



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Hamilton County High School

5683 US HIGHWAY 129 S

Jasper, FL 32052

386-792-6540

<http://hch.hamiltonfl.com>

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## School Demographics

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**School Type**

High School

**Title I**

Yes

**Free and Reduced Lunch Rate**

46%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority Rate**

56%

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## School Grades History

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**2013-14**

PENDING

**2012-13**

F

**2011-12**

D

**2010-11**

C

**2009-10**

D

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	2	Wayne Green

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Hamilton County High School

##### Principal

Kip McLeod

##### School Advisory Council chair

Imogene Bullock

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kip McLeod	Principal
Marjorie Cooks	Asst. Principal
Phylis Harris	High School Dean
Maceo Howell	Alternative Director
Woodrow Lumpkin	Middle School Dean
Patrick Murphy	ELA HS Lead Teacher
Chris Combass	SS HS Lead Teacher
Paula Williams	MS Guidance
Imogene Bullock	ELA HS Lead Teacher
Abbey Taylor	MS Science Lead Teacher
Abby Hamm	MS ELA Lead Teacher
Denise Clayton	MS Sci. Lead Teacher
Natalie Wiggins	HS Math Lead Teacher

#### District-Level Information

##### District

Hamilton

##### Superintendent

Mr. Thomas P Moffses Jr.

##### Date of school board approval of SIP

11/12/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Imogene Bullock-Chairperson-ELA teacher, Kip McLeod-Principal-Hamilton County's (HC) School Advisory Council members consist of the principal, a chairperson, co-chair, treasure, and a balanced number of parents, teachers, students, paraprofessional staff and community citizens.

**Involvement of the SAC in the development of the SIP**

This committee reviews and makes suggestions of the SIP.

**Activities of the SAC for the upcoming school year**

The HC School Advisory Council (SAC) meets once per month on the second Thursday. They also meet when they need to discuss the SI strategies or hear presentations from representatives on various information that is needed to aid in continuous progress of our school or students. The SAC will review the SIP and help to solve any issues that may arise in ensuring that goals are met by the timelines set forth in the SIP.

**Projected use of school improvement funds, including the amount allocated to each project**

Funds are allocated based on needs to support student achievement in core content areas as well as supporting student incentives.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Kip McLeod**

Principal	Years as Administrator: 13	Years at Current School: 0
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**Credentials** Specialist Degree-Nova University-Administration/PE

**Performance Record**

**Marjorie Cooks**

Asst Principal	Years as Administrator: 5	Years at Current School: 2
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**Credentials** Masters degree- Florida A & M University

**Performance Record**

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

**Classroom Teachers****# of classroom teachers**

39

**# receiving effective rating or higher**

18, 46%

**# Highly Qualified Teachers**

97%

**# certified in-field**

38, 97%

**# ESOL endorsed**

6, 15%

**# reading endorsed**

4, 10%

**# with advanced degrees**

12, 31%

**# National Board Certified**

0, 0%

**# first-year teachers**

6, 15%

**# with 1-5 years of experience**

4, 10%

**# with 6-14 years of experience**

6, 15%

**# with 15 or more years of experience**

23, 59%

**Education Paraprofessionals****# of paraprofessionals**

9



**# Highly Qualified**

, 0%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

7

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

The recruitment process includes several items. When an opening in a school becomes available the principal notifies the district human resource (HR) office. The HR department advertises for specific job openings. The district does attend recruiting events through NEFEC and career fairs at nearby colleges and universities during the year. Resumes and applications are accepted until the closing date. Applications are screened by the principal, human resource director and administrative assistant. These personnel are screening for appropriate certification and number of years experience. The human resource administrative assistant calls the possible candidates for interviews and sets the calendar date of interviews. The administrative assistant invites a panel of interviewers to determine the minimum 3-4 personnel panel. The panel consist of principals, assistant principals, district office personnel and other appropriate staff members. Interviews are conducted using exact questioning for all applicants with an equity coordinator leading the interview. Panel members ask the questions. A scoring rubric is used to determine the highest qualified applicant. the equity coordinator completes and ranks the rubrics after all interviews. The principal confers with the superintendant before a job offer is made. The principal calls and offers the job. A applicant accepts and the superintendant approves. The final process is the Board of Education for Hamilton County approves the superintendants recommendation.

Retention is the responsibility of the district and principal. The district is very competent in providing plenty of training and staff development for teachers. The issues in Hamilton relate to the majority of new teachers commute to Jasper and so if they find a job in nearby Live Oak, Madison or Valdosta they take that job. Also, many new teachers use Hamilton as a "stepping stone" to get their first year under their belt. Myself as a principal will attempt to find numerous ways to retain teachers. Some of these methods include the following: increased planning time, improved master schedule as well as improved work time schedule and more social activities to make teachers

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

New teachers are assigned a mentor teacher by the principal. Mentors are paid a supplement for their expertise. They are teachers of the same subject and same grade level if possible. The mentor teacher must have a minimum of 5 years experience in teaching and must be highly qualified in their area. The new teacher must complete during the year, a portfolio of documentation that includes a log of meetings with the mentor, documentation of samples of teacher and student work, lesson plans, and assessments. The new teacher must observe other teacher teach at least twice a year.

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The Hamilton County High School uses the problem-solving process which includes the three-tiered response to intervention framework to address the systems of support for students. The school utilizes Performance Matters (statewide, local, and benchmark assessments), FAIR, and Ongoing Progress Monitoring (OPM) data to determine the effectiveness of core instruction, allocate resources, and target programmatic areas that may need adjustment to address the needs of students and as a tool for identifying the professional development needs of teachers. District and school leaders collaborate to review MTSS implementation data at each tier to identify gaps and infrastructure or supports needed to sustain

efficient and effective use of evidence-based practices.

At the middle/high school (7-12), common planning (40 Min) starts the day prior to student arrival to ensure

teachers have time for data analysis and collaboration by grade level and across subject areas.

Students scoring FCAT level 1 and 2 in the previous year's test cycle as well as those students at risk according to FAIR data, are provided additional instruction two times per week through student targeted instruction (STI). As students show mastery of the necessary skills they rotate in and out of different targeted areas of STI as needed. Additional targeted instruction (tutoring) will be provided after the first nine weeks based on data and continue throughout the year for Tier 2 and 3 students.

Extending student learning opportunities outside of school hours (After School Tutoring program two times per week) and targeting low performing students will allow reinforcement of necessary benchmarks for all AMO areas.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Each member of the school base leadership team serves a vital role in ensuring the strategic structures are

in place for MTSS and the SIP.

The Principal is responsible for all aspects of the school. In addition the Principal ensures that the infrastructure is provided for the school leadership team to implement the problem-solving process and achieve the targets identified within the SIP.

The District Assessment and Accountability Coordinator works closely with the school and is responsible for District Virtual School contact, Student Services, and Adult/Vocational Education. The Coordinator oversees the district assessment calendar, verifies test data, and reports results to all stakeholders.

Also working extremely close with the school is the District Reading Specialist which provides leadership and instructional support for core, supplemental, and intensive reading curriculum within the district. This position assists teachers during common planning, data analysis, plans for providing differentiation in the classroom, and provides job-embedded professional development.

The District ESE Coordinator and High School staffing specialist assists the school with the problem solving process and identifying interventions within the RTI framework.

Another vital position is the Federal Programs Coordinator which administers federal grant services for the school and provides supplemental programs and services to students, families, and educators.

The Hamilton Professional Development Coordinator assists the school by organizing professional development for all Hamilton County educators in collaboration with the district and school-based teams.

The principal and the Director of Administrative Service assists the school in the recruitment and retention of

highly qualified staff. They work closely to analyze performance evaluations and collaborates to assign individualized professional development in order to ensure achievement of the goals identified in the SIP.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The school utilizes Performance Matters (statewide, local and benchmark assessments), FAIR, Ongoing Progress Monitoring (OPM), My Access, IQWST, and Skyward data to determine the effectiveness of core instruction, supplemental instruction, and to target programmatic areas that may need adjustment to address the needs of students. For example, data from FAIR Assessment Period 1 indicates that reading comprehension is an area of need across the board for all students. The district has set the expectation for the school to implement the Comprehensive Instructional Sequence (CIS) model monthly. Teachers at the 8th grade level are implementing the CIS model weekly as a direct intervention resulting from data analysis of FAIR AP1 and will be expanded district-wide.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

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

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The school plans to participate in additional professional development to assist educators in understanding the Response to Intervention framework as a part of the eight step problem solving process. District Curriculum Specialists and the ESE Coordinator will also provide job-embedded professional development with team members during problem-solving meetings to ensure that school personnel understand MTSS and can apply the components to assist in building capacity at the school level.

## **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:**

An afterschool tutoring program is being offered to students to provide additional help in core academic areas. Tutoring sessions will be provided by certified teachers and will take place on Tuesdays and Thursdays from 3:00 p.m. to 4:00 p.m. In addition to tutoring in core academic subject areas, students are also provided tutoring for ACT testing.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this 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 improved student achievement 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.

**Who is responsible for monitoring implementation of this strategy?**

The administrative assistant/tsa (teacher on special assignment) to the principal.

**Strategy:** Before or After School Program

**Minutes added to school year:**

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

**Who is responsible for monitoring implementation of this strategy?**

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Kip McLeod	Principal
Marjorie Cooks	Asst. Principal
Maceo Howell	Math Teacher/Admin.
Amy Norris	Reading Teacher

Name	Title
Imogene Bullock	Reading Teacher
Abby Hamm	English Teacher
Jessica Whylly	English Teacher
Denise Clayton	Science Teacher
Abbey Taylor	Science Teacher
Thomas Loughran	Social Studies Teacher
Chris Combass	Social Studies Teacher
Ken Tober	Math Teacher
Betty Ann Sumner	Math Teacher
Christie Williams	Media Specialist

### How the school-based LLT functions

The LLT at Hamilton County High School is comprised of school administrators, district reading specialist, media specialist, and teachers representing all grade levels and departments. The LLT will meet monthly to review data and student performance. The LLT will develop recommendations for goals and strategies to be used by the instructional staff to increase reading proficiency of all students. Members of the LLT will act as support teachers to help the staff implement the recommendations.

### Major initiatives of the LLT

The major initiatives of the LLT at Hamilton County High School will be to implement the Common Core State Standards and the CIS (Comprehension Instructional Sequence) model in each content area classroom.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

- 1-Implementation of Jr. Great Books with roundtable discussion.
- 2-Implementation of STI (Special Targeted Instruction) time for students
- 3-Comprehension Instructional Sequences model is required across all disciplines.
- 4-Teacher use of FAIr, Performance Matters, Progress Monitoring, and FCAT data to provide data chats with students and to drive instruction.
- 5-All 7th and 8th grade classes take critical thinking as a part of their core instruction.
- 6-Eighth graders take a CIS class.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

n/a

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

Hamilton County High School provides programs that allow students to earn industry certification that allows students to enter the workforce in entry level positions. Certifications include Certified Agricultural Technician, Microsoft Office Specialist, Adobe Certified Associate and Servsafe. Each area allows students not only to earn their certifications, but transfer the certifications to earn college credit through the state and district Articulation Agreements. ROTC works with students to develop leadership skills. Students achieve soft skills and knowledge necessary to lead productive and successful lives. The high school continues to investigate opportunities to increase the options available for students to meet the needs of the area workforce.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

Hamilton County High School promotes academic and career planning by providing students with career planning instruction in the 8th grade. Students are introduced to career cruisers provided by Florida's DOE, Florida Choices, and Big Futures. Guidance Counselors, teachers, and the high school Career Coach invite colleges, universities, and technical colleges to meet with students during lunch time, class time, and after school. College visits introduce students to on campus experiences. Students meet with counselors to complete course requests to ensure that students are participating in courses not only to meet graduation requirements but to prepare them for college and careers. 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.

### **Strategies for improving student readiness for the public postsecondary level**

Hamilton County High School provides students with access to rigorous courses by offering Advanced 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 as well as additional funds as needed to offset costs for students. Hamilton County High School is a member of the Florida Partnership which provides SAT school day administration for all juniors as well as many additional benefits that allow rural students opportunities to expand their horizons. The ASVAB is given on campus for students who are interested in enlisting in the military. HCHS continues to explore options for expanding Dual Enrollment courses for students. HCHS is partnering with Suwannee Hamilton 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, Suwannee Hamilton Technical Center and Santa Fe Community College to give all students opportunities outside Hamilton County. As a school district we understand our science levels are fairly low for dual enrollment rates. This is a struggle for our students because science classes are only offered on the campus at North Florida Community Colleges. A majority of students do not have transportation to take courses on campus at NFCC. ROTC is researching a partnership with area community colleges to offer students a dual enrollment leadership classes. As a district we need to focus on gaining information of students who enroll in postsecondary institutions outside the state of Florida. Our goal at HCHS is to offer many opportunities for dual enrollment, AP and honors level courses thus allowing students to meet their potential while meeting high standards.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	45%	34%	No	51%
American Indian				
Asian				
Black/African American	32%	22%	No	39%
Hispanic	33%	20%	No	39%
White	63%	47%	No	66%
English language learners	23%	5%	No	31%
Students with disabilities	36%	22%	No	42%
Economically disadvantaged	40%	27%	No	46%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	20%	30%
Students scoring at or above Achievement Level 4	56	15%	25%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	182	50%	55%
Students in lowest 25% making learning gains (FCAT 2.0)	46	46%	50%



**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	14	61%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		15%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		28%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	59	74%	78%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	[data excluded for privacy reasons]		65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		65%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%		No	48%
American Indian				
Asian				
Black/African American	30%		No	37%
Hispanic	35%		No	42%
White	58%		No	63%
English language learners	28%		No	36%
Students with disabilities	38%		No	44%
Economically disadvantaged	38%		No	44%



**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%		No	48%
American Indian				
Asian				
Black/African American	30%	11%	No	37%
Hispanic	35%	50%	Yes	42%
White	58%	53%	No	63%
English language learners	28%		No	36%
Students with disabilities	38%		No	44%
Economically disadvantaged	38%	19%	No	44%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	100%
Students scoring at or above Level 7		[data excluded for privacy reasons]	100%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		45%	51%
Students in lowest 25% making learning gains (EOC)			

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	32	40%	50%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	28%	30%
Students scoring at or above Achievement Level 4	18	9%	10%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	29%	35%
Students scoring at or above Achievement Level 4	19	8%	10%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**High School Science**

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	50%
Students scoring at or above Level 7	19	68%	75%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	33%	39%
Students scoring at or above Achievement Level 4	13	15%	17%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	125	20%	25%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	42	100%	100%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		98%	100%
Students taking one or more advanced placement exams for STEM-related courses	34	83%	85%
<b>CTE-STEM program concentrators</b>			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams		3%	

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	309		52%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	53	17%	20%
Passing rate (%) for students who take CTE industry certification exams		57%	60%
CTE program concentrators	40	93%	95%
CTE teachers holding appropriate industry certifications	3	100%	100%

**Area 7: Social Studies****U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Civics End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	34	6%	5%
Students in ninth grade with one or more absences within the first 20 days	7	0%	0%
Students in ninth grade who fail two or more courses in any subject	7	8%	5%
Students with grade point average less than 2.0	30	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	163	25%	25%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	105	16%	16%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	24	21%	18%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	57	51%	55%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	93	69%	71%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Hamilton County High School strives to involve all stakeholders in activities and educational experiences in our school. We aim to provide parent meetings, etc. to make our parents more knowledgeable about what we do and what they can do to assist in the educational career of their children.

The avenue we take to provide experiences are as follows: Open house, School Advisory Council, Parent/Family Night, Parent Collaboration/Conferences, Parent Night Connection, College Night, Financial Aid Night, FCAT Night, and Motivation FCAT Community Initiative. The group would like to see professional development offered to all employees regarding parent friendly schools. Other suggestions to create a positive environment are: Set up meetings and return phone calls quickly, positive persons on the front desk at all times, provide light refreshments, family expo, use professional development days to reach out to the community and make positive call outs to parents.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents that participate in activities inside and outside the school day to involve parents.			25%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Creating a positive school culture among all stakeholders and an increase in student achievement will be the result of effective implementation of researched based instructional practices.

## Goals Detail

**G1. Creating a positive school culture among all stakeholders and an increase in student achievement will be the result of effective implementation of researched based instructional practices.**

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- Lesson Study
- Vertical Alignment
- STI Time
- Middle School - CIS Class



- Reading Coach
- Collaboration amongst teachers
- Technology (Programs, Software)
- Community Involvement
- Parent Involvement
- Professional Development
- Lesson Plan Format - Gradual Release
- Consistency with Discipline
- Student Incentives (Follow Through)
- Limited Down Time (Master Schedule)
- Student Breakfast (Master Schedule)
- Paraprofessionals - a.m. duty (Master Schedule)
- Title 1 Funding
- Lack of knowledge about rigor, lack of teacher planning (maybe as a result of not knowing how to use higher levels of questioning) The lack of the proper use of resources

#### **Targeted Barriers to Achieving the Goal**

- Staff expectations, both individual and towards students, have a negative impact on the school culture and as a result, achievement is compromised.
- The lack of knowledge and training/implementation in rigor and high-order questioning has led to low proficiency in overall student performance.

#### **Plan to Monitor Progress Toward the Goal**

1-Monitor classrooms for effective teaching strategies through walk through's -Hold post observation conferences with teachers 2-Evaluate benchmark assessments -Monitor school wide discipline data 3-Data chats with teachers and students

#### **Person or Persons Responsible**

School Based Administrators will monitor classrooms for effective teaching strategies and monitor discipline data as well as have post observation conferences with teachers. District Reading Coach has data chats with teachers and teachers have these same chats with students. Teachers evaluate benchmark assessments.

#### **Target Dates or Schedule:**

1-Daily 2-Each nine weeks 3-Each semester

#### **Evidence of Completion:**

Increase student achievement as evidenced by graduation rate, EOC pass rate, increased attendance rate, and a decrease in discipline incidents, a positive trend in benchmark assessment which will lead to an increased number of students scoring level 4 and 5 on FCAT exams,

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Creating a positive school culture among all stakeholders and an increase in student achievement will be the result of effective implementation of researched based instructional practices.

**G1.B17** Staff expectations, both individual and towards students, have a negative impact on the school culture and as a result, achievement is compromised.

**G1.B17.S1** Continue to have opportunities for student/teacher to build trust and rapport thru extra curricula activities and team building activities (ex. sports,clubs, banquets, etc.)

#### **Action Step 1**

Continue to provide professional development activities and activities outside the school day to promote team building.

#### **Person or Persons Responsible**

All staff

#### **Target Dates or Schedule**

Ongoing process.

#### **Evidence of Completion**

surveys from students, parents, staff and community partners

#### **Plan to Monitor Fidelity of Implementation of G1.B17.S1**

Extra-curricular activities such as banquets, bonfires, club days, pep rallies, tutoring programs and the like.

#### **Person or Persons Responsible**

Faculty, students and staff

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Tutoring rosters, student participation in after-school events, club rosters, field trip request forms, attendance data

### Plan to Monitor Effectiveness of G1.B17.S1

Compare roster numbers to the previous years, compare tutoring students and teachers

#### Person or Persons Responsible

Sponsors, coaches, staff, faculty

#### Target Dates or Schedule

Annually

#### Evidence of Completion

Evidence in the participation in numbers of clubs, activities, attendance rate. Increase in grades and classes passed.

**G1.B17.S2** Building a safe environment among faculty and staff to collaborate so we can have equitable representation of all stakeholders.

#### Action Step 1

Increase collaboration among faculty and staff through staff meetings, lesson studies, parent nights and parent conferences.

#### Person or Persons Responsible

All stakeholders

#### Target Dates or Schedule

Ongoing process

#### Evidence of Completion

Sign In sheets, flyers, mass call outs, etc...

### Plan to Monitor Fidelity of Implementation of G1.B17.S2

Monitor the participation of these events weekly using the documents listed in the evidence of completion

#### Person or Persons Responsible

Administrative team

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Submission of documentation

## Plan to Monitor Effectiveness of G1.B17.S2

Monthly review documentation to look for increase in participation

### Person or Persons Responsible

Admin. team

### Target Dates or Schedule

monthly

### Evidence of Completion

increase in the participation

**G1.B17.S3** Celebrate successes throughout the school year to include all stakeholders; both professionally and personal levels (data chats with teachers, getting higher degrees, etc.)

### Action Step 1

Every faculty meeting ends with a brag. Student and Teacher of the Month programs are implemented. Pride program recognizing students accomplishments.

### Person or Persons Responsible

All students and teachers

### Target Dates or Schedule

Monthly and each 9 weeks.

### Evidence of Completion

Photos of student of the Month on the hall walls, meeting notes and agendas, documented prize winners.

## Plan to Monitor Fidelity of Implementation of G1.B17.S3

Notes from faculty meetings, Employee and Teacher's of the month, Student of the months, Pride power program

### Person or Persons Responsible

Teachers and Administrative team

### Target Dates or Schedule

Monthly and Weekly

### Evidence of Completion

Agendas from meetings, list of winners during Pride Power,

### Plan to Monitor Effectiveness of G1.B17.S3

Climate Surveys

**Person or Persons Responsible**

Administrative and Leadership Team

**Target Dates or Schedule**

Annually

**Evidence of Completion**

Students of the month pictures on walls, employees/teachers of the months announcements, results of the climate survey.

**G1.B17.S4** Positively collaborate to create a common language about high/rigorous expectations with staff and faculty members being included in the process.

**Action Step 1**

Faculty and Grade level meetings to discuss expectations of students.

**Person or Persons Responsible**

All staff

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Minutes of meetings

### Plan to Monitor Fidelity of Implementation of G1.B17.S4

Agenda and meeting notes

**Person or Persons Responsible**

Administration, faculty and staff

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Faculty/staff attendance and montly notes of discussions

### Plan to Monitor Effectiveness of G1.B17.S4

Meetings with faculty and staff

**Person or Persons Responsible**

School and district administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Sign-in sheets, meeting notes

### G1.B17.S5 District will schedule a motivational speaker in January to address school culture

**Action Step 1**

Speaker to help improve the school culture by increasing teacher and student motivation.

**Person or Persons Responsible**

Staff and students

**Target Dates or Schedule**

Mid year

**Evidence of Completion**

Sign in sheets, Newspaper article from local paper.

### Plan to Monitor Fidelity of Implementation of G1.B17.S5

Teacher and student climate surveys

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

End of year

**Evidence of Completion**

Surveys

**Plan to Monitor Effectiveness of G1.B17.S5**

Survey results, Sign-in sheets, newspaper article

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Mid-year

**Evidence of Completion**

Archived copy of newspaper article, sign-in sheets, end of the year survey results from students and teachers

**G1.B18** The lack of knowledge and training/implementation in rigor and high-order questioning has lead to low proficiency in overall student performance.

**G1.B18.S1** Provide PD through our partners (DA Support Team and NEFEC) on rigor and higher-order questioning skills.

**Action Step 1**

All new teachers to HCCHS will be required to attend a workshop on Webb's Depth of Knowledge. Administration will meet and coordinate with the district PD Coordinator to develop PD activities for returning teachers on rigor and higher order thinking skills.

**Person or Persons Responsible**

staff

**Target Dates or Schedule**

District PD days

**Evidence of Completion**

Sign in sheets, end of session evaluations

### Plan to Monitor Fidelity of Implementation of G1.B18.S1

Implementation of the PD provided

**Person or Persons Responsible**

Administrative and district staff

**Target Dates or Schedule**

Bi-monthly

**Evidence of Completion**

Dates of PD provided and rosters of participants

### Plan to Monitor Effectiveness of G1.B18.S1

Observation of teachers using higher-order questioning and rigorous activities as evidenced through classroom walk throughs.

**Person or Persons Responsible**

Administrative and district staff

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Walkthrough forms and Instructional Evaluations

**G1.B18.S2** Academic coaches will mentor and model for new teachers and provide refresher PD and follow-up.

**Action Step 1**

District Reading specialist mentors all reading teachers. Members from NEFEC and the DA team will assist in coaching since HCHS is without coaches.

**Person or Persons Responsible**

DA Team and NEFEC support

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentations such as walk through visits and coaching feed back forms.



### Plan to Monitor Fidelity of Implementation of G1.B18.S2

Ensure that the coaches are meeting with teachers.

**Person or Persons Responsible**

Administration and district staff

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Coaches' logs of activities and dates of implementation

### Plan to Monitor Effectiveness of G1.B18.S2

Classroom walkways checking for evidence of rigor and high-order questioning, review of progress monitoring data.

**Person or Persons Responsible**

Administrative and district staff

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Increase in student performance on progress monitoring.

**G1.B18.S3** SBLT will request specific Math coaching opportunities through the partners mentioned above, and a school-point person for Math will be designated by SBLT.

#### Action Step 1

Request NEFEC and DA Team Math rep to assist all Math teachers through observations and collaborations.

**Person or Persons Responsible**

DA Team rep, NEFEC rep and Lead Math Teacher

**Target Dates or Schedule**

A minimum of one time each month beginning in October.

**Evidence of Completion**

Sign in visitor logs, meeting notes and emails.

### Plan to Monitor Fidelity of Implementation of G1.B18.S3

Number of math coach visits to classrooms at HCCHS

**Person or Persons Responsible**

SBLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Log of visits

### Plan to Monitor Effectiveness of G1.B18.S3

Classroom walkthroughs in math classes to show an increase in rigor and high-order questioning as well as progress monitoring data

**Person or Persons Responsible**

SBLT

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Increase in progress monitoring data.

**G1.B18.S4** Coordinate vertical teaming meetings on PD days between 6th and 7th grade levels and 8th and 9th grade levels.

**Action Step 1**

Collaboration meetings between 6th and 7th grade teachers as well as 8th and 9th grade teachers.

**Person or Persons Responsible**

6-12 teachers

**Target Dates or Schedule**

Quarterly PD days and monthly lesson studies.

**Evidence of Completion**

Agendas from PD days and minutes from lesson studies.

### Plan to Monitor Fidelity of Implementation of G1.B18.S4

Agendas from PD days with meeting times and locations.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Semi-Annually

#### Evidence of Completion

Notes from meetings, and rosters of participants

### Plan to Monitor Effectiveness of G1.B18.S4

Review the initial progress monitoring data each year to determine if students are entering the next grade level with increased knowledge and skills obtained from previous year.

#### Person or Persons Responsible

Instructional and Administrative Staff

#### Target Dates or Schedule

Annually

#### Evidence of Completion

Increase in student performance on formative and summative assessments given a year after the vertical teaming and collaboration has occurred

### G1.B18.S5 Provide a common rubrics for all teachers to use in writing across content areas

#### Action Step 1

Implement a district wide rubric for teaching writing in all content areas.

#### Person or Persons Responsible

All subject areas teachers

#### Target Dates or Schedule

Monthly meetings

#### Evidence of Completion

Writing rubrics

### Plan to Monitor Fidelity of Implementation of G1.B18.S5

Use of writing rubric in content area classes

**Person or Persons Responsible**

Administration, District administration

**Target Dates or Schedule**

Semi-monthly

**Evidence of Completion**

Student writing assignments with scores that correlate to comon rubrics

### Plan to Monitor Effectiveness of G1.B18.S5

Classroom walk-throughs

**Person or Persons Responsible**

School adminstration, district administration

**Target Dates or Schedule**

Semi-monthly

**Evidence of Completion**

Student writing assignments

**G1.B18.S6** Planning templates will indicate higher-order questioning and teachers will use data to differentiate and drive instruction.

**Action Step 1**

Lesson plan templates includes areas for teachers to document the higher order questions they will use during lessons.

**Person or Persons Responsible**

All faculty

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans

### Plan to Monitor Fidelity of Implementation of G1.B18.S6

Completed lesson plans submitted on SKYWARD

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Teacher lesson plans on SKYWARD

### Plan to Monitor Effectiveness of G1.B18.S6

Check for higher order questions and differentiation in teacher lesson plans

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Higher order questions and Tier 1, 2 and 3 students listed for differentiated instruction indicated in teacher lesson plan

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Hamilton County maximizes the uses of Federal, State and Local funds through coordination and collaboration

of various programs for Hamilton County High School to provide services that are necessary to assist in student achievement.

Hamilton County High School is a Title I school wide program. Title I Part A funds provide supplemental services such as additional staff, professional development, supplemental materials and supplies for classrooms as well as support for strong parental involvement programs.

Title I Part C funds are used at Hamilton County High School (HCHS) to provide services for Migrant students. They are coordinated and implemented through individual and small group tutoring, virtual programs, bilingual services for students and families and supplemental materials and supplies.

The district currently does not receive Title I Part D funds.

Title II funds are used to assist the high school in recruiting and retaining highly qualified staff, providing professional development for content area teachers and school based administrators. Funds are also used to provide Leadership training and are currently assisting the Asst. Principal with school principal certification.

Title III provides funds for supplement services for English Language Learners (ELL). Examples of how funds are spent are as follows: classroom support from a bilingual tutor and supplemental materials and supplies.

Title VI funding provides for activities and programs to increase the graduation rate of HCHS students. These funds 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. Funds provide transportation for students to visit post-secondary institutions and businesses in their career choice areas. In addition, funds are used to assist students 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 are backpacks, home visits, materials and supplies, student uniform assistance to meet dress code and other assistance as needed.

Supplemental Academic Instruction (SAI) state funds are used to assist the school with supplemental programs.

The school partners with the local law enforcement agencies to assist with violence prevention programs. This includes safety and security and the school resource officer which is housed at Hamilton County High School. In addition they sponsor the "Explorers" group that trains students 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". They also have a program that encourages student working against tobacco (SWAT) and alcohol and drugs. Student programs also include sessions to address topics such as various forms of bullying, 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 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 insure that students have every opportunity to complete requirements for a high school diploma.

Adult Education programs are also housed on the HCHS campus and assist in serving students that may need an alternative to a high school setting in order to complete graduation requirements.

Career Technical Education job programs include classes and certifications in Nail Tech, culinary arts, and

several business related certifications.

All of these programs help HCHS offer well rounded services to meet the needs of all of our students.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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



## Appendix 2: Budget to Support School Improvement Goals