	6110	510-Supplies	0041 - Hamilton County Elementary School	UniSIG		\$5,378.00
			<i>Notes: Purchase materials to address instruction in the area of social-emotional behavior, character education and targeted social skills instruction.</i>			
	6110	330-Travel	0032 - Hamilton County High School	UniSIG		\$1,400.00
			<i>Notes: Funds will be used for the School Social Worker to fund local travel for conducting home visits and transporting students to agencies for accessing needed services. The travel will be conducted within the school district or to neighboring counties to meet with service agencies. Travel will be calculated at the state approved mileage rate.</i>			
	6110	330-Travel	0041 - Hamilton County Elementary School	UniSIG		\$2,200.00
			<i>Notes: Funds will be used for the School Social Worker to fund local travel for conducting home visits and transporting students to agencies for accessing needed services. The travel will be conducted within the school district or to neighboring counties to meet with service agencies. Travel will be calculated at the state approved mileage rate.</i>			
	6110	240-Workers Compensation	0041 - Hamilton County Elementary School	UniSIG		\$375.00
			<i>Notes: Funds will be used to pay Worker's Compensation for Social Worker (0.75%)</i>			
5	G2.B12.S2.A1	Purchase the Early Warning System (EWS) component of Performance Matters.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0041 - Hamilton County Elementary School	UniSIG		\$1,250.00
			<i>Notes: Purchase the Early Warning System in Performance Matters</i>			
	5100	360-Rentals	0032 - Hamilton County High School	UniSIG		\$1,250.00
			<i>Notes: Purchase the Early Warning System in Performance Matter</i>			
6	G2.B12.S2.A2	Use a qualified Resource Teacher to provide interventions for the students identified through the EWS system.				\$84,938.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0041 - Hamilton County Elementary School	UniSIG		\$9,520.00
			<i>Notes: Funds will be used to purchase iReady workbooks for intervention support.</i>			
	5100	330-Travel	0032 - Hamilton County High School	UniSIG		\$7,008.00
			<i>Notes: Funds will be utilized to cover student registration costs and travel for the provision of community excursions to provide students social skills training and therapeutic treatment for targeted students. Approximately 10 - 15 students will be</i>			

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			<i>traveling with the teacher to instate reward activities for positive behavior to be determined by working with the identified students. Trips will be day trips.</i>			
	5100	120-Classroom Teachers	0032 - Hamilton County High School	UniSIG		\$42,000.00
			<i>Notes: Funds will be used to pay the salary for a Resource Teacher at the high school to provide intervention services to students identified through the Early Warning System.</i>			
	5100	210-Retirement	0032 - Hamilton County High School	UniSIG		\$3,158.00
			<i>Notes: Funds will be used to pay retirement benefits for Resource Teacher at the high school (7.52%).</i>			
	5100	220-Social Security	0032 - Hamilton County High School	UniSIG		\$3,213.00
			<i>Notes: Funds will be used to pay Social Security/Medicare Benefits for Resource Teacher at the high school (7.65%).</i>			
	5100	230-Group Insurance	0032 - Hamilton County High School	UniSIG		\$4,404.00
			<i>Notes: Funds will be used to pay district contribution of health insurance benefits for Resource Teacher at the high school. (\$4404)</i>			
	5100	240-Workers Compensation	0032 - Hamilton County High School	UniSIG		\$315.00
			<i>Notes: Funds will be used to pay worker's compensation benefits for Resource Teacher at the high school (0.75%)</i>			
	5100	330-Travel	0032 - Hamilton County High School	UniSIG		\$1,400.00
			<i>Notes: Funds will be used to pay for the Resource Teacher to participate in the "2017 Educational Strategies and Student Engagement Conference. Destination Graduation - Together Ensuring Every Student Succeeds" and fund local travel for conducting home visits and recruitment of community stakeholders to serve as mentors.</i>			
	5100	360-Rentals	0041 - Hamilton County Elementary School	UniSIG		\$3,480.00
			<i>Notes: Purchase materials to provide intervention instruction for elementary students: 600 licenses @\$5.80 each (Performance Matters interim assessment items)</i>			
	5100	360-Rentals	0032 - Hamilton County High School	UniSIG		\$3,480.00
			<i>Notes: Purchase materials to provide intervention instruction for high school students: 600 licenses @\$5.80 each (Performance Matters interim assessment items)</i>			
	5100	360-Rentals	0032 - Hamilton County High School	UniSIG		\$3,480.00
			<i>Notes: Purchase materials to provide intervention instruction for high school students: 600 licenses @\$5.80 each (Performance Matters interim assessment items)</i>			
	5100	360-Rentals	0032 - Hamilton County High School	UniSIG		\$3,480.00
			<i>Notes: Purchase materials to provide intervention instruction for high school students: 600 licenses @\$5.80 each (Performance Matters interim assessment items)</i>			
7	G2.B5.S1.A1	Negotiate Memorandum of Understanding with Hamilton County Education Association and obtain School Board approval to provide a bonus for recruitment and retention				\$32,295.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	5100	120-Classroom Teachers	0041 - Hamilton County Elementary School	UniSIG		\$20,000.00
			<i>Notes: Funds will be used to pay bonus for recruitment and retention in accordance with the negotiated MOU between the Hamilton County Education Association and the HCSD; 20 potential recipients</i>			
	5100	120-Classroom Teachers	0032 - Hamilton County High School	UniSIG		\$10,000.00
			<i>Notes: Funds will be used to pay bonus for recruitment and retention in accordance with the negotiated MOU between the Hamilton County Education Association and the HCSD (10 potential recipients)</i>			
	5100	220-Social Security	0041 - Hamilton County Elementary School	UniSIG		\$1,530.00
			<i>Notes: Funds will be used to pay the Social Security/Medicare benefits on the recruitment/retention bonuses (7.65%)</i>			
	5100	220-Social Security	0032 - Hamilton County High School	UniSIG		\$765.00
			<i>Notes: Funds will be used to pay the Social Security/Medicare benefits on the recruitment/retention bonuses (7.65%)</i>			
8	G2.B7.S1.A1	Provide qualified individuals to tutor elementary students.				\$43,060.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0041 - Hamilton County Elementary School	UniSIG		\$40,000.00
			<i>Notes: Salary for tutors at the elementary school. Projected 10 tutors at \$20.00 per hour for 10 hours per week for up to 20 weeks.</i>			
	5100	210-Retirement	0041 - Hamilton County Elementary School	UniSIG		\$3,060.00
			<i>Notes: FICA and Social Security benefits for tutors (7.65%)</i>			
9	G2.B7.S1.A2	Utilize iReady Reading (K-2) and iReady Math (K-6).				\$26,010.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0041 - Hamilton County Elementary School	UniSIG		\$26,010.00
			<i>Notes: Licenses for iReady Reading for K-2 and iReady Math for K-6, this item was not funded within the district during the 2016-17</i>			
					Total:	\$644,700.00