



Pam Stewart, Commissioner

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

24 - Hamilton

Mr. Thomas P Moffses Jr., Superintendent
Wayne Green, Region 2 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

Changing Lives through Quality Education.

Provide the district's vision statement

Hamilton District Schools prepare students for success in a fast-paced ever changing environment. Our vision for the future is based on the premise that all students can learn, and learning is a lifelong process. Each student, regardless of sex, social class, ethnic or family background, or disabilities has high expectations and equal opportunity for success in a high-choice, dynamic learning environment. As the future unfolds, the district reflects professionalism, honesty and trust, moral consciousness, shared decision making, creativity and community involvement. The district demonstrates concern for all students, families, teachers and support staff while nurturing a positive environment for learning and working.

Our district vision is fulfilled as all stakeholders recognize and accept their responsibilities for working together and building a better future.

Supports for School Improvement

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 Hamilton County School district uses the problem-solving process which includes the three-tiered response to intervention framework to address the systems of support for students. The district utilizes Performance Matters (statewide, local, and benchmark assessments), FAIR, and Ongoing Progress Monitoring (OPM) data to determine the effectiveness of core instruction, allocate resources, target programmatic areas that may need adjustment to address the needs of students and 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), common planning occurs at the end of the school day to ensure teachers have time for data analysis and collaboration. In addition, one day per week, elementary teachers by grade level, instructional coaches, district curriculum specialists and school-based administrators utilize teleconferencing across three elementary sites to review and analyze current data, ensure consistent lesson planning and teacher modeling of effective practices. The Hamilton County School Board voted to consolidate all three elementary schools into one school at the 4/14/2014 Board meeting. The collaboration that is occurring across the three elementary schools currently will assist in ensuring a smooth transition into one single site for serving all the elementary students in the district.

At the middle/high school (7-12), common planning starts the day prior to student arrival to ensure teachers have time for data analysis and collaboration by grade level and across subject areas. Students scoring FCAT level 1 and 2 in the previous year's test cycle as well as those students at risk according to FAIR data, are provided additional instruction three times per week through student

targeted instruction (STI). As students show mastery of the necessary skills they rotate in and out of different targeted areas of STI as needed. Additional targeted instruction (tutoring) will be provided after the first nine weeks based on data and continue throughout the year for Tier 2 and 3 students. Extending student learning opportunities outside of school hours and targeting low performing students will allow reinforcement of necessary benchmarks for all AMO areas.

The district utilizes all components listed above to review and analyze data, future needs, financial implications, and additional professional development requirements for teachers and staff. The management team, utilizing very limited and critical district funding, targeted individualized professional development needs with the purchase of PD 360 and Lynda.Com. 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, and subject matter specialists from surrounding districts. The district allots five full workdays per year toward professional development needs to align and integrate multiple initiatives and streamline procedures associated with supporting use of a data based problem solving 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 district utilizes all components listed above in (1. A. 2. a.) to review and analyze data, future needs, financial implications, and additional professional development requirements for teachers and staff. The management team, utilizing very limited and critical district funding, targeted individualized professional development needs with the purchase of PD 360 and Lynda.Com.

The district utilizes Performance Matters (statewide, local, and benchmark assessments), FAIR, and Ongoing Progress Monitoring (OPM) data to determine the effectiveness of core instruction, allocate resources, target programmatic areas that may need adjustment to address the needs of students and 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.

District Policies and Practices

By year 2015, the Superintendent will recommend to the School Board the addition of instructional coaches into the district staffing allocation. Funding instructional coaches from general funds will ensure a commitment by the district to focus on systemic support for instruction in order to increase student achievement.

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

The District maintains a very cohesive team across all aspects of educational delivery to our students. The management team meets on a weekly basis to ensure cooperation, assistance, and dialog between and among all direct reports of the Superintendent.

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.

More budgeting freedom and flexibility are provided so principals are able to redirect dollars for the

most appropriate need of their school. This is necessary to also meet the needs of a flexible scheduling and staffing process for student growth and achievement. Feeder pattern schools will operate schedules and staffing differently than the high school, but principals will coordinate to ensure there is no duplication of or repeating of services.

Sustainability of Improvement

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 Hamilton County School District has maintained a feeder pattern of schools that have been wonderful community schools. Unfortunately, the community schools have exceeded their school facility life and the required funding to maintain each facility has exceeded student revenues at the individual sites. The School Board voted to consolidate all three elementary schools in the feeder pattern and the anticipated opening date for the new elementary school is August 2016. This consolidation will require reorganization of personnel that will ensure resources are streamlined. By including these schools in the feeder pattern for the SIG, the district is creating a climate that will lead to sustainability district-wide. The consolidation of schools and services will ensure that K-6 coaching assistance added through the use of SIG dollars in year 1 and 2, will reach full sustainability within the district budget moving in to year 3 and beyond.

The district will continue the commitment to sustain reforms after the funding periods ends.

Throughout the grant, the district will be creating organizational capacity through strategic planning, communications, partnerships and program adaptations including a strong partnership with the Hamilton County Education Association (union). As a result of the transformation resulting from the implementation of SIG, the district will have critical elements in place to ensure long term goals, short term goals and action steps that will lead to increased student achievement.

During year 2 and 3, the district leadership team will research other funding sources to sustain the effective practices identified through SIG. In addition, existing grant and general revenue funds will be optimized as a part of this process.

The Hamilton County Community Assessment Team will serve as the steering team which will include addressing sustainability factors. In addition, building collaborative partnerships within and outside the community (government agencies, business partners, private business, colleges and universities, vocational schools, community-based organizations, families) will lead toward sustainable programs.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/131438>

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

The Title I Parent survey indicates that 91% of the parents feel that the school values their suggestions and that constructive feedback from the stakeholders is encouraged and considered when making decisions.

Title 1 and SACS surveys indicate that a budding stakeholder confidence is developing and efforts are in place to understand the needs and the values of the parents and the community served by the school. Stakeholders are currently given the opportunity to provide feedback through Community Awareness, Title 1 and SACS school climate surveys. Each school board meeting allows for personal presentations which is a time that concerns are shared with the school board members. Community members are encouraged to participate in the School Advisory Committee (SAC). Each school conducts ongoing

activities designed to engage families and the community in promoting involvement in order to assist the school in their improvement efforts.

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

The Superintendent has designated a District Management Team which is comprised of the Superintendent, designated District Administrative Staff and Principals. This team is utilized to plan, develop, and lead the implementation for decisions made for the district and schools. This team meets weekly to address the needs of the district and schools and determines 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 turn-around plans and other school-level interventions. School leadership is an essential partner on the District Management Team in order to achieve the goal of raising student achievement within the district.

Effective Leadership

District Turnaround Lead

Provide the following contact information for the district turnaround lead, which populates into the SIG Phase 1 and TOP-1 surveys.

Employee's Name and Email Address

Moffses, Tom, tom.moffses@hamiltonfl.com

Employee's Title

Superintendent

Employee's Phone Number

(386) 792-7800

Employee's Phone Extension

Supervisor's Name

NA

Supervisor's Title

Superintendent

Employee's Role and Responsibilities

Responsible for all aspects of the school district of Hamilton including leading the turnaround effort for the district. Provide leadership and oversight for the SIG grant application, implementation, and accountability.

District Leadership Team

Provide the following contact information for each member of the district leadership team.:

Porter, Phyllis, phyllis.porter@hamiltonfl.com**Title** Director**Phone** 386-792-7807**Supervisor's Name** Tom Moffses**Supervisor's Title** Superintendent

Role and Responsibilities Coordinates federal grant services for schools to provide supplemental programs and services to students, families, and educators through the federal programs available in the district. (Title I Part A, Title III, Title X, IDEA, SIG 1003a). Coordinates the volunteer and mentor enrollment for the district.

Milton, Carol, carol.milton@fldrsgateway.com**Title** Director**Phone** 386-792-2877**Supervisor's Name** Tom Moffses**Supervisor's Title** Superintendent

Role and Responsibilities Coordinates professional development for Hamilton County educators and manages Title II funds for the district

Mitchell, Karen, karen.mitchell@hamiltonfl.com**Title** Director**Phone** 386-792-7830**Supervisor's Name** Tom Moffses**Supervisor's Title** Superintendent

Role and Responsibilities District Assessment and Accountability Coordinator is responsible for the coordination of statewide assessment and dissemination of results. Serves as the District Virtual School, Student Services, and Career and Technical Education contact for the district.

Linton, Betty, betty.linton@hamiltonfl.com**Title** Director**Phone** 792-6515**Supervisor's Name** Phyllis Porter**Supervisor's Title** Administrator

Role and Responsibilities Exceptional Student Education Director and Prek program contact for the district.

Lambert, Chuck, chuck.lambert@hamiltonfl.com

Title	Administrator
Phone	386-792-1228
Supervisor's Name	Tom Moffses
Supervisor's Title	Superintendent
Role and Responsibilities	Transportation and Maintenance Director for the District

Pinello, Philip, philip.pinello@hamiltonfl.com

Title	Director
Phone	386-792-7800
Supervisor's Name	Tom Moffses
Supervisor's Title	Superintendent
Role and Responsibilities	Director of Personnel and Policies

Daniels, Ida, ida.daniels@hamiltonfl.com

Title	Assistant Superintendent
Phone	(386) 792-7800
Supervisor's Name	Tom Moffses
Supervisor's Title	Superintendent
Role and Responsibilities	Coordinates Food Service, Equity and Wellness for the district.

Loughran, Mary, mary.loughran@hamiltonfl.com

Title	Director
Phone	386-792-7818
Supervisor's Name	Tom Moffses
Supervisor's Title	Superintendent
Role and Responsibilities	Director of Business Services

Educator Quality

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

The Superintendent and Personnel Director discuss the possible retention and replacement needs of administrative staff in Focus and Priority schools based on the review of data. Discussion ensues regarding whether or not the District has placed the administrator in the best location and whether or not adequate support for instructional leadership has been provided. Based on these conversations, a decision is made regarding transfer, replacement, or retention. If a decision is made to retain an

administrator that has not contributed to student outcomes, individual leadership plans are developed to provide additional professional development and support for the coming year.

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

The principal meets with the Superintendent and Personnel Director to discuss the possible retention and replacement needs of teaching staff in Focus and Priority schools. Discussion ensues regarding whether or not the District has placed the employee in the best location and content/grade level and whether or not adequate support for instruction has been provided. Based on these conversations, a decision is made regarding transfer, replacement, or retention. If a decision is made to retain a staff member that has not contributed to student outcomes, individual plans are developed to provide additional professional development and support for the coming year.

Public and Collaborative Teaching

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

The school principals develop the master schedule and submit to the Superintendent for approval to ensure common planning time is a key component. In addition, all three elementary schools within the district utilize the same master schedule in order to allow common planning throughout the district using teleconferencing capabilities.

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

The elementary schools have a shared reading and mathematics coach working with 3rd - 6th grade teachers. In addition, an Instructional Coach works with the K-2 teachers throughout the district. The high school has a school-based Reading Coach serving grades 7 - 12 teachers. The district works closely with members of the Differentiated Accountability team, North East Florida Educational Consortia and contracted personnel to provide assistance in math and science at the middle/high school level. These same individuals provide extensive support for our elementary schools as well.

Ambitious Instruction and Learning

Instructional Programs

Reading

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

Yes

Writing

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

Pearson Common Core System of Courses

Program Type Supplemental

School Type Elementary School

Description Digital Curriculum for K-2 designed for instruction in the Common Core State Standards (including writing). Pearson's Common Core System of Courses is the first all-digital, tablet-based English Language Arts curriculum created from the ground up to meet the intent of the Common Core State Standards. The CCSoc along with Lucy Calkins' Units of Study and Kathy Robinson's Writing Program comprises the writing programs at the elementary schools in K-2nd grades. In addition, Reader's and Writer's Workshop is the model currently being trained and implemented.

Houghton Mifflin Harcourt - Journeys, Common Core, A New Dimension in Reading!

Program Type Core

School Type Elementary School

Description Journey's Common Core is a K-6 reading program with rigorous standards instructional design. The program also implements instruction in writing. The Journey's program along with Lucy Caulkins' Units of Study comprises the writing instruction at the elementary schools 3rd - 5th grades. In addition, the Reader's and Writer's workshop model is used as part of the writing instruction block.

Mathematics

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

Pearson Mathematics, Curriculum for K-2

Program Type Supplemental

School Type Elementary School

Description Digital curriculum for K-2 designed for instruction in the Florida state standards.

Prep Works for Algebra I EOC Review, Grades 7-12

Program Type Supplemental

School Type Middle School, High School

Description A free program developed by the University of Florida to assist students in preparing and taking the Algebra I EOC.

Acaletics, Grades 3-5

Program Type Supplemental

School Type Elementary School

Description The Acaletics program provides an instructional model and corresponding research-based best practices that have proven effective in engaging students with mathematics in ways that improve their understanding and performance. The model is implemented in accordance with the school's and grade levels customized curriculum scope and sequence and is designed to maximize instructional time. The program was found to be effective in providing a powerful instructional model and strategies for "boosting student performance and raising mean scores" on the state assessment.

Accelerated Math, 1-6

Program Type Supplemental

School Type Elementary School, Middle School

Description Accelerated Math for Intervention identifies each student's base of knowledge with efficiency so that the student can build automaticity of basic math facts, master critical mathematical skills, and develop the motivation and self-efficacy that leads to success.

Prentice Hall Course Specific Texts for Algebra I, Algebra II and Geometry

Program Type Core

School Type Middle School, High School

Description Prentice Hall Algebra I, Geometry, and Algebra 2 help students develop a deep understanding of mathematics through thinking, reasoning, and problem-solving. The flexibility of the program components and leveled resources enables teachers to adapt to the changing needs of their classrooms.

Big Ideas Math, Grades 6-8

Program Type Core

School Type Middle School

Description Big Ideas Math is a research-based program developed using standards for mathematical practice.

Envision Mathematics, Grades 3-5

Program Type Core

School Type

Description Curriculum designed for interactive learning. Provides step-by-step visual learning to deepen conceptual understanding with data-driven differentiated instruction to ensure success for every student.

Science

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

Houghton Mifflin Harcourt Florida Science Fusion Series, Elementary

Program Type Core

School Type Elementary School

Description ScienceFusion is a state-of-the-art science program designed for building inquiry and developing important critical thinking skills that prepare students for success.

Investigating and Questioning Our World through Science and Technology (IQWST), Supplemental Instructional curricular for Middle Grades. Also using the Comprehensive Instructional Sequence Model for literacy in Science.

Program Type Core

School Type Middle School

Description

SEG Florida Hole's Essentials of Human Anatomy and Physiology, Pearson Education miller Levine Biology, Herff Jones Florida Active Chemistry, Florida EarthComm: Project Based Space and Earth Systems Science, Pearson Prentice Hall Environmental Science, Your World Your Turn.

Program Type Core

School Type High School

Description These core curricular programs were adopted by the district as a resource for classroom teachers to utilize in providing core instruction to students on the standards to support state adopted course descriptions.

Pearson Education Florida Comprehensive Science

Program Type Core

School Type Middle School

Description Customized to align with the Next Generation Sunshine State Standards, this program is available in print, digital and blended versions. Allows for science instruction to be available as e-texts and for download to the Apple iPad.

Instructional Alignment and Pacing

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 utilizes Performance Matters (statewide, local and benchmark assessments), Acaletics, FAIR, Ongoing Progress Monitoring (OPM), IQWST, and Skyward data to determine the effectiveness of core instruction, supplemental instruction, and to target programmatic areas that may need adjustment to address the needs of students.

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

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

Yes

Provide the hyperlink to the plan

Waiting on Board approval.

Provide the page numbers of the plan that addresses this question

Waiting on Board approval.

Description

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

Yes

Needs Assessment

Underperforming Subgroups

Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	54%	40%	No	59%
American Indian				
Asian				
Black/African American	42%	24%	No	48%
Hispanic	42%	29%	No	48%
White	68%	57%	No	71%
English language learners	36%	14%	No	43%
Students with disabilities	43%	29%	No	49%
Economically disadvantaged	50%	33%	No	55%

Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	56%	46%	No	61%
American Indian				
Asian				
Black/African American	42%	31%	No	48%
Hispanic	57%	55%	No	62%
White	68%	55%	No	71%
English language learners	56%	47%	No	61%
Students with disabilities	50%	33%	No	55%
Economically disadvantaged	52%	42%	No	57%

Step Zero

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

Strategic Goals Detail

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

District Action Plan for Improvement

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Implementation Timeline

Professional Development

Professional development opportunities identified in the DIAP as action steps to achieve the district's goals.

Technical Assistance

Technical Assistance opportunities identified in the DIAP as action steps to achieve the district's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0