

Holmes District School Board

# Holmes County High School



2015-16 School Improvement Plan

## Holmes County High School

825 W HIGHWAY 90, Bonifay, FL 32425

<http://hchs.hdsb.org/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	Yes	44%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	13%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	C	B	B

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Holmes County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

We believe all students can learn; therefore, the mission of Holmes County High School is to provide a curriculum to develop the mental, physical, emotional, and social skills of students to enable them make a successful transition into their chosen path upon graduation.

##### Provide the school's vision statement

To become a high performing high school by being ranked in the top 10% of high schools in the state in student achievement.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Holmes County High School offers a variety of clubs and extra curricular sports for our students. Students choose to be involved in various clubs based on their interests. Sports are another avenue for students to choose participation based on interests. Our faculty and staff serve as club sponsors and coaches for all our clubs and extra curricular activities. Students and teachers have a variety of ways in and outside of the classroom to build long lasting relationships based on student interests.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Teachers are posted at duty stations around the school as students arrive and leave campus. As a small school, students are known by faculty and staff. The Principal and Assistant Principal are seen throughout the school on a daily basis and are readily available to any student or staff member. HCHS also provides each student with a written copy of the school's Policies and Procedures as well as a copy of the District Code of Conduct. HCHS has a zero tolerance for bullying.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

HCHS has a written discipline system that is provided to the students at the beginning of school each year. This system clearly indicates student expectations and consequences.

##### Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The HCHS Guidance Department regularly meets with students regarding graduation options, testing requirements, career and college choices, as well as concerns with attendance, grades, and/or discipline.

#### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Our FOCUS program allows Administration, Guidance, and teachers of records to view student information regarding attendance, grades, discipline, and testing history.

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	6	12	13	15	46
One or more suspensions	15	12	5	5	37
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

HCHS instituted a new program for 2015-2016 entitled, AID, Academic Intervention Development. Teachers will contact students' parents the first time a student does not submit an assignment. If there is a second offense, teachers will submit a referral to the Assistant Principal. The student will be assigned to in-school suspension during his/her enrichment to complete the assignment. The automated phone system calls parents each morning of students who were marked absent for first period.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

Please see our online Parent Involvement Plan

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

HCHS has a limited number of partnership opportunities available due to the rural location of the district. However, HCHS consistently works with Chipola College and Florida Panhandle Technical College to provide ongoing college and career information. The Holmes County Health Department also supports health needs of our students. The local banks are provided opportunities to provide financial information to 11th and 12th grade students.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

Name	Title
Hudson, Mickey	Principal
Tate, Matt	Assistant Principal
Callahan, Medea	Other
Bell, Sandra	Guidance Counselor

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessments of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based RTI plans and activities.

General Education Teacher: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as support facilitation.

Guidance counselor: Participates in collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) 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. 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 team meets quarterly to review screening data such as FCAT Testing results, DEA testing results, report cards, and teacher reports and comments. The team will meet as necessary to review specific students and determine Tier 1 and 2 interventions and efficacy.

Title I, Part A

Title I Part A funds provide funding and support for professional development activities, parent involvement activities, technology needs, SES services, etc.

Title I, PART D

Title I Part D funds provide the local institution for neglected and/or delinquent children, and to at risk

students services that are comparable to those provided to children in Title I schools such as: computer assisted instruction, drop out prevention program, mentors, and career exploration.

**Title II**

Title II funds provide ongoing inservice and professional development/training to assist teachers and paraprofessionals at all levels in meeting the requirements needed to become highly qualified and professional development in areas such as differentiated accountability, learning communities, team teaching, data analysis, math, reading, writing. Professional development activities and workshops are coordinated with Title II, Part I.

Title VI, Part B: Lab for High School online courses

**Title X Homeless**

Funds are directed by the district office to provide funding to assist identified homeless students with school supplies, medical care, and tutoring opportunities.

**Supplemental Academic Instruction (SAI)**

SAI funds are used to assist in funding Summer School Programs.

**Nutrition Programs**

HCHS participates in District wide free lunch and breakfast program.

**Career and Technical Education**

HCHS students participate in the dual-enrollment program at Chipola College. HCHS offers the following career/technical education programs: Agriculture, Business, and Culinary Arts. In addition, students may participate in other technical courses at the Florida Panhandle Technical College.

**Other:**

All stakeholders benefit from the collaboration of these programs. The idea is to eliminate gaps in service for all students being served and provide an arena for sharing information and gearing available services to maximize both fiscal and human service efficiency. This helps increase the effectiveness of the research based instructional programs for all eligible students. These services will be limited to research-based best practices providing supplemental support designed to meet individual needs through continuous dialogue, collaboration of services and assessment analysis.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Terre Arnold	Business/Community
Mickey Hudson	Principal
James Sims	Teacher
Poe White	Teacher
Kevin Womble	Teacher
Darlene Harris	Education Support Employee
Randy Sellers	Parent
Dwight Rich	Parent
Larry Cook	Business/Community
Sherry Hooper	Teacher
Amber Bailey	Parent
Keylee Glover	Student
Cole Marell	Student

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The prior year's SIP was evaluated and discussed with last year's SAC team prior to its submission for their input. The SAC is also given the data from the prior year's plan and discusses the goals established and the testing results that are specific to each goal.

*Development of this school improvement plan*

The Council is given a copy of the prior year's plan and date relevant to the creation of the plan. The Council is given opportunity to present goals for school improvement.

*Preparation of the school's annual budget and plan*

Budgetary needs are reviewed by the SAC team and expenditures of SAC funds are solely the discretion of the SAC team.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Student recognition for performance data -- \$1000.00

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Hudson, Mickey	Principal
Tate, Matt	Assistant Principal
Etheridge, Lucy	Instructional Media
Thompson, Carrie	Teacher, K-12
Jordan, Brandi	Teacher, K-12
Dixon, Paula	Teacher, K-12
Brooks, Cynthia	Teacher, K-12
Motley, Rebecca	Teacher, K-12
Callahan, Medea	Other

**Duties**

**Describe how the LLT promotes literacy within the school**

The LLT initiative this year will be to continue to address the needs of the lowest 25% of students while incorporating common core standards. Focus will be on improving comprehension of informational text.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers within subject areas are housed on the same hall/wing of the school. These teachers also share office space and have the same lunch period. When possible, teachers share common planning periods. Early release professional development days and faculty meetings provide opportunities for these teachers to collaborate on student achievement data.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. Individual Professional Development Plans, Principal/Teacher responsible
2. On-site Professional Development/Learning Communities, Principal/District Office
3. Mentor/Mentee Relationships, Principal

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

First year teachers are paired with a veteran teacher, usually in the same department. Formal and informal meetings are held throughout the year to address items of concern and to help acclimate the first year teacher to the school and its practices. First year teachers participate in the District's Beginning Teacher Program.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Holmes County School Board plans and facilitates the adoption of core instructional programs and materials by holding district meetings with core teachers to determine the best materials available to meet the Florida standards.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Progress Monitoring data is collected and compiled into Data Notebook used by classroom teachers to plan instruction that meets the educational needs of the students. In addition, students failing to meet standards are assigned remedial classes to improve their academic performance.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Summer Program

**Minutes added to school year:** 5,760

Summer School is offered to struggling students who failed one or more core courses. Students are enrolled in the District's Virtual School to repeat the course he/she failed.

**Strategy Rationale**

Provides additional opportunities for students to meet graduation requirements in order to graduate with his/her cohort.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Hudson, Mickey, hudsonm2@hdsb.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student completion rates and grades earned.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

HCHS Guidance Staff meets with incoming freshmen in the spring of the year to provide graduation information, course selection information, and college and career information. Students and parents are then invited to 8th grade Parent Night where parents are provided with information regarding school procedures, dress code, and graduation requirements. Faculty and staff are on hand to answer individual questions and assist parents and students in registering for classes for the following year.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Students are given a copy of their cumulative grades, a school curriculum/scheduling guide, graduation requirements, and course selection sheet in small group settings in the spring of the year by the Curriculum Coordinator. The coordinator reviews graduation requirements, bright futures requirements, and course availability with students. Students are given the opportunity to make their course selections, discuss selections with their parents, and meet individually with the curriculum coordinator or guidance counselor to make final course selections. The school master schedule is created based on student course requests each year. Students are also given opportunities to visit local colleges and attend career fairs.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

HCHS has three programs in which students may receive Industry Certification. Our business program allows students to earn Microsoft Certifications; our Culinary programs offers certification in Pro-Star; and our Welding Program offers NCCER Certification. Students are provided the opportunity to be dually enrolled at either Chipola College, Florida Panhandle Technical College, and Embry Riddle Aeronautical College to further their coursework in these technical areas or other technical areas.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

We participate in Career Days offered through Chipola Workforce, open house days to our local technical college, and senior day at Chipola College.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Holmes County High School uses the High School Feedback Report, standardized test results, and ACT results to determine which students require review of basic skills in English, Math, and Reading. Based on these results, students are scheduled into Math for College Readiness, Intensive Reading, English IV, College and Career Readiness.

## School 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.** By Spring 2016, the number of students achieving math proficiency on the Algebra I EOC will increase to 65% as evidenced on state school score reports.
  
- G2.** 71% of students in Grades 9 and 10 will score proficient on the English Language Arts exam given in Spring 2016 as evidenced by school reports.

## Strategic Goals Detail

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

**G1.** By Spring 2016, the number of students achieving math proficiency on the Algebra I EOC will increase to 65% as evidenced on state school score reports. 1a

G072245

**Targets Supported** 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	65.0

**Resources Available to Support the Goal** 2

- Progress Monitoring Data and prior year standardized testing data.

**Targeted Barriers to Achieving the Goal** 3

- Students struggle with mastery of Algebra skills.

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

Assessment reports, student grades, teacher lesson plans

**Person Responsible**

Mickey Hudson

**Schedule**

Quarterly, from 9/1/2015 to 4/29/2016

**Evidence of Completion**

School score reports

**G2.** 71% of students in Grades 9 and 10 will score proficient on the English Language Arts exam given in Spring 2016 as evidenced by school reports. 1a

G072246

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

AMO Reading - All Students

**Resources Available to Support the Goal** 2

- Title I funds are available to provide additional materials and professional development for teachers to improve their knowledge of reading strategies.

**Targeted Barriers to Achieving the Goal** 3

- Students are reading below grade level

**Plan to Monitor Progress Toward G2.** 8

Performance Matters

**Person Responsible**

Medea Callahan

**Schedule**

Every 2 Months, from 9/1/2015 to 4/29/2016

**Evidence of Completion**

Score reports

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

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

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

**G1.** By Spring 2016, the number of students achieving math proficiency on the Algebra I EOC will increase to 65% as evidenced on state school score reports. **1**

 G072245

**G1.B1** Students struggle with mastery of Algebra skills. **2**

 B188373

**G1.B1.S1** Through the use of progress monitoring, instruction can individualized for each student. **4**

 S199792

### Strategy Rationale

Progress Monitoring data provides teachers with specific areas of weakness for students in order to provide systemic, explicit instruction in these areas.

### Action Step 1 **5**

Progress Monitoring Assessments will be administered to all students enrolled in Algebra I and Algebra IB in order to target specific areas in need of remediation.

#### Person Responsible

Medea Callahan

#### Schedule

Every 2 Months, from 9/1/2015 to 4/30/2016

#### Evidence of Completion

Score reports

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

Performance Matters Assessments reports, classroom walkthroughs

**Person Responsible**

Mickey Hudson

**Schedule**

Monthly, from 9/1/2015 to 4/29/2016

***Evidence of Completion***

Teacher Lesson plans, student assessments, school score reports

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

Performance Matters, Classroom walkthrough reports

**Person Responsible**

Mickey Hudson

**Schedule**

Monthly, from 9/1/2015 to 4/29/2016

***Evidence of Completion***

2016 School score reports

**G2.** 71% of students in Grades 9 and 10 will score proficient on the English Language Arts exam given in Spring 2016 as evidenced by school reports. 1

G072246

**G2.B1** Students are reading below grade level 2

B188374

**G2.B1.S1** HCCHS will utilize Performance Matters to monitor level 1 and level 2 students and provide instruction to these students based on data received from testing. Students will be provided systemic, explicit reading instruction for information text. 4

S199793

### Strategy Rationale

Progress monitoring provides teachers with vital data to target students' areas of weakness.

### Action Step 1 5

Performance Matters

#### Person Responsible

Medea Callahan

#### Schedule

Every 2 Months, from 9/1/2015 to 4/29/2016

#### Evidence of Completion

Score reports

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Data notebooks, progress monitoring reports, Classroom walkthroughs

#### Person Responsible

Mickey Hudson

#### Schedule

Monthly, from 9/1/2015 to 4/29/2016

#### Evidence of Completion

Teacher Lesson Plans; student assessments

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Progress monitoring reports, classroom walkthroughs

**Person Responsible**

Mickey Hudson

**Schedule**

Monthly, from 9/1/2015 to 4/29/2016

**Evidence of Completion**

2016 School score reports, Classroom walkthrough reports

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Progress Monitoring Assessments will be administered to all students enrolled in Algebra I and Algebra IB in order to target specific areas in need of remediation.	Callahan, Medea	9/1/2015	Score reports	4/30/2016 every-2-months
G2.B1.S1.A1	Performance Matters	Callahan, Medea	9/1/2015	Score reports	4/29/2016 every-2-months
G1.MA1	Assessment reports, student grades, teacher lesson plans	Hudson, Mickey	9/1/2015	School score reports	4/29/2016 quarterly
G1.B1.S1.MA1	Performance Matters, Classroom walkthrough reports	Hudson, Mickey	9/1/2015	2016 School score reports	4/29/2016 monthly
G1.B1.S1.MA1	Performance Matters Assessments reports, classroom walkthroughs	Hudson, Mickey	9/1/2015	Teacher Lesson plans, student assessments, school score reports	4/29/2016 monthly
G2.MA1	Performance Matters	Callahan, Medea	9/1/2015	Score reports	4/29/2016 every-2-months
G2.B1.S1.MA1	Progress monitoring reports, classroom walkthroughs	Hudson, Mickey	9/1/2015	2016 School score reports, Classroom walkthrough reports	4/29/2016 monthly
G2.B1.S1.MA1	Data notebooks, progress monitoring reports, Classroom walkthroughs	Hudson, Mickey	9/1/2015	Teacher Lesson Plans; student assessments	4/29/2016 monthly

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** By Spring 2016, the number of students achieving math proficiency on the Algebra I EOC will increase to 65% as evidenced on state school score reports.

**G1.B1** Students struggle with mastery of Algebra skills.

**G1.B1.S1** Through the use of progress monitoring, instruction can individualized for each student.

### PD Opportunity 1

Progress Monitoring Assessments will be administered to all students enrolled in Algebra I and Algebra IB in order to target specific areas in need of remediation.

#### Facilitator

Performance Matters

#### Participants

Instructional personnel

#### Schedule

Every 2 Months, from 9/1/2015 to 4/30/2016

**G2.** 71% of students in Grades 9 and 10 will score proficient on the English Language Arts exam given in Spring 2016 as evidenced by school reports.

**G2.B1** Students are reading below grade level

**G2.B1.S1** HCCHS will utilize Performance Matters to monitor level 1 and level 2 students and provide instruction to these students based on data received from testing. Students will be provided systemic, explicit reading instruction for information text.

### PD Opportunity 1

Performance Matters

#### Facilitator

Performance Matters, cPalms

#### Participants

Instructional personnel

#### Schedule

Every 2 Months, from 9/1/2015 to 4/29/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	Progress Monitoring Assessments will be administered to all students enrolled in Algebra I and Algebra IB in order to target specific areas in need of remediation.	\$0.00
2	G2.B1.S1.A1	Performance Matters	\$0.00
			<b>Total: \$0.00</b>