



Manny Diaz, Jr., Commissioner of Education

## 2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 24 - Hamilton

Lee Wetherington-Zamora, Superintendent  
Cassandra Brusca, Northeast Executive Director

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## I. Current District Status

### A. Supportive Environment

#### 1. Mission and Vision

##### a. District Mission Statement

Changing Lives through Quality Education. However, the current Superintendent is proposing a change to "Ensuring a successful future for every student." This change is going through a review process including all stakeholders in the district. This will be an ongoing process during the 2017-18 school year.

##### b. District 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.

##### 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 Hamilton County School district utilizes a problem-solving process which includes the three-tiered response to intervention (RTI) framework that is layered with a practical classroom observation/evaluation protocol that is designed to address the systems of support for students and classroom instruction. Research indicated that when RTI models take into account the long-term needs of ESE and ELL children along with the parental and community involvement, then academic growth tends to be more sustained than when these critical elements are not present in the school improvement efforts (Lassonde & Tucker, 2013; Puig & Froelich, 2011). To support this school improvement effort 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. All of which are elements that make-up the district's Multi-Tiered System of Support (MTSS). According to Freeman, Miller, and Newcomer (2015), MTSS is, "...the integration of several tiered implantation models into one coherent, combined system meant to address the layered domains of education including literacy and social competence" (p. 60). As such the Hamilton County School District leaders and subordinate school leaders utilize MTSS implementation data at each tier to identify and/or address learning gaps between demographic subgroups and develop sustainable infrastructure supports needed to maintain

the efficient and effective use of evidence-based practices. 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 four 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.

Another tool the district utilizes to meet inform instructional practices in ways that meets the needs of all students and maximize student academic outcome is a series of common planning time for teachers. Dever and Lash (2013) suggest that common planning time for teachers is an effective strategy school could use to foster school environments where professional learning and collaboration occurs naturally. 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. To further develop an environment throughout the district where professional learning occurs in each classroom in ways that support improved student academic outcomes district wide, 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 that serves 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.

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 developments needs with the purchase of PD 360 and Lynda.Com. 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.

Methodology: After a through review of data sets from HCAT, community forums, feedback surveys, classroom walkthrough, and student assessment (FCAT/FSA/EOC/formative assessment) funding and resources will be allocated based on the level of supported needed at the individual school to increase student academic outcome. A teacher support colleague (TSC) will be assigned to the elementary school and to the middle/high school as a way to increase teacher mentoring services, to provide instructional support, and to assist with data analysis. The TSC along with instructional coaches will serve on the school's literacy leadership team.

#### Data Collection:

Quantitative Data: Student baseline testing will be conducted during the first two weeks of school using iStation and STAR for Kindergarten; iStation Math/ELS EOY, Acaletics. STAR Reading/Math, ACT Aspire, and FAIR (Star 360) for grades 1-4; iStation Math/ELS EOY, Acaletics. STAR Reading/Math, ACT Aspire, FAIR (STAR 360), NGSS Science, and FSA for grades 5-6. At the secondary level Math/ELA FAS, Civics, iStation, ACT Aspire, and FAIR for 7th grade; Math/ELA FAS, Science, Social Studies EOC, iStation, ACT Aspire, and FAIR (STAR) for 8th grade; grades 9-12 will be assessed on FSA, FCAT, EOC, performance Matters baseline assessments. Quantitative data also be collected

using classroom walkthrough and observation data. Quantitative data will be transferred to a CSV file and analyzed using IBM SPSS software program running cross-tabulation analysis with associated Chi-Square test and Cramers' V to determine a strength relationship between variables; Pearsons' r analysis to determine whether a relationship exist between variables (along demographic and achievement variable lines); and/or a Logistic Regression Analysis of dichotomous and categorical variables.

Qualitative Data: HCAT forum feedback; survey feedback; curriculum team meetings; management team meetings; School Advisory Council (SAC) meeting, PTO meeting; DA Team meetings; and classroom walkthrough/observation data. Qualitative data will be grouped in themes and analyzed using data analysis methods outlined in the Joint Committee on Standards for Education Evaluation (1994) using standard qualitative analysis protocols.

#### Reference(s)

Dever, R., & Lash, M. J. (2013). Use common planning time to foster professional learning. *Middle School Journal*, 45(1), 12-17. Retrieved from <http://eds.a.ebscohost.com/lopes.idm.oclc.org/eds/pdfviewer/pdfviewer?vid=3&sid=fdf90012-56ac-44d9-a481-672ea0d54cf0@sessionmgr4007&hid=4110>

Freeman, R., Miller, D., & Newcomer, L. (2015). Integration of academic and behavioral MTSS at the district level using implementation science. *Learning Disabilities: A Contemporary Journal*, 13(1), 59-72. Retrieved from <http://eds.b.ebscohost.com/lopes.idm.oclc.org/eds/pdfviewer/pdfviewer?sid=bcf2b937-e3ca-49c0-bd8e-53d50e28d4fb@sessionmgr102&vid=3&hid=113>

Lassonde, C., & Tucker, K. C. (2013). *The literacy leadership handbook: Best practices for developing professional literacy communities*. Boston, MA: Pearson Learning Solutions.

Puig, E. A., & Froelich, K. S. (2011). *The literacy coach: Guiding in the right direction* (2nd ed.). Boston, MA: Pearson.

#### **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.

After completing a comprehensive analysis of the baseline data, analysis of student assessment data for the previous two years to determine trends, and feedback from the various forums and surveys a plan will be formulated by the district management team to align resources based on the needs of the schools as determined by the data analysis. Monitoring data will be collected at the end of each academic quarter that will be used to make adjustments to the plan and to address future needs, financial implications, and additional professional development requirements for teachers and staff. The management team, utilizing very limited and critical district funding will target individualized professional developments needs and have reviewed three research proven professional development/walkthrough/evaluation systems in order to select the best research proven program to meet the district's special needs.

Data collected quarterly from classroom walkthrough, teacher evaluation, progress monitoring, and stakeholder input will be reviewed quarterly by the district management team as a way for identifying the professional development needs of teachers and the MTSS process data at each tier will be

utilized to identify gaps and infrastructure or supports needed to sustain efficient and effective use of evidence-based practices.

### **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.

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 coaches to meet the needs of the individual school or the entire school district...the data will lead the process. As we have demonstrated this belief in past years resource allocations, the funding of instructional coaches will come from general funds to ensure a commitment by the district to focus on systemic support for instruction in order to increase student academic and behavioral outcomes. District funding will also ensure the program can be maintained without the need for grant of special funding...a sustainable practice.

### **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.

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 bi-weekly 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 bi-weekly to review data, programs, instructional practices, and to inform the superintendent of instructional or curriculum concerns within the district. Information garnered at the bi-week management meetings will provide fodder for program change, instructional shifts, and/or change in focus to allow us to shift in the direction of our efforts towards improved instructional performance and increased student academic and behavioral outcomes.

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 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.

## **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 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 2017. 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 various funding sources until will reach full sustainability within the district budget.

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 (HCAT) 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.

## B. Stakeholder Involvement

### 1. Parental Involvement Plan (PIP) Link

<https://www.floridacims.org/documents/361900>

### 2. Family and Community Engagement

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

The Hamilton Community Assessment Team (HCAT) serves in the capacity of steering committee and played a critical role in reviewing school performance data to determine causes for low performance and to make recommendations for continuous school improvement. The team reviewed the data and brainstormed potential causes and solutions for low performances. The CAT is a composite of groups of people from around the community. Bagin, Gallagher, and Moore (2008) posit that, "Some of the groups have little or no influence on community affairs, but others have a great deal" (p. 20). The Hamilton County HCAT, unlike other school-based community partnerships have a significant amount of influence on our school-reform efforts. Members are recruited from parents, business and community, and Hamilton County Middle/High School who are vested in and are committed to our efforts towards continuous school improvement. After reviewing data from student assessments, early-warning system, teacher observation/walkthrough, and community stakeholder surveys members of the HCAT team generated list of possible strategies or interventions to assist the schools with continuous improvement. Moreover, as part of their committed relationship with Hamilton County School District, members of the HCAT will also serve as liaisons to our many School Advisory Councils to support common goals within the district for school reform planning and continuous school improvement. In addition, the HCAT members serve as community activists to inform the community of progress towards goals and

objectives. Although the HCAT meets monthly and is scheduled to continue meeting until the recommendations are completed and implementation begins, several of the HCAT members have committed to establishing a continued relationship and partnership with the Hamilton County School District in an advisory capacity. Marshall and Gerstl-Pepin (2005) contended that schools, "...cannot stay removed or unaware of local constituencies and group demands in the subpopulations of school communities" (p. 135) therefore it is our intent to build upon the successes we have had with the HCAT and expand the group to better represent the demographic makeup of our school community.

#### References

Bagin, D., Gallagher, D. R., & Moore, E. H. (2008). *The school and community relations* (9th ed.). Boston, MA: Pearson Publishing .

Marshall, C., & Gerstl-Pepin, C. (2005). *Re-framing educational policy for social justice*. Boston, MA: Pearson Publishing.

### 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 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 bi-weekly on alternating weeks with the district curriculum team 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 in programs, procedures, and plans that are sustainable long after any additional funding or DA focus runs out.

## C. Effective Leadership

### 1. District Turnaround Lead

#### a. Employee's Name and Email Address

Moffses, Tom, tom.moffses@hamiltonfl.com

#### b. Employee's Title

Superintendent

#### c. Employee's Phone Number

(386) 792-7800

#### d. Employee's Phone Extension

#### e. Supervisor's Name

NA

#### f. Supervisor's Title

Superintendent

#### g. 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.

## 2. District Leadership Team:

<b>Porter, Phyllis, phyllis.porter@hamiltonfl.com</b>	
<b>Title</b>	Director
<b>Phone</b>	386-792-7807
<b>Supervisor's Name</b>	Tom Moffses
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	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.
<b>Milton, Carol, carol.milton@hamiltonfl.com</b>	
<b>Title</b>	Director
<b>Phone</b>	386-792-2877
<b>Supervisor's Name</b>	Tom Moffses
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	Coordinates professional development for Hamilton County educators and manages Title II funds for the district
<b>Linton, Betty, betty.linton@hamiltonfl.com</b>	
<b>Title</b>	Director
<b>Phone</b>	792-6515
<b>Supervisor's Name</b>	Phyllis Porter
<b>Supervisor's Title</b>	Administrator
<b>Role and Responsibilities</b>	Exceptional Student Education Director and Prek program contact for the district.
<b>Lambert, Chuck, chuck.lambert@hamiltonfl.com</b>	
<b>Title</b>	Administrator
<b>Phone</b>	386-792-1228
<b>Supervisor's Name</b>	Tom Moffses
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	Transportation and Maintenance Director for the District

**Pinello, Philip, philip.pinello@hamiltonfl.com**

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

**Daniels, Ida, ida.daniels@hamiltonfl.com**

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

**Loughran, Mary, mary.loughran@hamiltonfl.com**

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

**McCombs, Baron, baron.mccombs@hamiltonfl.com**

<b>Title</b>	Assistant Superintendent
<b>Phone</b>	(386) 792-7810
<b>Supervisor's Name</b>	Tom Moffses
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	Chief Academic Officer

**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.

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.

#### **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.

The principal meets with the Superintendent, Chief Academic Officer, and Personnel Director to discuss the possible retention and replacement needs of teaching staff in Focus and Priority schools. During the conversation between the Superintendent, assistant superintendent and the principal data from teachers observation/walkthrough and student monitoring data will be discussed and used to make program/teacher decisions or staff development decisions. 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 professional development, 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. Since we are located in a rural area with very few teacher candidates due to extremely limited housing in the area, high unemployment, extreme poverty, and very few employment opportunities outside of the school district it is difficult to find and keep certified teachers so we will have do our best to retrain and retain when the possibility of teacher improvement arises. An example of this is that a neighboring district had an opening for a school principal there were over fifty (50) qualified applicants who applied and competed for the job. When we recently had an opening for a principal there were barely 6 qualified applicants who applied for the position. IN spite of this we managed to hire a great principal who will lead the school to great outcomes...this time we were very lucky.

### **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.**

The school principals develop the master schedule and submit to the Superintendent and Chief Academic Officer 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. We see this tool we utilize as a means to inform instructional practices in ways that meets the needs of all students and maximize student academic outcome in a series of common planning time for teachers. Dever and Lash (2013) suggest that common planning time for teachers is an effective strategy school could use to foster school environments where professional learning and collaboration occurs naturally. 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. To further develop an environment throughout the district where professional learning occurs in each classroom in ways that support improved student academic outcomes district wide, 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 that serves 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.

## Reference

Dever, R., & Lash, M. J. (2013). Use common planning time to foster professional learning. *Middle School Journal*, 45(1), 12-17. Retrieved from <http://eds.a.ebscohost.com.lopez.idm.oclc.org/eds/pdfviewer/pdfviewer?vid=3&sid=fdf90012-56ac-44d9-a481-672ea0d54cf0@sessionmgr4007&hid=4110>

## 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.**

The elementary schools have a shared reading and mathematics coach working with K - 6th grade teachers. In addition, an Instructional Coach (currently vacant position looking to fill) 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. Also, using a grant funded through FEFEC the district has a Teacher Support Colleague for the Elementary and Middle/high school to provide additional instructional support for teachers.

## 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/hamilton?current\\_tab=reading](https://www.floridacims.org/districts/hamilton?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:*

#### **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 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.

**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:

**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. (This program is being replaced with another TBD)

**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.

**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:

**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.

**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 utilizes Performance Matters (statewide, local and benchmark assessments), Acaletics, FAIR (STAR 360), 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.

**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?**

Yes

*a. Link to Student Progression Plan*

Waiting on Board approval.

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

Waiting on Board approval.

**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

**II. Needs Assessment**

**A. Problem Identification**

**1. Data to Support Problem Identification**

*b. Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.*

The following documents were submitted as evidence for this section:

*No files were uploaded*

**2. Problem Identification Summary**

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

N/A

**B. Problem Analysis Summary**

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying 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

## 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.**            Increase community and stakeholder involvement in all aspects of the school district.
  
- 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.

**G1. Increase community and stakeholder involvement in all aspects of the school district.** 1a

G092435

**Targets Supported** 1b

Focus	Indicator	Year	Target
All Title I Schools	District Parent Survey	2017-18	30.0

**Targeted Barriers to Achieving the Goal** 3

- Culture and Language

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Retired Teachers and Community Pastors
- Volunteers
- Community Partners
- Federal Funds

**Plan to Monitor Progress Toward G1.** 8

Participation rates as documented on stakeholder sign in sheets.

**Person Responsible**

Phyllis Porter

**Schedule**

Quarterly, from 8/28/2017 to 6/7/2018

**Evidence of Completion**

Sign in Sheets

## 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

## District Action Plan for Improvement

### Problem Solving Key

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

1 = Problem Solving Step      S123456 = Quick Key

**G1.** Increase community and stakeholder involvement in all aspects of the school district. 1

G092435

**G1.B3** Culture and Language 2

B247715

**G1.B3.S1** Provide translated materials related to student services to promote parent involvement and participation. 4

S261023

#### Strategy Rationale

Approximately 11% of our student population are English Language Learners.

#### Action Step 1 5

Translate student service materials into languages most needed.

#### Person Responsible

Phyllis Porter

#### Schedule

Annually, from 7/3/2017 to 6/29/2018

#### Evidence of Completion

Translated Documents

#### Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The materials will be reviewed and documented as authentic and appropriate.

#### Person Responsible

Phyllis Porter

#### Schedule

On 6/29/2018

#### Evidence of Completion

Translated Materials

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Increase participation of non-English speaking families.

**Person Responsible**

Phyllis Porter

**Schedule**

Quarterly, from 8/14/2017 to 6/7/2018

**Evidence of Completion**

Sign in Sheets, Anecdotal Records

**G1.B3.S2** Conduct community outreach among all cultures to increase student engagement resulting in increased student achievement. 4

 S261028

**Strategy Rationale**

Build positive relationships to develop partnerships. According to Ed Stats, approximately 40.6% of the students in the district are white, 37.3% are African American, 18.9% are Hispanic and 2.7% are two or more races. Students with disabilities make up 11.1% of the student population, and English Learners, 10.7%.

**Action Step 1 5**

Recruit retired teachers and local pastors to participate in district focus group discussions relating to school culture and improved student achievement.

**Person Responsible**

Rex Mitchell

**Schedule**

Quarterly, from 7/3/2017 to 6/29/2018

**Evidence of Completion**

Sign in Sheets

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

Monthly staff meeting agendas will include upcoming district focus discussion opportunities.

**Person Responsible**

Philip Pinello

**Schedule**

Monthly, from 7/3/2017 to 6/29/2018

***Evidence of Completion***

Agendas and Minutes of Meeting

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

Review number of participants and responses received from notifications.

**Person Responsible**

Rex Mitchell

**Schedule**

Quarterly, from 7/3/2017 to 6/29/2018

***Evidence of Completion***

Sign In Sheets, Minutes, RSVPs for Meeting invitations

**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.S2** Monitor implementation of curriculum pacing guides and maps to ensure consistency across content areas/grade levels. 4

 S260945

**Strategy Rationale**

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

**Action Step 1** 5

Conduct regular lesson plan and monthly curriculum guide reviews to ensure alignment.

**Person Responsible**

Rex Mitchell

**Schedule**

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

**Evidence of Completion**

Lesson Plans aligned to Curriculum Map

**Plan to Monitor Fidelity of Implementation of G2.B10.S2** 6

All Principals will report progress in monthly curriculum meetings.

**Person Responsible**

Rex Mitchell

**Schedule**

Monthly, from 9/7/2017 to 8/31/2018

***Evidence of Completion***

Monthly curriculum meeting minutes

**Plan to Monitor Effectiveness of Implementation of G2.B10.S2** 7

Review quarterly student benchmark data to ensure progress towards mastery of standards.

**Person Responsible**

Rex Mitchell

**Schedule**

Quarterly, from 10/27/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

**G2.B10.S3** Adopt a K-2 Reading/ELA core curriculum to align with adopted curriculum for Grades 3-5.

4

S260946

### Strategy Rationale

Inconsistency in progression of reading/ELA instruction with students in grades K-5.

### Action Step 1 5

Meet with HMH representatives to discuss and review K-2 reading materials aligned with currently adopted 3-5 materials and purchase needed materials.

#### Person Responsible

Rex Mitchell

#### Schedule

On 8/31/2018

#### Evidence of Completion

Purchase Order, Invoice, Materials

### Plan to Monitor Fidelity of Implementation of G2.B10.S3 6

Implement adopted materials in K-2 classroom on a daily basis.

#### Person Responsible

Peggy Hasty

#### Schedule

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

#### Evidence of Completion

Lesson Plans, Walk-through data

**Plan to Monitor Effectiveness of Implementation of G2.B10.S3** 7

Review quarterly student benchmark data to ensure progress towards mastery of standards.

**Person Responsible**

Rex Mitchell

**Schedule**

On 8/31/2018

**Evidence of Completion**

Benchmark Assessment 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

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.MA1 M364979	Participation rates as documented on stakeholder sign in sheets.	Porter, Phyllis	8/28/2017	Sign in Sheets	6/7/2018 quarterly
G1.B3.S1.MA1 M364977	Increase participation of non-English speaking families.	Porter, Phyllis	8/14/2017	Sign in Sheets, Anecdotal Records	6/7/2018 quarterly
G1.B3.S1.MA1 M364974	The materials will be reviewed and documented as authentic and appropriate.	Porter, Phyllis	7/3/2017	Translated Materials	6/29/2018 one-time
G1.B3.S1.A1 A344034	Translate student service materials into languages most needed.	Porter, Phyllis	7/3/2017	Translated Documents	6/29/2018 annually
G1.B3.S2.MA1 M364993	Review number of participants and responses received from notifications.	Mitchell, Rex	7/3/2017	Sign In Sheets, Minutes, RSVPs for Meeting invitations	6/29/2018 quarterly
G1.B3.S2.MA1 M364985	Monthly staff meeting agendas will include upcoming district focus discussion opportunities.	Pinello, Philip	7/3/2017	Agendas and Minutes of Meeting	6/29/2018 monthly
G1.B3.S2.A1 A344039	Recruit retired teachers and local pastors to participate in district focus group discussions...	Mitchell, Rex	7/3/2017	Sign in Sheets	6/29/2018 quarterly
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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
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.B10.S2.MA1 M364903	Review quarterly student benchmark data to ensure progress towards mastery of standards.	Mitchell, Rex	10/27/2017	Benchmark Assessment Data	8/31/2018 quarterly
G2.B10.S2.MA1 M364897	All Principals will report progress in monthly curriculum meetings.	Mitchell, Rex	9/7/2017	Monthly curriculum meeting minutes	8/31/2018 monthly
G2.B10.S2.A1 A343988	Conduct regular lesson plan and monthly curriculum guide reviews to ensure alignment.	Mitchell, Rex	8/28/2017	Lesson Plans aligned to Curriculum Map	8/31/2018 monthly
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
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.S3.MA1 M364923	Review quarterly student benchmark data to ensure progress towards mastery of standards.	Mitchell, Rex	10/27/2017	Benchmark Assessment Data	8/31/2018 one-time
G2.B10.S3.MA1 M364922	Implement adopted materials in K-2 classroom on a daily basis.	Hasty, Peggy	8/28/2017	Lesson Plans, Walk-through data	8/31/2018 daily
G2.B10.S3.A1 A344003	Meet with HMH representatives to discuss and review K-2 reading materials aligned with currently...	Mitchell, Rex	7/3/2017	Purchase Order, Invoice, Materials	8/31/2018 one-time
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

## V. Professional Development Opportunities

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

**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.S3** Adopt a K-2 Reading/ELA core curriculum to align with adopted curriculum for Grades 3-5.

### **PD Opportunity 1**

Meet with HMH representatives to discuss and review K-2 reading materials aligned with currently adopted 3-5 materials and purchase needed materials.

#### **Facilitator**

HMH

#### **Participants**

All K-2 teachers

#### **Schedule**

On 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

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B3.S1.A1	Translate student service materials into languages most needed.	\$0.00
2	G1.B3.S2.A1	Recruit retired teachers and local pastors to participate in district focus group discussions relating to school culture and improved student achievement.	\$0.00
3	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.	\$0.00
4	G2.B10.S1.A2	Establish and implement grade level/content area PLCs to impact an increase in student achievement.	\$0.00
5	G2.B10.S2.A1	Conduct regular lesson plan and monthly curriculum guide reviews to ensure alignment.	\$0.00
6	G2.B10.S3.A1	Meet with HMH representatives to discuss and review K-2 reading materials aligned with currently adopted 3-5 materials and purchase needed materials.	\$0.00
7	G2.B10.S4.A1	Identify and contract with consultants to provide weekly job-embedded coaching support.	\$0.00
8	G2.B12.S1.A1	Provide a Social Worker at each school to work with students, teachers and families.	\$0.00
9	G2.B12.S2.A1	Purchase the Early Warning System (EWS) component of Performance Matters.	\$0.00
10	G2.B12.S2.A2	Use a qualified Resource Teacher to provide interventions for the students identified through the EWS system.	\$0.00
11	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	\$0.00
12	G2.B7.S1.A1	Provide qualified individuals to tutor elementary students.	\$0.00
13	G2.B7.S1.A2	Utilize iReady Reading (K-2) and iReady Math (K-6).	\$0.00
<b>Total:</b>			<b>\$0.00</b>