



Manny Diaz, Jr., Commissioner of Education

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

24 - Hamilton

Lee Wetherington-Zamora, Superintendent
Rachel Heide, Northwest Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

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 is actively pursuing implementation of the Multi-Tiered Systems of Support (MTSS) with fidelity to identify the levels of support for students. Data from ongoing progress monitoring monitoring (local and benchmark assessments) as well as statewide performance data is aggregated in detail in the Performance Matters portal to determine the effectiveness of core and tiered instruction. Data is also reviewed in order to allocate resources and target programmatic areas that may need adjustment to address the needs of students. It is also used as a tool for identifying the professional development needs of teachers. District and school leaders utilize MTSS implementation data at each tier to identify gaps and infrastructure or supports needed to sustain efficient and effective use of evidence-based practices.

At the elementary level (PK- 6), the master schedule allocates time for common planning at each grade level to ensure teachers have time for data analysis and collaboration. A daily intervention period by grade level has been scheduled to ensure time is allotted to address the unique needs of learners. The Hamilton County Elementary School opened in August 2017, which consolidated all three elementary schools in the district into one school site. The collaboration that was occurring virtually across the three elementary schools will continue in the new site with face-to-face grade level teaming to align the curriculum both horizontally and vertically. Efforts are underway to build strong

relationships within their teams, school, and community to develop collaborative partnerships focused on student achievement.

At the middle/high school (7-12), the master schedule allocates time for common planning within grade levels at the middle school level and by grade level bands at the high school level to ensure teachers have time for data analysis and collaboration by grade level. Vertical planning by subject areas occurs each nine weeks during our professional development day and during PLC time before and after school.. Students scoring FSA levels 1, 2 and 3 in the previous year's test cycle are provided additional instruction through student targeted instruction (STI) on a daily basis. There is a course added to students schedules in grades 7-9 that serves as an intervention class. As students show mastery of the necessary skills they rotate in and out of different targeted areas as needed. Data from FSA, iReady, benchmark testing, and student work will be used to quickly place students in these fluid groups taught by our subject area teachers. Students scoring levels 4 and 5 on FSA will receive daily accelerated instruction. Students demonstrating a need for academic assistance in core subjects, based on previous grades, course completion and other at risk factors may receive additional targeted instruction (tutoring) after school. Data provided after the first nine weeks based on formative assessments and course grade will be used to place identify students in need and continue throughout the year for Tier 2 and 3 students.

The district instructional services team which includes school and district level leadership work collaboratively to address the support needs for school improvement. Based on the new elementary school configuration, current resources have been realigned to maximize the effectiveness of the MTSS system of support to ensure a positive impact on student outcomes. To more efficiently educate staff on Tier 2 and 3 interventions, the district utilizes resources within the Florida Department of Education, Northeast Florida Educational Consortium (NEFEC), post-secondary institutions, subject matter experts and discretionary project personnel. The district allots professional learning days within the district calendar to align and integrate multiple initiatives and streamline procedures associated with supporting use of a data based problem solving process for school improvement.

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 Instructional Services 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 District Instructional Services Team, utilizing very limited and critical district funding will target individualized professional developments needed as indicated by student data.

Data collected quarterly from classroom walkthrough, teacher evaluation, progress monitoring, and stakeholder input will be reviewed quarterly by the District Instructional Services 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 needs of the individual schools or the entire school district ensuring that the data will lead the process. The Superintendent working collaboratively with school-based leadership will ensure that funding is appropriately utilized to ensure a commitment by the district to focus on systemic support for instruction in order to increase student academic and behavioral outcomes.

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 monthly or as needed basis to ensure cooperation, assistance, collaboration, support, and dialog between and among all district elements that reports to the Superintendent. The district curriculum team meets monthly to review data, programs, instructional practices, and to inform the superintendent of instructional or curriculum concerns within the district. Information garnered at the monthly meetings will provide information for program change, instructional shifts, and/or change in focus to allow the district to shift in the direction of improved instructional performance and increased student academic and behavioral outcomes. With the Superintendent performing the duties of Director of Instruction, immediate decision making ensures a correlation between the services and academic programs of the district are aligned for operational flexibility.

The principals operating within the district-managed turnaround model have the autonomy and flexibility to identify all weak areas and make changes within their control. Those changes needed outside of their control are escalated within the District Office for assistance. The principals are provided complete control of their staffing needs for recruitment and turnaround options. They have the ability to interview, recruit, hire, recommend transfers, and recommendations for removal from the school or district system. Any recommendations for transfers and terminations are data driven and documented in accordance with all local, state, federal, union, and contractual requirements.

The school principals are empowered to utilize allocated resources to meet the most appropriate needs of their school as identified by the data. This is necessary to also meet the needs of a flexible scheduling and staffing process for student growth and achievement. The Principals report directly to the Director of Instruction, who is now the Superintendent, which streamlines the decision-making process.

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 with the assistance of the Special Facilities fund, a new school was built which opened in August of 2017.

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. Parent and Family Engagement Plan (PFEP) Link

A PIP has not been uploaded for this district.

2. Family and Community Engagement

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

The Hamilton County School District and Title I schools surveyed parents and community in the Spring of 2017 using the 5 Essentials Survey (online) and the Hamilton County Title I Parent Survey (English and Spanish-paper version) to assess the effectiveness of the parent involvement program. The results of the surveys were analyzed by a third-party evaluator and results shared with schools and community. The Title I Parent Survey indicate:

1. The majority of parent involvement activities were successfully implemented in 2016-2017 with 90% of the components meeting the 70% criterion.
2. Parents continue to feel welcome at their child's school, the percent positive for the last three years has been 100%, 94% and 94% respectively.
3. The major barrier to parent involvement seems to be conflict with work schedules (61%).

The District and schools collaborate on activities and events to ensure that opportunities are provided for families to engage in school improvement efforts. The district has worked diligently in the last year to develop additional outreach activities to families and community members in order to develop a collaborative working relationship to ensure student success. Many retired teachers and local pastors have joined the district in their effort to work with families to promote positive outcomes for students.

In a continuing effort to promote positive outcomes for students, during the 2017-2018 school year, stakeholders will be provided the opportunity to submit input through school and district based meetings, School Advisory Councils, Federal program family involvement activities and the SACS school climate surveys. Parents and community members are appointed to serve on School Advisory Councils (SAC) to help provide decision making for school improvement. In order to facilitate a stronger SAC committee at each school, professional learning will be provided by the Florida Department of Education Bureau of School Improvement to ensure that each member understands the roles and responsibilities.

The Hamilton Community Assessment Team (HCAT) is undergoing reorganization to engage new members district-wide to serve in the capacity of steering committee and assist the district in their school improvement efforts. Currently, district School Board Members are assisting with recruiting efforts to identify parents, business and community partners who are vested in and committed to our efforts towards continuous school improvement.

The HCAT will meet at least quarterly during the 2017-2018 school year as a part of their committed relationship with Hamilton County School District. Members of the HCAT will serve as liaisons to our School Advisory Councils to support common goals within the district for strategic planning and establishing a vision and framework for continuous school improvement.

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

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Mitchell, Rex, rex.mitchell@hamiltonfl.com

b. Employee's Title

Superintendent

c. Employee's Phone Number

(386) 792-7802

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 all academic programs and plans. The Superintendent is currently also serving as the Director of Instruction for the district.

2. District Leadership Team:

Porter, Phyllis, phyllis.porter@hamiltonfl.com**Title** Administrator**Phone** 386-792-7807**Supervisor's Name** Rex Mitchell**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 V, Title IX, SIG 1003a).
Supervisor of Home Education.**Milton, Carol, carol.milton@hamiltonfl.com****Title** Administrator**Phone** 386-792-2877**Supervisor's Name** Philip Pinello**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Coordinates professional development for Hamilton County educators and manages Title II and District Leadership Grant.**Linton, Betty, betty.linton@hamiltonfl.com****Title** Administrator**Phone** 792-6515**Supervisor's Name** Rex Mitchell**Supervisor's Title** Superintendent**Role and Responsibilities** Exceptional Student Education Director, manages IDEA funds and serves as Pre-K program coordinator for the district.**Pinello, Philip, philip.pinello@hamiltonfl.com****Title** Assistant Superintendent**Phone** 386-792-7800**Supervisor's Name** Rex Mitchell**Supervisor's Title** Superintendent**Role and Responsibilities** Director of Administrative Services and serves in the role as Assistant Superintendent.

Daniels, Ida, ida.daniels@hamiltonfl.com**Title** Administrator**Phone** (386) 792-7800**Supervisor's Name** Michael Vinson**Supervisor's Title** Director**Role and Responsibilities** Coordinates Food Service, Equity and Wellness for the district.**Vinson, Michael, michael.vinson@hamiltonfl.com****Title** Director**Phone****Supervisor's Name** Rex Mitchell**Supervisor's Title** Superintendent**Role and Responsibilities** Finance Director for the district.**Mitchell, Rex, rex.mitchell@hamiltonfl.com****Title** Superintendent**Phone****Supervisor's Name** School Board**Supervisor's Title** Board Member**Role and Responsibilities** Serves as Superintendent and Director of Instruction for the District.**Moss, Felecia, felecia.moss@hamiltonfl.com****Title** Principal**Phone****Supervisor's Name** Rex Mitchell**Supervisor's Title** Superintendent**Role and Responsibilities** Serves as principal and School Instructional Leader for Hamilton County High School.**Hasty, Peggy, peggy.hasty@hamiltonfl.com****Title** Principal**Phone****Supervisor's Name** Rex Mitchell**Supervisor's Title** Superintendent**Role and Responsibilities** Serves as Principal and School Instructional Leader for Hamilton County Elementary School.**3. Educator Quality**

a. School Leadership Teams

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

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. School leaders in schools in the state differentiated accountability are replaced if data does not indicate the school is making progress toward meeting district and state goals. New potential administrators are vetted to ensure the person has experience in school turnaround and will be an effective leader in the school and district.

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 and Personnel Director to discuss the possible retention and replacement needs of teaching staff in Focus and Priority schools. During this conversation data from teachers observation/walkthrough and student monitoring data will be discussed and used to make program/teacher decisions. A discussion 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 will be held. 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 the district is 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. The district will have to strategically develop a plan to retrain and retain when the possibility of teacher improvement arises. As funds become available, teacher signing bonuses for retention and recruitment will be negotiated with the local education association.

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 for approval to ensure common planning time is included. Common planning allows for Professional Learning Communities (PLCs) to inform instructional practices, review data for use in instructional practices, and promote the growth mindset in instructional staff in ways that equip faculty and staff to meet the needs of all students. Common planning time for teachers is an effective strategy to foster school environments where professional learning and collaboration occurs naturally. At both schools, common planning is included in the schedule across grade level/departments to ensure teachers have time for data analysis and collaboration. As additional funding becomes available, dollars will be used to extend opportunities for PLCs to plan and collaborate beyond the regular school day.

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 district's ability to provide instructional coaches is currently limited due to financial constraints. The high school presently has a teacher-on-special assignment to provide direct services to classrooms which includes data analysis, professional development on Florida standards, modeling of effective instructional strategies and alignment of instruction to the standards. At the high school, a reading coach position is vacant due to the lack of certified applicants. This position will remain posted until filled. The immediate supervisor monitors the schedule and daily activities of the teacher-on-special assignment to ensure the needs of teachers and students are met. As funding becomes available, additional instructional coaches will be provided to the district elementary school as needed.

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

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:

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-5 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.

HMH Connections

Program Type Core

School Type Elementary School, Middle School

Description Core ELA curriculum for 6th - 8th grade.

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 Math

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** Elementary School**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.**Eureka Math, Grades K-8****Program Type** Supplemental**School Type** Elementary School, Middle School**Description** Supplemental conceptual math materials**Go Math, Grades K-5****Program Type** Core**School Type** Elementary School**Description** Core program for grades K-5 math instruction

Math Nation

Program Type	Supplemental
School Type	Middle School, High School
Description	Algebra I and Geometry supplemental materials

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.

Pearson: Florida Course 2 Interactive Science; CPALMS Resources (Comprehensive Science 2)

Pearson: Florida Course 3 Interactive Science; CPALMS Resources (Comprehensive Science 3)

Pearson: Environmental Science "Your World, Your Turn"; CPALMS Resources (Environmental Science)

Pearson: Miller & Levine Biology; CPALMS Resources (Biology)

Prentice Hall: Chemistry; CPALMS Resources (Chemistry)

Glencoe McGraw Hill: Earth Science: Geology, the Environment, & the Universe; CPALMS Resources (Earth/Space)

McGraw Hill: Holes: Essentials of Human Anatomy & Physiology; CPALMS Resources (Anatomy and Physiology)

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, 6th Grade

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 Instructional Services Team will review student data collected from various sources (Performance Matters assessments, STAR, iReady, core instructional programs) during their monthly meetings to prepare for a presentation of the current data elements to be shared with the school board at their monthly meeting. The assessments will be aligned with the state standards for the courses thus indicating student progress toward mastery and whether the instruction being given by teachers is being effective. The District Instructional Services Team members will be assigned to areas of the schools that pertains to the subject area(s) containing their experience and expertise. Walkthroughs will be conducted to evaluate if the core and supplemental materials are being implemented as prescribed and if the instruction is on grade and standard's level. An example of this process can be found with the instruction of students in Algebra I during the 2016-17. Data indicated low student achievement on the FSA and a review was completed on the materials and instruction used during the school year. A new instructional program was chosen to be implemented and a new curriculum map and guide has been developed to ensure the students are being instructed on the appropriate standards and that the instruction is happening in a timely manner. In addition, based on data review, the instructional program was modified for 2017-18 to provide certain students access to a two-year program in Algebra to better prepare students for mastery of standards as measured by the EOC at the end of the two years of instruction.

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

Revisions are currently in progress.

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

Revisions are currently in progress.

The district has now consolidated the three elementary schools into one elementary school which is housed on the same campus as the middle / high school students. Virtually every instructional staff

member in the district can get to any other staff members classroom in 5 minutes or less. This structure will now allow for open communication between the schools to ensure those students who have been receiving specific academic supports will have these communicated directly to the next grade level teacher. With only two schools in the district the sharing of support resources (staff, instructional materials, technology, etc.) will be relatively easy given the close proximity of the school sites. The district office is also located on this campus thus allowing the district curriculum team ready access to both school sites to coordinate the movement of children from the elementary to the middle / high school school. Support for programs used by the schools will also be readily available with the district staff being located on the same campus. Monthly meetings are held with the school administrative staffs and the district curriculum team to ensure students are receiving the services necessary for success in their academic program.

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
2018					
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
Total:			\$0.00