

Hamilton County School District

Hamilton County High School



2015-16 School Improvement Plan

Hamilton County High School

5683 US HIGHWAY 129 S, Jasper, FL 32052

<http://hch.hamiltonfl.com>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	58%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	52%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	I*	D	F	D

*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 Hamilton 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
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Hamilton County High School's mission is to provide all students with a quality, well-rounded education that will enable them to become productive citizens in an ever-changing global society. We will also team with parents, community, and local businesses to challenge our students to be creative, to foster a respectful attitude for themselves, and to help them experience the joy of life and a love of learning.

Provide the school's vision statement

Hamilton County High School will produce, through a rigorous curriculum, prepared young adults who are creative, individual learners, and productive citizens of society. Each individual will be prepared to enter college, trade/vocational school, or the work force with tools needed to be successful, which will leave no child behind.

School Environment

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

Hamilton County High School understands the importance students finding a "connection" with school. Certainly, before we we arrive at rigor in the classroom we must build relationships with our students. Paramount to learning, students must feel their classrooms are an educationally "safe" environment. Hamilton County High School strives to create a "connection" and a conducive environment for learning by(STAP416):

- spending time during the first week of school with relationship building, informative student tasks
- providing a wide variety of clubs and CTSOs for students to expand their interests and school affiliation
- providing opportunities for one-on-one conferencing with teachers to improve reading/writing skills and build positive relationship with teachers
- encouraging community service projects, out side of instructional time, that build relationships among students, parents, teachers, and the community
- exploring with 7th and 8th grade students topics of interest through the "Teengagement" curriculum
- the use of "CHAMPS" teachers establish positive relationships with students and families
- participating in the Positive Behavior Support (PBS) activities on relationship building. (FL MTSS)
- providing a meet and greet the teacher opportunity during Open House
- establishing "Parent University" evenings throughout the year to build positive relationships with parents
- providing a "Summer Bridge" program for students prior to entering the high school
- providing "choice" informational and fictional reading opportunities in the English and Reading classes
- providing students opportunities to select modes of presentation and means of acquiring information (Choice)
- providing seivces through the migrant education program and an ELL para to facilitate transitions

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

Hamilton County High School strives to create an environment where students feel safe and respected by(STAP416):

In General:

- All students and parents/guardians of HCHS students sign a form stating they have read and will abide by the Student Code of Conduct
- Hamilton County High School staff includes two SROs, two assistant principals, and one Dean of students to collaborate on campus safety and constant campus monitoring.
- campus is continually monitored with a video security system
- guidance and counseling is provided by two school counselors
- counseling services are also provided by Corner Drug Store, Meridian, Guardian Ad Litem and DJJ
- staff are assigned supervision stations and or are to be at their door to monitor student movement as well as creating a highly visible presence
- all staff annually complete the online compliance training dealing with the following safety concerns, Bloodborne Pathogens, Bullying Prevention, Child Abuse Reporting, Cyberbullying Prevention, Ethics for Educators, Harassment, HIPAA and FERPA, and following a "no touch" policy
- several staff members are trained in first aid, CPR, AED administration.
- teachers inform students of emergency exits and emergency procedures
- classrooms have emergency procedures and exit maps at their door
- staff engage students constantly to monitor bullying, disrespect, and safety issues.

Before School:

- staff meets the students in the courtyard, and interacts with the students throughout the time prior to 1st bell.
- buses are equipped with monitoring devices so that all issues or problems dealing with student safety and respect are recorded and reviewed in a timely manner.
- bus drivers maintain control of students to help with safety, and are in constant communication with transportation to assure issues are dealt with quickly.
- student bus drop-off at the school is monitored, as are all drop-off points for car riders.
- staff are instructed that no students are roaming the halls prior to first bell, which alleviates problems in gathering areas like restrooms and corridors.
- staff monitor lunchroom behavior

During School:

- administrators have instructed all staff to immediately report incidents or the potential for incidents to stop disrespectful and safety issues.
- parents are encouraged to report any issues immediately to administrator, teachers, and staff.
- teachers have the ability to continually move students to help limit bullying and disrespect in the classroom. -----teachers, staff, and administrators check bathrooms and hallways before, during, and after class to help move students along, increasing safety for all students.
- teachers, administrators, and staff sweep hallways and restrooms during school hours to maintain safety.

After School:

- administrators are on-site at dismissal to ensure safety and respect among students as they board buses and depart campus.
- all activities are staffed by trained and qualified individuals - teachers and administrators take on the role of coach/sponsor/leader to ensure cohesiveness of leadership activities to give students positive out of school activities.

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

Hamilton County High School has a Student Code of Conduct to establish an optimum learning environment across all disciplines. Areas of note include:

- The Code of Conduct is revised annually by students, parents, staff, and administration. The Code of Conduct is revised to provide an environment, which maximizes instruction time by eliminating distractions. The final revision and approval of the Code of Conduct is a function of the Hamilton County Board of Education. (STAP416)
- The consequences for violation of the Code of Conduct are administered in a consistent and fair manner following a set matrix of escalating consequences for each infraction.
- The Code of Conduct is available on-line and or by hard copy. Students and parents sign a form stating they have read and the student agrees to abide by the Code of Conduct.
- Teachers review with students the Code of Conduct and current revisions during the first week of school. (STAP716)
- Most recent revisions to the consequences for behavior incidents focused on minimizing ISS time to maximize instructional time. For many minor offences, ISS is assigned for only the period in which an infraction occurred. By reducing the time in ISS, the student is provided maximum direct instruction and the focus of the faculty in planning is on their instruction rather than creating assignments to send to ISS. (STAP416)
- To reduce the rate of recidivism, a curriculum is being developed by the ISS director to assist students in understanding how to avoid future placement in ISS. Additionally, referrals to guidance counselors were added to the continuum of consequences for FY16.(STAP1015)
- During staff meetings, the principal underscores the importance of all faculty and staff implementing the Code of Conduct consistently and fairly.(STAP716)
- All instructors new to Hamilton County Schools are required to attend, and expected to implement, CHAMPS training to encourage positive classroom behavior, consistency across all classrooms, and clear behavioral expectations.(STAP716)
- The school initiated, at the direction of the Dean of Students, PBIS in FY 15.

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

- Hamilton County High School provides for the positive social-emotional needs of all students through:
- Individual, small group, and classroom guidance through the guidance department.(STAP1015)
 - Teachers attended professional development sessions during pre-planning emphasizing the importance of building individual relationships with each of their students.(STAP616)
 - Referrals to the Corner Drug Store a service provided by CDS Family and Behavioral Health Services, and Meridian can be made for truancy, family concerns, behavior concerns, substance abuse, etc.
 - Guardian Ad Litem and DJJ also provide onsite counseling with their clients.

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

In addition to the warning indicators listed above, Hamilton County High School will review the following indicators:

- Retained or overage students
- 9th grade first term success
- Mobility (7th & 8th)
- Parenthood

Students exhibiting two or more indicators will be referred to an Early Warning Intervention Team to determine appropriate interventions. Parents/guardians will be provided with a 10 day notice of this meeting and encouraged to attend. The team will be comprised of counselors, graduation coach,

external support personnel, and additional staff as needed for an Individual Graduation Plan to be developed. As appropriate, students will be supported by a school-based mentor to ensure the mentee is progressing in their Individual Graduation Plan. Faculty will be notified of student mentors and encouraged to communicate with them as needed. Mentors will meet and or monitor the mentee on no less than a monthly basis and report to the Early Warning Program administrator. The mentor will serve as the school/parent liaison for the duration of the mentees school experience. (STAPFY16)

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
	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	18	28	46	33	30	21	176
Level 1 on statewide assessment	0	0	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

The following strategies are adapted from the National Dropout Prevention Center (NDPC) "A Meta-Analysis of Dropout Prevention Outcomes and Strategies", April 2015 along with locally developed strategies to address our "Early Warning Indicators."(Reviewed/updated STAP416, Early Warning Indicators will be a monthly item on the STAPFY16)

ATTENDANCE:

Absentee Protocol (STAP 15-16)

1. 5 days within 90 days, parent letter from school requesting absenteeism conference
2. 10 days within 90 days, parent letter sent and student is placed on a attendance contract
3. 12 days within 90 days, parents are sent an attendance Warning letter
4. 15 days within 90 days , parents notified of a Habitually Truant letter
5. 16th days within 90 days, final notice and referral to the superintendent's office

Attendance Early Warning Indicator Current Status:(STAP 15-16)

FY 2014 Students with chronic absenteeism by FL law, 21+ absences. 23.3%

FY 2015 Students with chronic absenteeism by FL law, 21+ absences. 18.0%

FY 2015 Students with 15+ days of absences 12.0%

FY 2015 Students with 10+ days of absences 15.0%

FY 2016 Students with chronic absenteeism by FL law, 21+ absences target in goals section

FY 2016 Students with 15+ days of absences target in goals section

FY 2016 Students with 10+ days of absences target in goals section

BEHAVIOR/SUSPENSIONS (STAP 15-16)

1. At the beginning of each school year teachers discuss with students issues that have historically been behavior problems at HCHS. Students are counseled as to how to report possible behavior issues immediately to adults. Additionally, students are made aware of the consequences of disruptive behaviors. This is our step one intervention.
2. The guidance department conducts individual, small group, classroom guidance sessions on appropriate behavior on school grounds. Additionally, The guidance department counsels all students

on the impact and consequences of cyber bullying. This is our step two intervention.

3. The guidance department sets conferences with parents/guardians if the aforementioned interventions are unsuccessful. This is our step three intervention.

4. Students are referred to the CDS Family & Behavioral Health Services, Inc. as a final intervention if necessary.

ACADEMIC (STAP 15-16)

1. For students identified as needing academic assistance in the classroom are provided with interventions from Universal Design for Learning Guidelines as well as differentiation by process and product in the area of students interests. Additionally, adjustments to the student learning environment and seating arrangements are used when warranted. These are samples of our step one interventions in the classroom.

2. Students needing additional learning time for acceleration are offered tutoring after school for one hour, twice a week. Students are provided transportation home following tutoring. Additionally, students may have one on one time with their teacher before school every day. These are samples of extended learning opportunities for our students in need as a step two intervention.

3. Based on past student statewide assessment data where students scored a level 1 or 2 and current performance, students' schedules may be changed to add intensive support classes. This is our step three intervention.

Academic Early Warning Indicator Current Performance Status:

FY 15 Freshmen with less than a 0.0

FY 15 Sophomores with less than a 27.0

FY 15 Juniors with less than a 35.0

FY 15 Seniors with less than a 6.0

FY 15 English Course Failures 81

FY 15 Math Course Failures 104

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/187320>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

School Community Partnerships:

-School community communication via local paper, local radio interviews, posted flyers, school webpage, newspaper, and Facebook

-School coordinates and sponsors on campus community events such as: "Future Now" concert, Health Fair vendors, speakers, FLDOE update sessions, SWAT Tobacco Free speakers, voter registration opportunities during Open House for students and adults

- School participation in community events such as: Homecoming Bonfire, Homecoming Parade, visits to and support of the local nursing home, ROTC landscaping of Veterans Memorial Park, Band and ROTC Units participate in community parades, BETA Club sponsors school blood drives in conjunction with regional community blood banks, FFA students participate in "Events" day through cattle exhibitions and equestrian events, Hamilton County High School as partner school with the Tri-County Aviation Academy has participated in the development of the academy to train our students for jobs at Haeco Industries a local commercial airliner refurbishing company

-Combined Partnerships include Health Clinic on campus for students and teachers and the School Advisory Committee

-Community supports the education programs through the awarding of thirty plus scholarships to Hamilton County High School students during the Honor's Night ceremony, local veterans groups and auxiliaries provide many scholarships during the annual ROTC soring banquet, PCS through an established foundation supported the Embry Riddle Aeronautics University 2015 summer Space Camp a one of its kind collaboration in Florida, PCS has generously supported academic and fine arts efforts at Hamilton County High School for many years, our local prison supports the school system through various grounds maintenance and cleaning projects, CNA candidates observe and earn clinical hours at the Suwanee Valley elder care facility, Hamilton County High School is supported by numerous members of our businees community through our booster organizations.

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
McLeod, Kip	Principal
Cooks, Marjorie	Assistant Principal
Reinhardt, Heidi	Teacher, K-12
Harris, Phyllis	Other
Hamm, Abby	Teacher, K-12
Wiggins, Natalie	Teacher, K-12
Combass, Christopher	Instructional Coach
Williams, Paula	Teacher, K-12
Clayton, Doug	Teacher, K-12
Herring, Debbie	Teacher, K-12
Norris, Amy	Teacher, K-12
Daigle, Renee	Teacher, K-12
Vansant, Dr. Sue	Instructional Coach
Perez, Ruben	Dean
Hankla, Steven	Assistant Principal

Duties

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

Each member of the school based leadership team serves a vital role in ensuring that the lines of communication are open between administration and staff as well as making decisions that affect school-based activities throughout the year.

Principal McLeod is responsible for all aspects of school operations. As the instructional leader of the school, the principal is also responsible for making curriculum decisions that promote student success as well as support instructional growth of teachers.

Dr. Hankla is responsible for CTE, Curriculum, Instruction, SIP

Ms. Cooks is responsible for the 7-8 building and campus wide attendance.

Dr. Vansant is responsible for professional development as it relates to school wide literacy.

Mr. Ruben Perez is the Dean and responsible for campus discipline.

Ms. Harris is responsible for assessment.

Grade level teachers and department representatives create the lines of communication to and from their disciplines.

The Leadership Team clearly communicates to their departments expectations for student academic and social growth. Decisions by the team are data-driven, collaborative, and consensus oriented. The work of the team is driven by the short and long-range goals of the school as expressed through the SIP, Mission and Vision statements.

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

Problem solving for maximizing student outcomes:

Hamilton County High School utilizes the Florida Department of Education's 8-Step Planning and Problem-Solving Process for Continuous Improvement.

1. Data is reviewed by teachers and administration to identify gaps in instruction or supports needed to sustain or improve effective use of evidence-based practices. Achievement, demographics, perception and process data are used. Potential root causes are discussed to identify what adult and or student practices may be the cause of the data. From this, strategic goals are formed and targets (SMART goals) are set.
 2. Barriers to the strategic goal and targets are established and grouped into themed "buckets".
 3. Buckets are prioritized by which bucket will have the greatest impact on the desired outcome. No more than two buckets will be chosen.
 4. Brainstorm and select input on what strategies will reduce or eliminate the select barriers.
 5. Develop an action plan for the strategy from Step 4 (no more than 1-3 strategies per barrier theme). Identify who will be responsible, for what data, how often the leading indicators will be collected and what evidence (qualitative) or artifacts (quantitative) will be used.
 6. Determine how the Short Term Action Plan "STAP" will be monitored for fidelity of implementation.
 7. Determine how we will know the strategies are truly effective, need to be reviewed, or need to be replaced in order to eliminate the chosen barrier.
 8. Determine how progress toward the achievement of the goal and targets will be monitored.
- The 8-Step cycle then returns to the original step for building the next plan or action to meet desired student outcomes.

Federal, state, and local financial resources:

Hamilton County is a Title 1 school:

Title 1 Part A funds will provide supplemental services such as:

- a. additional staff
- b. SIP aligned professional development
- c. funding strategies to attract high quality, highly qualified teachers to high need schools
- d. SIP supplemental materials and supplies for classrooms
- e. support for parental involvement programs

Title 1 Part C funds will be used at Hamilton County High School (HCHS) to:

- a. provide services for migrant students. Services will be coordinated and implemented through individual and small group tutoring and virtual programs
- b. bilingual services for students and families
- c. supplemental materials and supplies.

Title II funds will be used to:

- a. increase student achievement through increasing teacher and principal quality aligned to the SIP
- b. increase the number of highly qualified teachers, assistant principals, to include the principal
- c. recruiting and retaining highly qualified teachers, specialists in core academic subjects, and pupil services personnel
- d. reduce class size in areas of need with highly qualified teachers
- e. develop and implement initiatives to promote the retention of highly qualified teachers and principals in secondary schools with a high percentage of low-achieving students
- f. Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.
- g. carry out programs and activities related to exemplary teachers

Title III funds will provide for supplemental services for English Language Learners (ELL).

- a. support from a bilingual tutor
- b. supplemental materials and supplies.

Title VI funding provides support for activities and programs to increase the graduation rate of HCHS students by:

- a. provide a career and graduation coach to work with all students and parents to ensure that students successfully complete courses and assessments to earn a high school diploma.
- b. funding transportation for students to visit post-secondary institutions and businesses in their career choice areas.
- c. funding to assist student in taking the SAT or ACT to achieve a post-secondary readiness score.

Title X provides support for students identified as homeless. Examples of this support include: backpacks, home visits, materials and supplies, assistance with purchasing clothing for school to meet dress code, and other materials as needed.

Hamilton County High School partners with local law enforcement agencies to assist with violence prevention programs. This includes safety and security as well as a school resource officer which is housed at Hamilton County High School. Law enforcement through the sheriffs department sponsors the "Explorers" group that trains students who are interested in a career in law enforcement.

The school collaborates with the Hamilton County Alcohol and Other Drug Prevention Partnership/coalition and has provided programs such as the "SAVE A LIFE TOUR". The Coalition also has a SWAT program that encourages students to say no to tobacco. Student programs also include sessions to address topics such as various forms of bullying and teen dating violence.

Nutrition funds support programs that include providing all students breakfast and lunch on a daily basis through the Community Eligibility Provision. Nutrition funds also assist with supplying students a snack if they attend after school tutoring.

The district contracts, with the local Early Head Start Program, to provide childcare for the infants and toddlers of the teen parents attending HCHS to ensure that students have every opportunity to complete requirements for a high school diploma. The Adult Education program, which is housed at the Court House Annex, assists in serving students that may need an alternative to a high school setting in order to complete graduation requirements. Lastly, Career Technical Education job programs include classes that lead to certification in Nail Tech, Culinary Arts, CNA, Agriculture, and various technology related career fields.

Ultimately, the principal is responsible for the appropriate usage of local, state, and federal funding.

The principal, with the leadership team, develops the School Improvement Plan. The development of the SIP utilized an 8 step process for identifying needs and targeting resources to meet those needs. Through the SIP, the federal, state, and local resources are appropriated, inventoried, and monitored to ensure the resources and professional development are tied to the SIP and allocated in a manner

in which the greatest return on investment is possible. The leadership team meets at least once monthly, more often in the second semester as they develop the SIP, and the administrative team meets weekly.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
	Teacher
Chasity Arnold	Student
Sabrina McClain	Student
Taylor Glispie	Student
Malik Wallace	Student
Austin Griffin	Student
Juilanna Wheeler	Student
Keyvon Webb	Student
Dominique Jones	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

Remaining members of the FY 16 SAC are yet to be determined.

Development of this school improvement plan

The development of this SIP was a collaborative thought process. All faculty members were given an opportunity to have input and or contribute to the document. The LT will be presenting the SIP to the Hamilton County Board of Education on Monday, October 12, 2015.

Preparation of the school's annual budget and plan

The school level staff, through the representatives on the leadership committee, have input in the preparation of the school's annual budget and plan as the SIP is developed.

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

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
McLeod, Kip	Principal
Combass, Christopher	Teacher, K-12
Hamm, Abby	Teacher, K-12
Vasant, Dr. Sue	Instructional Coach
Norris, Amy	Teacher, K-12
Clayton, Doug	Teacher, K-12
Cooks, Marjorie	Assistant Principal
Wiggins, Natalie	Teacher, K-12
Reinhardt, Heidi	Teacher, K-12
Williams, Christie	Instructional Media
Hankla, Steven	

Duties

Describe how the LLT promotes literacy within the school

The major initiatives and focus of the LLT at Hamilton County High School will be to support and promote the implementation of Learning Focus Strategies delivery and planning framework and the use of best practices in literacy through adherence to the Florida State Standards content-specific standards and literacy standards for science, social studies, math and technical studies.

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

Hamilton County High School has implemented many strategies to promote a positive working climate of collaboration and planning. These strategies include:

1. a monthly departmental meeting
2. a planning period built into each teacher's schedule
3. hiring a literacy /reading coach to function as support to the whole faculty as it improves literacy development, a sole school top four dropout preventions strategy
4. implementation of the Learning Focused School lesson plan format that incorporates gradual release framework and consistent expectations across all disciplines
5. the use of Title I funds to purchase resources and materials to support teacher's use of best practices as they relate to the SIP
6. assigning paraprofessionals and administration to duty in lieu of teachers
7. the hiring of a high school Dean to ensure consistency in disciplinary procedures described in the Student Handbook;
8. monthly meetings/socials for collegial discussion

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

The following strategies are currently in use to recruit, develop, and retain highly qualified, certified-in-field effective teachers:

1. The district attends recruiting events through NEFEC and career fairs at nearby colleges and universities during the year.

2. Applications are screened by the principal, human resource director, and administrative assistant for appropriate certification and number of years' experience.

Major challenges:

1. A major obstacle regarding Hamilton County's low teacher retention ratio has to do with the community's demographics. Jasper, Florida, is a very small, rural community which struggles to attract industry, businesses, and provide jobs for spouses of teachers.
2. A salary stucture competitive with surrounding counties.
3. Lack of local housing

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

Teachers provided honest feedback on the development of our new "onboarding/mentoring experience which includes:

1. New teachers are assigned a mentor teacher by the principal.
2. Mentors are paid a supplement for their expertise.
3. Mentors are teachers of the same subject and same grade level when available.
4. The mentor teacher must have a minimum of 5 years experience in teaching and must be highly qualified in their area.
5. New teachers are provided an additional paid day prior to pre-planning to learn about our school, system, and benefits.

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

Hamilton County High School strives to ensure fidelity to the Florida Standards through classroom instruction and resources by:

1. Organization
 - a. Requiring all lesson/unit plans follow a template requiring identification of the Florida Standard as well as any related Common Core Literacy Standards by standard not number.
 - b. Requiring Essential Questions (EQ) relating to the Florida Standards for each lesson. Unit "umbrella" EQ may be used where teachers are following the Learning Focused Schools design.
 - c. HCHS is focusing the LFS framework, and assessment alignment to provide a precise alignment to the Florida Standards.
2. Professional Learning
 - a. Professional learning opportunities have been and will be made available throughout the FY 2016 on the LFS framework, incorporating literacy across all disciplines and FL Standards assessment alignment. .
 - c. Onsite Literacy Coach will be working in cross disciplinary subjects on the incorporation of the literacy standards.
 - d. Algebra and Geometry curriculum developer will provide ongoing support for the math department.

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

Hamilton County High School recognizes the diversity in academic needs of our students. Florida Standards require an approach to a rigorous curriculum once reserved for advanced learners. While some students need acceleration of background knowledge to support acquisition of new knowledge, others will need enrichment opportunities to apply knowledge already learned. Differentiation in the classroom as well as utilization of the Universal Designs for Learning framework is a work in progress. Our goal is to ensure equity in the learning environment.

1. Data from Performance Matters and Skyward data repositories, as well as current classroom artifacts and evidence, provide information for teachers to:
 - a. Identify progress monitored students based on:
 - i. Early Warning Indicators
 1. Attendance
 2. Behavior
 3. Course Success
 4. Student's On-track Status
 - ii. Progress monitoring as a Level II intervention for students identified through the "Early Warning System." Teacher class loads should be constructed to provide teachers with an optimum opportunity to provide services to the identified population.
 - b. Identify Extended Learning Needs
 - i. Recommend students for tutoring classes
 - ii. Provide students with small group acceleration within the classroom
 - iii. Pull students from electives when applicable for additional in school assistance
 - c. Identify flexible classroom grouping
 - i. Tiered activities focused on the same learning goals
 - ii. Varied "products" to demonstrate mastery by student interest
 - iii. Varied "content/process" presenting material in visual, aural, and or kinesthetic modes
 - d. Identify students in need of language support assistance
2. Supplemental support for students having difficulty on state assessments is provided by:
 - a. Placement of students in intensive support classes
 - b. Extended learning time opportunities before and after school
 - c. State Assessment refresh and review tutoring before assessment administrations
 - d. Co-teaching math opportunities

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: Extended School Day

Minutes added to school year: 3,600

An afterschool tutoring program is offered to students to provide additional help in core academic areas. Tutoring sessions are provided by content, certified teachers and will take place on Tuesdays and Thursdays from 3:15 p.m. to 4:15 p.m. In addition to tutoring in core academic subject areas, students are also provided tutoring for ACT testing. Transportation home is provided.

Strategy Rationale

Many students entering HCHS are deficient in the fundamental foundation necessary to be successful in their core academic classes. Additional learning time is provided twice a week, with transportation home, for students to have individual and small group assistance in their areas of need.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McLeod, Kip, kip.mcleod@hamiltonfl.com

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

Student progress reports will be completed by the coordinator of the program. Progress report information will include attendance, grades in areas of need at the time of entrance in the program and coordinator/teacher meeting notes on student academic progress. The program coordinator will compare current student grades in academic classes for which they are receiving tutoring, to grades of students after they have participated in the program for at least 6 class sessions. Focused tutoring strategies and learning activities will be adjusted according to student achievement progress in core academic class.

Data for students who receive tutoring assistance for the ACT will be collected after the administration of the test to determine the effectiveness of supplemental instruction.

Strategy: Summer Program

Minutes added to school year: 3,840

Transportation, breakfast, and lunch are provided for students to take course repair, course recovery or course acceleration.

Strategy Rationale

Students staying on course with their peers, regarding age and school grade level, have a better opportunity of completing school. All students do not learn at the same rate of speed creating a need for additional opportunities to stay on track to graduate.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cooks, Marjorie, marjorie.cooks@hamiltonfl.com

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

Course repair, completion and acceleration grades. Sustaining the number of students on-track to graduate.

Strategy: Before School Program

Minutes added to school year: 5,400

Students may schedule individual or small group time with their teacher before the school day begins. Transportation and breakfast are provided.

Strategy Rationale

In addition to the opportunity for large group tutoring afterschool, some students are unable to attend and need one on one or small group instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McLeod, Kip, kip.mcleod@hamiltonfl.com

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

Progress monitoring tests, vertical state test achievement level monitoring and classroom formative and summative assessments.

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

Opportunities for a successful transition to post-secondary education and or careers are addressed by students:

1. Participating in colleges and university day
2. Participating in Hamilton County's College and Career Day
3. Attending college/tech school's prospective freshmen visitation days
4. All students will be trained on the new "My Career Shines" college and career exploration and preparatrion program.
 - a. Students explore interest inventories, the 17 Career Clusters, Financial Aid and job assistance.
5. The ASVAB is given on campus for students who are interested in enlisting in the military.
6. HCHS offers at no charge through the Florida Partnership the PSAT 8/9 and PSAT 10/11, as well as the SAT Day in the spring for juniors.

Opportunities for a successful transition to the high school from elementary campuses include:

1. 6th grade students are brought to the high school campus to participate in several assemblies.
2. High school principal visits elementary schools in the spring as they prepare to exit elementary.
3. HCHS provides a "Summer Bridge" transition program for all students entering HCHS.

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

Guidance Counselors, teachers, and the HCHS Career/Grad Coach invite colleges, universities, and technical colleges to meet with students during lunch time, elective class time, and after school. College visits introduce students to on campus experiences. Students meet with counselors to complete course requests to ensure students are participating in courses not only to meet graduation requirements, but to prepare them for college and careers. Senior and Junior graduation audits are performed by staff each year to ensure all students remain on track for graduation.

Students are introduced to "My Career Shines" as provided by the FLDOE.. Counselors, teachers, and coaches present students with specifics on their future career plans based on post-secondary schools expectations and requirements for their fields of interest. ROTC gives students opportunities to see explore the financial benefits of entering the military and workforce with or without college degrees.

Instructors counsel students concerning program selection and job opportunities after leaving secondary school. Students are provided opportunities to review job projections in all the career clusters which open a wide range of careers and employment options.

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

HCHS CTE Offerings and Certifications

Classes Certifications

Culinary Arts 1-4 ServSafe

Culinary and Hospitality Specialties 1&2 ProStart

Computing for College and Careers Microsoft Office Suite

Digital Design 2-3 Microsoft Office

Adobe Dreamweaver

Agriscience Foundations 1 Agriculture Biotechnology 2 Agriculture Biotechnology

Agriscience Foundations 1 Agriculture Biotechnology 2 Agriculture Technician

Environmental Resources 3 & 4

Grooming and Salon Services Core 1 N/A

Nails Specialty 2 & 3
Applied Healthcare Sciences CNA

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

The school, through inter-disciplinary student interests, creates opportunities for academic disciplines to vary their lessons and units by individual student interest.

Students, when applicable, are encouraged through the literacy standards to write, speak, and or present on topics related to their chosen CTE pathway.

Increased cross-curricular planning is a focus for our future in an effort to help all students remain interested and graduate on time.

Hamilton County High School CTE courses follow the FLDOE Curriculum Framework. All of the courses in the CTE program have been academically aligned to the Florida Standards by the FLDOE. The Air Force ROTC follows the national curriculum and standards for students L1-4.

The curriculum frameworks provided by the FLDOE incorporates the grades 9-10 reading and writing literacy standards in the first two courses of most CTE programs and grade 11-12 reading and writing literacy standards in the third and fourth courses of most CTE programs. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The curriculum frameworks where applicable incorporate the appropriate mathematical practices.

HCHS is partners with River Oak Technical Center to expand the course and program selection for students at the post-secondary level. The district has articulation agreements with various schools including Florida Gateway, North Florida Community College, River Oak Technical Center and Santa Fe Community College to give all students opportunities outside Hamilton County.

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

Data in the "High School Feedback Report" ends with FY13. Based on this data and more current longitudinal data Hamilton County High School provides students with access to rigorous courses by offering Advance Placement, honors and Dual Enrollment courses.

The high school assists students with registration for ACT, SAT and PERT to provide multiple opportunities to achieve college readiness scores.

Fee waivers provided by ACT and SAT, as allowable, are given to students. Additional funds are also available to help students to offset the costs of these exams. Hamilton County High School is a member of the Florida Partnership which provides SAT school day administration for all juniors as well as many other benefits that allow rural student's opportunities to expand their horizons.

The ASVAB is given on campus for students who are interested in enlisting in the military.

HCHS is a member of the North Florida Career Pathways Consortium(NFCPC). As a member, HCHS is able to afford our students classes and services through, River Oak Technical Center, Taylor Technical College, North Florida Community College, and Career Source North Florida.

HCHS is also a partner with the Tri County Aviation Academy in conjunction with Haeco Industries in Lake City Florida. This partnership affords our juniors and seniors an opportunity to learn about and become certified in the aviation repair industry.

HCHS also has articulation agreements with Florida Gateway College for programs not available through NFCPC.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Increase academic achievement across all disciplines through intensive and focused vocabulary instruction.
- G2.** Increasing academic achievement across all disciplines using intensive and focused teaching/ learning approaches for each aspect of literacy: reading, writing, and vocabulary.

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. Increase academic achievement across all disciplines through intensive and focused vocabulary instruction. 1a

G074549

Targets Supported 1b

Indicator	Annual Target
FAA Reading Level 1	20.0
FAA Reading Level 2	20.0
FAA Reading Level 3	12.0
FAA Reading Level 4	4.0

Resources Available to Support the Goal 2

- Literacy coach
- Agile Minds Blended Freshman curriculum in Math
- Purposeful scheduling
- Acceleration classes
- Algebra I and Geometry I FL Standards Curriculum Package
- Co-Teaching
- Afterschool tutoring
- Literacy focus
- Learning Focus Strategies structures
- Financial support of the district

Targeted Barriers to Achieving the Goal 3

- Weak vocabulary foundations upon entering HCHS

Plan to Monitor Progress Toward G1. 8

Improved vocabulary proficiency in students Works in Progress folders, formative assessments, and student generated work

Person Responsible

Kip McLeod

Schedule

Monthly, from 10/15/2015 to 5/26/2016

Evidence of Completion

Student work samples

Plan to Monitor Progress Toward G1. 8

Improved scores on summative and benchmark exams in statewide tested courses.

Person Responsible

Kip McLeod

Schedule

Quarterly, from 10/19/2015 to 5/26/2016

Evidence of Completion

Summative ad benchmark assessments

Plan to Monitor Progress Toward G1. 8

Lagging indicators:

1. mean points earned increases in the Vocabulary Domain of the Reading Test 7th-10 grades
2. Vocabulary gains will reflect closing the gap on schools who are at or exceed the Mean Developmental Scale Score.
3. Vocabulary scores should increase on the FAIR Vocabulary Knowledge Domain
4. Increase the Critical Reading Mean Scores on the SAT and PSAT

Person Responsible

Kip McLeod

Schedule

On 9/12/2016

Evidence of Completion

Statewide assessment score reporting document; SAT scores; PSAT scores; FAIR scores

G2. Increasing academic achievement across all disciplines using intensive and focused teaching/learning approaches for each aspect of literacy: reading, writing, and vocabulary. 1a

G074550

Targets Supported 1b

Indicator	Annual Target
FAA Reading Level 1	20.0
FAA Reading Level 2	20.0
FAA Reading Level 3	12.0
FAA Reading Level 4	4.0
FAA Writing Proficiency	20.0

Resources Available to Support the Goal 2

- literacy coach
- Agile Minds blended freshman curriculum in math
- Purposeful scheduling
- Acceleration classes
- Algebra I and Geometry I FL Standards Curriculum Package
- Co-teaching
- Afterschool tutoring
- Contractual literacy coaching/support for teachers
- Financial support of the district

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of writing and reading for learning and critical thinking across all disciplines

Plan to Monitor Progress Toward G2. 8

Student reading and writing scores improve in state assessments, ACT Aspire, Performance Matters

Person Responsible

Kip McLeod

Schedule

Quarterly, from 10/30/2015 to 6/1/2016

Evidence of Completion

ACT Aspire; IStation; FSA; EOCs; ACT; SAT

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. Increase academic achievement across all disciplines through intensive and focused vocabulary instruction. **1**

 G074549

G1.B7 Weak vocabulary foundations upon entering HCHS **2**

 B194692

G1.B7.S1 Explicitly teaching key vocabulary words selected using both definitional and contextual information **4**

 S206255

Strategy Rationale

Students are involved in deeper processing and gives students more than a couple of exposures, one from the context, other relevant uses to the students

Action Step 1 **5**

Teachers will learn that improved reading, speaking, and listening in every course is the identification understanding of and usage of key high frequency words, subject specific specialized terms, and embellishments through the use of Language of the Standards (LOTS)

Person Responsible

Steven Hankla

Schedule

On 1/15/2016

Evidence of Completion

Calendar reminder sent out to staff; e-mail reminder of the PL date; not at sign-in sheet

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Send e mail reminder to Dr. Hankla regarding PD announcements

Person Responsible

Kip McLeod

Schedule

On 10/9/2015

Evidence of Completion

PL scheduled on master calendar and posted at teacher sign in sheet

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Explicit teaching of key vocabulary words using definitions and context information

Person Responsible

Kip McLeod

Schedule

Monthly, from 11/16/2015 to 1/15/2016

Evidence of Completion

Classroom wall charts and or student writing samples; graphic organizers with key vocabulary words, specialized terms and embellishments; sign in sheets for PD.

G1.B7.S3 Elevate creative note taking and making skills as evidence of students' interaction with the text

4

 S206257

Strategy Rationale

Students need to know what is noteworthy and how to record the meaning so it sticks.

Action Step 1 5

Train teachers on creative note taking and making skills as evidence of students' interaction with the text (i.e. use of graphic organizers for words, writing-to-learn incorporating vocabulary, using summary techniques which require use of academic and content vocabulary, etc.)

Person Responsible

Steven Hankla

Schedule

On 11/16/2015

Evidence of Completion

Calendar reminder sent out to staff; e-mail reminder of PL date; PL note at teacher sign-in sheet

Plan to Monitor Fidelity of Implementation of G1.B7.S3 6

Send e-mail to Dr. Hankla regarding PL announcements

Person Responsible

Kip McLeod

Schedule

On 10/15/2015

Evidence of Completion

PL Scheduled on master calendar and posted at teacher sign in sheet

Plan to Monitor Effectiveness of Implementation of G1.B7.S3 7

Creative note taking strategies and incorporation of key vocabulary into speaking and writing

Person Responsible

Kip McLeod


Schedule

Monthly, from 10/19/2015 to 1/15/2016

Evidence of Completion

"Ghost Walks" to look for artifacts after school in each classroom, e.g. exemplary work posted, multiple means of words representation on word walls, organization of meaning with graphic organizers

G1.B7.S4 Replacing the old way of teaching vocabulary with three distinct approaches to words in every class. 4

 S206258

Strategy Rationale

Vocabulary development is key to improved reading, writing, and listening in every class.

Action Step 1 5

Teachers will refine their Essential Questions as a literacy comprehension tool. Properly worded EQs give the content vocabulary "Velcro" to attach meaning. EQs become like an advanced organizer in reading.

Person Responsible

Steven Hankla

Schedule

On 2/16/2016

Evidence of Completion

Calendar reminder sent out to staff; E-mail reminder of the PL date; PL note at teacher sign-in sheet

Plan to Monitor Fidelity of Implementation of G1.B7.S4 6

Send e-mail reminder to Dr. Hankla regarding PD announcements

Person Responsible

Kip McLeod

Schedule

On 2/9/2016

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B7.S4 7

Essential Questions that act as advanced graphic organizers and vocabulary schema

Person Responsible

Kip McLeod

Schedule

Weekly, from 1/18/2016 to 2/22/2016

Evidence of Completion

Essential Questions from classroom boards and unit plans will reflect the EQ as a tool for organizing vocabulary

G2. Increasing academic achievement across all disciplines using intensive and focused teaching/learning approaches for each aspect of literacy: reading, writing, and vocabulary. 1

G074550

G2.B6 Inconsistent use of writing and reading for learning and critical thinking across all disciplines 2

B194701

G2.B6.S1 Students engage in both low and high stakes writing-to-learn and assessment opportunities

4

S206260

Strategy Rationale

"Writing is a key means of asserting and defending claims, showing what [students] know about a subject, and conveying what they experienced..." CCR Anchor Standards Appendix C

Action Step 1 5

Teachers will learn how to develop short, "low-stakes," and extended, "high stakes," writing opportunities which will be used to facilitate student retention of content-specific standards and to provide formative/summative assessment for and of learning

Person Responsible

Steven Hankla

Schedule

Monthly, from 10/15/2015 to 5/26/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Send e mail reminder to Dr. Hankla regarding PD announcements

Person Responsible

Kip McLeod

Schedule

Weekly, from 10/5/2015 to 10/14/2015

Evidence of Completion

PL scheduled on master calendar and posted at teacher sign in sheet

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Student engagement in low and high stakes writing to learn

Person Responsible

Kip McLeod


Schedule

Monthly, from 10/15/2015 to 3/15/2016

Evidence of Completion

Classroom observations show students engaged in writing; Works in Progress folders with a variety of student work; student writing posted; use of writing rubrics

G2.B6.S2 Students actively engage in CLOSE reading of informational and fictional text 4

 S206261

Strategy Rationale

Students need to gain the skill of reading critically for comprehension, annotation, and analysis of texts, and synthesizing for textual implicit and explicit meanings, themes, central ideas

Action Step 1 5

Teachers will be trained on CLOSE reading strategies i.e. text-rendering; reciprocal reading;

Person Responsible

Steven Hankla

Schedule

On 3/15/2016

Evidence of Completion

PL email reminders: PL reminder posted by teacher sign in

Plan to Monitor Fidelity of Implementation of G2.B6.S2 6

E mail reminder to Dr. Hankla

Person Responsible

Steven Hankla

Schedule

On 11/16/2015

Evidence of Completion

PL schedule on master calendar and posted at teacher sign in sheet

Plan to Monitor Effectiveness of Implementation of G2.B6.S2 7

Use of Close Reading strategies in all classes

Person Responsible

Kip McLeod

Schedule

Monthly, from 11/23/2015 to 3/30/2016

Evidence of Completion

Classroom observations of students using reading strategies: Posted Outside Connections, Text-rendering Anchor charts; Reciprocal reading charts

G2.B6.S3 Cross-curricula instruction includes explicit teaching of reading and writing strategies such as those included in but not limited to NG-CAR and NG-CATER 4

 S206262

Strategy Rationale

Cross-curricula reading and writing skills which must be taught through explicit learning opportunities and strategies

Action Step 1 5

Teachers will learn how to teach their students to read both informational and fictional texts critically and write short and extended responses to specific prompts/tasks such as those, but not limited to those, in NG-CAR and NG-CATER.

Person Responsible

Kip McLeod

Schedule

Monthly, from 10/15/2015 to 5/16/2016

Evidence of Completion

calendar reminder of PL; PL e mail reminder; PL reminder by teacher sign in sheet

Plan to Monitor Fidelity of Implementation of G2.B6.S3 6

Send e mail reminder to Dr. Hankla regarding PD announcements

Person Responsible

Kip McLeod

Schedule

On 10/14/2015

Evidence of Completion

PL scheduled on master calendar and posted at teacher sign in sheet

Plan to Monitor Effectiveness of Implementation of G2.B6.S3 7

Explicit reading and writing strategies in all classes

Person Responsible

Kip McLeod

Schedule

Monthly, from 10/19/2015 to 5/26/2016

Evidence of Completion

Posted writing assignments with rubrics and comments; Works in Progress folders have variety of works; classroom observations

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.B7.S1.A1	Teachers will learn that improved reading, speaking, and listening in every course is the identification understanding of and usage of key high frequency words, subject specific specialized terms, and embellishments through the use of Language of the Standards (LOTS)	Hankla, Steven	11/16/2015	Calendar reminder sent out to staff; e-mail reminder of the PL date; not at sign-in sheet	1/15/2016 one-time
G1.B7.S3.A1	Train teachers on creative note taking and making skills as evidence of students' interaction with the text (i.e. use of graphic organizers for words, writing-to-learn incorporating vocabulary, using summary techniques which require use of academic and content vocabulary, etc.)	Hankla, Steven	10/15/2015	Calendar reminder sent out to staff; e-mail reminder of PL date; PL note at teacher sign-in sheet	11/16/2015 one-time
G1.B7.S4.A1	Teachers will refine their Essential Questions as a literacy comprehension tool. Properly worded EQs give the content vocabulary "Velcro" to attach meaning. EQs become like an advanced organizer in reading.	Hankla, Steven	1/15/2016	Calendar reminder sent out to staff; E-mail reminder of the PL date; PL note at teacher sign-in sheet	2/16/2016 one-time
G2.B6.S1.A1	Teachers will learn how to develop short, "low-stakes," and extended, "high stakes," writing opportunities which will be used to facilitate student retention of content-specific standards and to provide formative/summative assessment for and of learning	Hankla, Steven	10/15/2015		5/26/2016 monthly
G2.B6.S2.A1	Teachers will be trained on CLOSE reading strategies i.e. text-rendering; reciprocal reading;	Hankla, Steven	11/16/2015	PL email reminders: PL reminder posted by teacher sign in	3/15/2016 one-time
G2.B6.S3.A1	Teachers will learn how to teach their students to read both informational and fictional texts critically and write short and extended responses to specific prompts/tasks such as those, but not	McLeod, Kip	10/15/2015	calendar reminder of PL; PL e mail reminder; PL reminder by teacher sign in sheet	5/16/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	limited to those, in NG-CAR and NG-CATER.				
G1.MA1	Improved vocabulary proficiency in students Works in Progress folders, formative assessments, and student generated work	McLeod, Kip	10/15/2015	Student work samples	5/26/2016 monthly
G1.MA2	Improved scores on summative and benchmark exams in statewide tested courses.	McLeod, Kip	10/19/2015	Summative ad benchmark assessments	5/26/2016 quarterly
G1.MA3	Lagging indicators: 1. mean points earned increases in the Vocabulary Domain of the Reading Test 7th-10 grades 2. Vocabulary gains will reflect closing the gap on schools who are at or exceed the Mean Developmental Scale Score. 3.Vocabulary scores should increase on the FAIR Vocabulary Knowledge Domain 4. Increase the Critical Reading Mean Scores on the SAT and PSAT	McLeod, Kip	9/5/2016	Statewide assessment score reporting document; SAT scores; PSAT scores; FAIR scores	9/12/2016 one-time
G1.B7.S1.MA1	Explicit teaching of key vocabulary words using definitions and context information	McLeod, Kip	11/16/2015	Classroom wall charts and or student writing samples; graphic organizers with key vocabulary words, specialized terms and embellishments; sign in sheets for PD.	1/15/2016 monthly
G1.B7.S1.MA1	Send e mail reminder to Dr. Hankla regarding PD announcements	McLeod, Kip	10/5/2015	PL scheduled on master calendar and posted at teacher sign in sheet	10/9/2015 one-time
G1.B7.S3.MA1	Creative note taking strategies and incorporation of key vocabulary into speaking and writing	McLeod, Kip	10/19/2015	"Ghost Walks" to look for artifacts after school in each classroom, e.g. exemplary work posted, multiple means of words representation on word walls, organization of meaning with graphic organizers	1/15/2016 monthly
G1.B7.S3.MA1	Send e-mail to Dr. Hankla regarding PL announcements	McLeod, Kip	10/5/2015	PL Scheduled on master calendar and posted at teacher sign in sheet	10/15/2015 one-time
G1.B7.S4.MA1	Essential Questions that act as advanced graphic organizers and vocabulary schema	McLeod, Kip	1/18/2016	Essential Questions from classroom boards and unit plans will reflect the EQ as a tool for organizing vocabulary	2/22/2016 weekly
G1.B7.S4.MA1	Send e-mail reminder to Dr. Hankla regarding PD announcements	McLeod, Kip	1/11/2016		2/9/2016 one-time
G2.MA1	Student reading and writing scores improve in state assessments, ACT Aspire, Performance Matters	McLeod, Kip	10/30/2015	ACT Aspire; IStation; FSA; EOCs; ACT; SAT	6/1/2016 quarterly
G2.B6.S1.MA1	Student engagement in low and high stakes writing to learn	McLeod, Kip	10/15/2015	Classroom observations show students engaged in writing; Works in Progress folders with a variety of student work; student writing posted; use of writing rubrics	3/15/2016 monthly
G2.B6.S1.MA1	Send e mail reminder to Dr. Hankla regarding PD announcements	McLeod, Kip	10/5/2015	PL scheduled on master calendar and posted at teacher sign in sheet	10/14/2015 weekly
G2.B6.S2.MA1	Use of Close Reading strategies in all classes	McLeod, Kip	11/23/2015	Classroom observations of students using reading strategies: Posted Outside Connections, Text-rendering Anchor charts; Reciprocal reading charts	3/30/2016 monthly
G2.B6.S2.MA1	E mail reminder to Dr. Hankla	Hankla, Steven	11/9/2015	PL schedule on master calendar and posted at teacher sign in sheet	11/16/2015 one-time
G2.B6.S3.MA1	Explicit reading and writing strategies in all classes	McLeod, Kip	10/19/2015	Posted writing assignments with rubrics and comments; Works in Progress folders have variety of works; classroom observations	5/26/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B6.S3.MA1	Send e mail reminder to Dr. Hankla regarding PD announcements	McLeod, Kip	10/5/2015	PL scheduled on master calendar and posted at teacher sign in sheet	10/14/2015 one-time

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. Increase academic achievement across all disciplines through intensive and focused vocabulary instruction.

G1.B7 Weak vocabulary foundations upon entering HCCHS

G1.B7.S1 Explicitly teaching key vocabulary words selected using both definitional and contextual information

PD Opportunity 1

Teachers will learn that improved reading, speaking, and listening in every course is the identification understanding of and usage of key high frequency words, subject specific specialized terms, and embellishments through the use of Language of the Standards (LOTS)

Facilitator

Dr. Vansant

Participants

Each department

Schedule

On 1/15/2016

G1.B7.S3 Elevate creative note taking and making skills as evidence of students' interaction with the text

PD Opportunity 1

Train teachers on creative note taking and making skills as evidence of students' interaction with the text (i.e. use of graphic organizers for words, writing-to-learn incorporating vocabulary, using summary techniques which require use of academic and content vocabulary, etc.)

Facilitator

Dr. Vansant; Claire Pierce (Math consultant) ; various other presenters as deemed necessary

Participants

Each department

Schedule

On 11/16/2015

G1.B7.S4 Replacing the old way of teaching vocabulary with three distinct approaches to words in every class.

PD Opportunity 1

Teachers will refine their Essential Questions as a literacy comprehension tool. Properly worded EQs give the content vocabulary "Velcro" to attach meaning. EQs become like an advanced organizer in reading.

Facilitator

Dr. Vansant

Participants

Each department

Schedule

On 2/16/2016

G2. Increasing academic achievement across all disciplines using intensive and focused teaching/learning approaches for each aspect of literacy: reading, writing, and vocabulary.

G2.B6 Inconsistent use of writing and reading for learning and critical thinking across all disciplines

G2.B6.S2 Students actively engage in CLOSE reading of informational and fictional text

PD Opportunity 1

Teachers will be trained on CLOSE reading strategies i.e. text-rendering; reciprocal reading;

Facilitator

Dr. Vansant

Participants

Each Department

Schedule

On 3/15/2016

G2.B6.S3 Cross-curricula instruction includes explicit teaching of reading and writing strategies such as those included in but not limited to NG-CAR and NG-CATER

PD Opportunity 1

Teachers will learn how to teach their students to read both informational and fictional texts critically and write short and extended responses to specific prompts/tasks such as those, but not limited to those, in NG-CAR and NG-CATER.

Facilitator

Dr. Vansant Clair Pierce

Participants

Each department

Schedule

Monthly, from 10/15/2015 to 5/16/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B7.S1.A1	Teachers will learn that improved reading, speaking, and listening in every course is the identification understanding of and usage of key high frequency words, subject specific specialized terms, and embellishments through the use of Language of the Standards (LOTS)				\$0.00
2	G1.B7.S3.A1	Train teachers on creative note taking and making skills as evidence of students' interaction with the text (i.e. use of graphic organizers for words, writing-to-learn incorporating vocabulary, using summary techniques which require use of academic and content vocabulary, etc.)				\$0.00
3	G1.B7.S4.A1	Teachers will refine their Essential Questions as a literacy comprehension tool. Properly worded EQs give the content vocabulary "Velcro" to attach meaning. EQs become like an advanced organizer in reading.				\$0.00
4	G2.B6.S1.A1	Teachers will learn how to develop short, "low-stakes," and extended, "high stakes," writing opportunities which will be used to facilitate student retention of content-specific standards and to provide formative/summative assessment for and of learning				\$0.00
5	G2.B6.S2.A1	Teachers will be trained on CLOSE reading strategies i.e. text-rendering; reciprocal reading;				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		120-Classroom Teachers	0032 - Hamilton County High School	Title I Part A		\$5,000.00
<i>Notes: Notes</i>						
6	G2.B6.S3.A1	Teachers will learn how to teach their students to read both informational and fictional texts critically and write short and extended responses to specific prompts/tasks such as those, but not limited to those, in NG-CAR and NG-CATER.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0032 - Hamilton County High School	Title II		\$20,000.00
<i>Notes: Notes</i>						
					Total:	\$25,000.00