

# Hamilton County High School



# 2016-17 Schoolwide Improvement Plan

## Hamilton County High School

5683 US HIGHWAY 129 S, Jasper, FL 32052

<http://hch.hamiltonfl.com>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	D	F

*\*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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Hamilton County High School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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 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:

- 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 services through the migrant education program and an ELL para to facilitate transitions

##### b. 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.

In General:

- Beginning FY 17 all teachers, support staff, and parents are participating in year long professional development opportunities for parents and professional development for teachers and staff in Sensitivity Diversity Training as a means of building positive relations along with all available resources.
- 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.

**c. 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.
- 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.
- 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.
- 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.
- During staff meetings, the principal underscores the importance of all faculty and staff implementing the Code of Conduct consistently and fairly.
- 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.
- The school initiated, at the direction of the Dean of Students, PBIS in FY 15.

**d. 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.
- Teachers attended professional development sessions during pre-planning emphasizing the importance of building individual relationships with each of their students.
- Referrals to 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.

### 3. Early Warning Systems

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

**a. 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 the Graduation Coach to determine appropriate interventions. Parents/guardians will be provided with a notice from the Graduation Coach. An intervention team may 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 and or the graduation coach to ensure the mentee is progressing in their Individual Graduation Plan. The Graduation Coach will meet and or monitor the mentee's progress on no less than a monthly basis and report to the parents/guardians as needed. The Graduation Coach will serve as the school/parent liaison for the duration of the mentees school experience.

Attendance below 90 percent, regardless of whether absence is excused or the result of out of school suspension:

7th = 3.39%  
8th = 8.33%  
9th = 3.39%  
10th = 4.47%  
11th = 6.94%  
12th = 3.54%

Number of students with one or more suspensions whether in school or out of school:

7th=41  
8th=63  
9th=43  
10th=51  
11th=61  
12th=15

Course failure whether in English Language Arts or math:

7th-5  
8th-10  
9th-24  
10th-43  
11th-10  
12th-10

A level 1 or 2 score on the statewide ELA or math assessment:

FY 16 8th Math level 1 45%  
FY 16 8th Math level 2 38%  
FY 16 Alg. I level I 53%  
FY 16 Alg. II level 2 22%  
FY 16 Geo level I 50%  
FY 16 Geo level 2 30%  
FY 16 Bio level 1 18%  
FY 16 Bio level 2 36%  
FY 16 U S level 1 35%  
FY 16 U S level 2 27%  
FY 16 ELA 8th level I 45%

FY 16 ELA 8th level 2 27%  
FY 16 ELA 9th level 1 58%  
FY 16 ELA 9th level 2 22%  
FY 16 ELA 10th level 1 49%  
FY 16 ELA 10th level 2 28%

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	41	63	43	51	61	15	274	
Course failure in ELA or Math	0	0	0	0	0	0	0	5	10	24	43	10	10	102	
Level 1 on statewide assessment	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

**c. 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." Early Warning Indicators will be a monthly item on the administrative team agenda.

**ATTENDANCE:**

**Absentee Protocol**

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:**

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 9.4%

FY 2016 Students with 15+ days of absences 7.5%

FY 2016 Students with 10+ days of absences 12.9%

**BEHAVIOR/SUSPENSIONS**

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. or the Meridian counselors on campus 3 days per week, as a final intervention if necessary.

#### ACADEMIC

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. Many math and ELA students are provided tutoring during the school day. Intensified Reading was added back into the ninth grade curriculum. Students are provided transportation home following tutoring. Additionally, students may have one on one time with their teacher before school every day. In the areas of reading and math, ALL seventh and ninth graders have access to tutoring during the school day. Identified by academic performance eighth graders have math and reading tutoring during the school 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.
4. After careful review of student academic and behavioral data, HCHS has chosen to follow "The Institute for School Achievement's Evidence-Based Whole-School Reform Strategy" section one paragraph two as it relates to the teaming of teachers. "through each of their four year's of high school, students work with a grade level multi-disciplinary team of teachers and a counselor. This structure is designed to: (1) personalize the school environment; (2) create strong, in-depth connections between the students and their teachers and counselor; and (3) enable the support network to be knowledgeable and engaged. The strong relationships generated by this team organization enables teachers to elicit higher levels of student performance. The team structure allows teachers to work collaboratively and collectively to support students' success." (Whole School Reform Strategies, ETS, pg2.)

Academic Early Warning Indicator Current Performance Status:

\* There are currently 318 students who qualify for EWS with 2 or more indicators. Excel file with names and indicators available upon request.

#### B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

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

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/309575>.

**2. Description**

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

**2. 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 spring banquet, PCS through an established foundation supports HCHS, 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 business community through our booster organizations.

-The school and community work together to communicate to the community and parents the activities of the school through the school marquee, use of community marquees, the school call out system, and flyers posted in area business and faith-based buildings.

**C. Effective Leadership**

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

**1. School Leadership Team**

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
McLeod, Kip	Principal
Cooks, Marjorie	Assistant Principal
Harris, Phyllis	Other
Combass, Christopher	Instructional Coach
Wiggins, Natalie	Teacher, K-12
Hankla, Steven	Assistant Principal
Scott, Katie	Teacher, K-12
Eubanks, Tammy	School Counselor
Perley, Rachel	Teacher, K-12
Tober, Ken	Teacher, K-12
Beck, Anita	Teacher, K-12
Perez, Ruben	Dean
Daigle, Renee	Teacher, K-12

#### b. Duties

##### ***1. 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 support services, discipline grades 10-12 and campus wide attendance.

Dr. Hankla is responsible for professional development as it relates to the SIP.

Mr. Ruben Perez is the Dean and responsible for campus discipline in grades 7-9.

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.

**2. 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.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Taylor Glispie	Student
Malik Wallace	Student
SoniaFord-Speights	Parent
Christina Mosteller	Teacher
Jackie Pollock	Student
Julie Law	Parent
Mavis Troy	Education Support Employee
Allison Cromartie	Education Support Employee
Marisha Burlow	Student
Jordan Coffee	Student
Alexandria Pinello	Student
Beatris Santana	Student
Malaki Perez	Student
Sage Mosteller	Student
Carson Norris	Student
Landon Adkins	Student
Justin Reynolds	Student
Aiyisis Smith	Student
Kip McLeod	Principal

### b. Duties

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

*a. Evaluation of last year's school improvement plan*

The SAC Committee was convened to review the HCHS 2016 SIP and make suggestions for the HCHS 2017 SIP. New members are being added to the role with the new officers attending training.

*b. 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 during pre-planning.. The LT will be presenting the SIP to the Hamilton County Board of Education on Monday, October 10, 2016.

*c. 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. Faculty submit materials and instructional resources for the FY17 budget prior to leaving for summer recess.

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

School Improvement as a % of total expenditures of Hamilton County High School

FY 16 Budget General Fund expenditures:

Reading Coaches & Instructors 3.66%

Program Specific-Band 0.103%

Digital Classroom Support 0.32%

Grant Funded in General Teacher Support Colleague 2.48%

FY 16 Budget General Fund expenditures total: 6.48%

FY16 Federal dollars:

Supplemental Teacher/Paras 85.9%

Professional Development 2.8%

FY16 Federal dollars total expenditure percentages: 88.70%

Capital Expenditures:

Digital Classroom Support 63.24% total

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
McLeod, Kip	Principal
Combass, Christopher	Teacher, K-12
Norris, Amy	Teacher, K-12
Cooks, Marjorie	Assistant Principal
Hankla, Steven	
Mosteller, Christina	Teacher, K-12
Scott, Katie	Teacher, K-12
Murphy, Patrick	Teacher, K-12
Fletcher, Dusty	Teacher, K-12
Whitmore, Vickie	Teacher, K-12
James, Dana	Teacher, K-12
Perley, Rachel	Teacher, K-12
Willis, Mary	Teacher, K-12

#### b. Duties

##### **1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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.

#### **D. Public and Collaborative Teaching**

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

##### **1. 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 graduation coach to function as support to the student body as well as parents/guardians by intervening with the Early Warning initiatives when alerted by the staff a student is falling behind.
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 supplement class texts
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
9. Reflecting back to FY16, the productivity of the content planning period was less than expected, a decision was made due to the size of the school and the fact that our teachers are the sole teacher of their subject, to develop grade band teams. The ninth and tenth grade teachers meet as separate teams, eleventh and twelfth collectively, to discuss interdisciplinary work, student behavior, as well as discussions around meeting student IEPs/504s. ESE personnel attend the team meetings to assist in

facilitating the needs of the ESE students.

10. Time is allocated on Professional Learning days for vertical content alignment and data discovery.

## **2. 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.
3. Hamilton County Schools, to increase the candidate pool,

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 structure competitive with surrounding counties.
3. Lack of local housing

## **3. 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.
6. The Teacher Support Colleague (TSC) monitors the effectiveness of the program and provides additional support and resources where necessary.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### **1. 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. Algebra and Geometry curriculum developer will provide ongoing support for the math department.
3. All purchased surfaces and resources must be directly tied to the department goals and state standards. All purchases of instructional funds are approved by the AP for Curriculum and Instruction as well as the principal.
4. Each teacher has begun to develop curriculum guides based upon the priority standards, ensuring all standards are delivered prior to state assessment. HCHS is working with another system and content specialists to spend the next 24 months developing curriculum guides which incorporate content and interdisciplinary standards.

## b. Instructional Strategies

### ***1. 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 multiple sources, such as diagnostic exams, longitudinal student performance on statewide assessments, summative exams, 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, during, and after school
  - c. State Assessment refresh and review tutoring before assessment administrations
  - d. Math tutoring opportunities during the school day.

**2. 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**

Miller, John, john.miller@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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**



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

**1. 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 Fair 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 preparation program.
  - a. Students explore interest inventories, the 17 Career Clusters, Financial Aid and job assistance.
  - b. All 7th-9th grade students will complete Modules 1-11 of "Direct Your Future" a curriculum provided by FLDOE.
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. Student College Board test results are linked to Khan Academy for individualized tutoring programs, as well as diagnostic assessments.

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.
4. All seniors participate in the "Senior Walk" at all three elementary schools.

**b. College and Career Readiness**

**1. 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.

**2. 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

Digital Information Technology 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

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

Beginning with the Fall 16 term, CTE courses have been provided math textbooks related to their career interests. "Math Mondays" give an opportunity for math reinforcement in the CTE classes. Math teachers have met and will continue to provide a pacing guide to the extent possible so the math in the CTE courses is in context with the math taught in the student's required math class. 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.

The school, through inter-disciplinary student interests, creates opportunities for academic disciplines to vary their lessons and units by individual student interest, when possible allowing research, writing, and or speaking on topics of career interest. Students, when applicable, are encouraged through the literacy standards to write, speak, and or present on topics related to their chosen CTE pathway within their CTE classroom.

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. There is an expectation these co-curricular standards will taught in the CTE classes.

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.

HCHS is partners with River Oak Technical Center to expand the course and program selection for students at the post-secondary level. The district also 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.

**4. 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.**

Beginning fall 2016, HCHS will have a PolyCom studio for students to attend distance learning courses through NFCC.

Data in the "High School Feedback Report" ends with FY14. 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 delivered to students who would not be able to afford post-secondary tests. 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, Tallahassee 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.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

## 2. Problem Identification Summary

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

Literacy continues to be the area of greatest need. Increasing our level of literacy will have a far reaching impact in all of our disciplines. Research from NCTM illustrates that "Transformational Strategies" requiring students to go from numeracy to literacy and reverse accounts for a majority of errors in Algebra I. Our 2016 state assessments indicate our ELA classes are not making the comparable improvement we are experiencing in the other disciplines, though all disciplines continue to trail our region and state.

## B. 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.

## C. Strategic Goals

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase academic achievement across all disciplines through 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** Increase academic achievement across all disciplines through intensive and focused teaching/learning approaches for each aspect of literacy: reading, writing, and vocabulary. 1a

G088340

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	25.0
ELA/Reading Lowest 25% Gains	20.0
Algebra I EOC Pass Rate	30.0
Bio I EOC Level 3	50.0
U.S. History EOC Pass	45.0

**Targeted Barriers to Achieving the Goal** 3

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

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

- Availability for math and reading tutoring during the school day 7-9.
- Purposeful scheduling
- Acceleration classes
- Algebra I and Geometry I FL Standards Curriculum Package
- Literacy focus
- Learning Focus Strategies structures
- Financial support of the district
- Intensive math and reading tutoring opportunities during the school day
- Intensive use of Khan Academy grades 7, 8, 9
- STAR 360 use in grades 7, 8, 9
- AP Insight supplements in US History and Biology
- Addition of 6-8 Eureka Math curriculum. exit tickets, assessments, and digital instruction suite
- SpringBoard supplemental ELA resources in the 7th-9th grade honors pathway as a transition piece to school wide usage
- Literacy Coach for teacher support

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

Improved vocabulary proficiency in students Works in Progress folders, formative assessments, and student generated high and low stakes writing.

**Person Responsible**

Kip McLeod

**Schedule**

Monthly, from 10/3/2016 to 5/12/2017

**Evidence of Completion**

Student work samples

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

Improved scores on summative and benchmark exams in statewide tested courses should be evident as a result of better note-taking skills and graphic organizing of main ideas for writing, assessment, etc.

**Person Responsible**

Kip McLeod

**Schedule**

Quarterly, from 10/3/2016 to 5/12/2017

**Evidence of Completion**

Improved summative and 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 STAR 360 Reading diagnostic monitoring program.
4. Increase the Critical Reading Mean Scores on the PSAT 8/9 and 10/12 over past year.
5. Closing the gap on students attaining their concordance scores on the SAT compared to state and other FLP schools.

**Person Responsible**

Kip McLeod

**Schedule**

On 5/12/2017

**Evidence of Completion**

Statewide assessment score reporting document; SAT scores; PSAT scores; STAR 360 ELA scores.



## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** Increase academic achievement across all disciplines through intensive and focused teaching/learning approaches for each aspect of literacy: reading, writing, and vocabulary. 1

G088340

**G1.B1** Inconsistent use of reading and writing across all disciplines for learning and critical thinking 2

B234913

**G1.B1.S1** Students engage in low and high stakes writing-to-learn as well as varied assessment opportunities. 4

S247697

### Strategy Rationale

"Writing is a key means of asserting and defending claims, showing what (students) know about a subject, and conveying what they experienced...using precise language and domain-specific vocabulary to inform about or explain the topic." 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 and understanding of content-specific standards while providing formative/summative assessments for and of learning.

### Person Responsible

Christopher Combass

### Schedule

Monthly, from 9/19/2016 to 5/12/2017

### Evidence of Completion

Writing artifacts, Do Nows, posted student work narratives relating back to the standard, quick writes, formative and summative assessments, etc. will be available for viewing as student work, student posted work, and assessments. Writing will be a "Look For" in all lesson plans.

**Action Step 2** 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**

Christopher Combass

**Schedule**

Monthly, from 9/12/2016 to 5/12/2017

***Evidence of Completion***

Notes from team meetings held weekly. Student interactive notebooks, writing samples, increased use of academic and content vocabulary in student work samples.

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

Email to Dr. Hankla and Mr. Combass the need to discuss in PLCs and team meetings low-stakes and high-stakes writing opportunities and discuss monthly the results of team meetings and PLCs.

**Person Responsible**

Kip McLeod

**Schedule**

Monthly, from 9/12/2016 to 5/12/2017

***Evidence of Completion***

PLCs and PDs are scheduled on the master calendar as separate dates and in team meeting agendas. Notices posted at teacher sign-in and flyers placed in mailboxes.

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

Email to Dr. Hankla and Mr. Combass the need to discuss in PLCs and team meetings the degree of implementation of creative note taking and making skills as evidence of students' interaction with the text and discuss monthly the results of team meetings and PLCs.

**Person Responsible**

Kip McLeod

**Schedule**

Monthly, from 9/12/2016 to 5/12/2017

***Evidence of Completion***

PLCs and PDs are scheduled on the master calendar as separate dates and in team meeting agendas. Notices posted at teacher sign-in and flyers placed in mailboxes.

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

Based upon evidence and artifacts, monitoring of the implementation of this action step will determine the PD needed for further support of this strategy. Through the gathering of evidence, low and high stakes writing samples, and artifacts through instructional rounds by staff, administrative team lesson plan review, lesson study, and LFS/DA Professional Development teams monitoring, the level of effectiveness of use of low and high stakes writing as well as the frequency of use for learning.

**Person Responsible**

Christopher Combass

**Schedule**

Monthly, from 10/3/2016 to 5/12/2017

***Evidence of Completion***

Classroom writing samples, by discipline, may be collected or reviewed to determine the effectiveness of the implementation and the need for further study. As witnessed in the samples over time, students should be improving their writing skills.

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

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

**Person Responsible**

Christopher Combass

**Schedule**

Monthly, from 9/12/2016 to 5/12/2017

***Evidence of Completion***

Interaction with the text will be evident through posted work or interactive student interactive notebooks. Student writing and summarizing work will be assessed for academic and content vocabulary. Through classroom walk-throughs and discussions with students, evidence will be obtained as to the degree of implementation of 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.). Artifacts will be gathered through student work, work posted, and lesson plans.

**G1.B1.S3** Explicitly teaching key vocabulary words selected using both definitional and contextual information. Vocabulary will focus on understanding of Tier 1, Tier 2, and Tier 3 vocabulary in its correct setting. Tier 1 basic words that rarely require instructional time or student effort are briefly discussed for context. Tier 2 words that appear with high frequency within and across all disciplines and are crucial to the development of grade level academic language and assessment questions understanding. Tier 3 words are most often discipline specific, but must be known within the discipline for reading, writing, and assessment question understanding purposes. 4

 S247699

### Strategy Rationale

Students are involved in deeper processing and gives students more than a couple exposures, one from the context in which the word was used and other relevant uses of the word in their specific discipline. Students need to know the language of the standards and assessment.

### Action Step 1 5

Teachers will learn that improved reading, speaking, and listening in every course is the identification of understanding and usage of Tier 1, Tier 2, Tier 3 words through the use of the Language of The Standards. (LOTS) Cross-curricula instruction includes explicit reading and writing strategies.

#### Person Responsible

Christopher Combass

#### Schedule

Monthly, from 9/19/2016 to 5/12/2017

#### Evidence of Completion

Reminders sent out to staff, observation in the classroom, and instructional rounds of exemplary usage of the three types of vocabulary. CTE will increase cross-curricula reading and writing with assistance of ELA staff.

### Action Step 2 5

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

#### Person Responsible

Christopher Combass

#### Schedule

Monthly, from 8/1/2016 to 5/12/2017

#### Evidence of Completion

Properly worded, rigorous EQs will be collected through lesson plans and classroom board configurations.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Send email to Dr. Hankla and Mr. Combass regarding the need to present in PLCs and team meetings LOTS and tiered vocabulary usage.

**Person Responsible**

Kip McLeod

**Schedule**

Quarterly, from 10/3/2016 to 5/12/2017

***Evidence of Completion***

PLCs and PDs are scheduled on master calendar as separate dates and included in team meetings. Notices posted at teacher sign-in and flyers placed in mailboxes.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Send email to Dr. Hankla and Mr. Combass regarding the development of EQs

**Person Responsible**

Kip McLeod

**Schedule**

Monthly, from 10/3/2016 to 5/12/2017

***Evidence of Completion***

Emails printed and PLCs and PD scheduled on master schedule for teachers requesting extra support and review of EQ development.



**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Teachers will be offered additional support through LFS resources, PLCs, and PD days for deeper understanding of the use of high frequency, subject specific specialized terminology, and LOTS in their lesson delivery and assessment materials.

**Person Responsible**

Christopher Combass

**Schedule**

Weekly, from 9/12/2016 to 5/12/2017

***Evidence of Completion***

Artifacts of student work as well as evidence of instruction during classroom visits will inform the administrative team of the progress towards the incorporation of the terminology students will see on their high-stakes exams. Classroom wall charts and or student writing samples; graphic organizers with Tier 1, Tier 2, and Tier 3. vocabulary relating to the unit.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Essential questions that act as advanced organizers and vocabulary schema.

**Person Responsible**

Christopher Combass

**Schedule**







Weekly, from 10/3/2016 to 5/12/2017

***Evidence of Completion***

Essential questions from classroom boards and unit plans will reflect the EQ as a tool for organizing vocabulary utilizing the language of the standard, scaffolding only when necessary. Students can articulate by their knowledge of the E. Q. what it is they will know, understand, and be able to do at the completion of the unit or lesson. EQs will be of the level of rigor that through the knowing, understanding, and being able to do will prepare the students for high-stakes assessments.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.MA1  M335977	Improved vocabulary proficiency in students Works in Progress folders, formative assessments, and...	McLeod, Kip	10/3/2016	Student work samples	5/12/2017 monthly
G1.MA2  M335978	Improved scores on summative and benchmark exams in statewide tested courses should be evident as a...	McLeod, Kip	10/3/2016	Improved summative and benchmark assessments.	5/12/2017 quarterly
G1.MA3  M335979	Lagging indicators: 1. Mean points earned increases in the Vocabulary Domain of the Reading Test...	McLeod, Kip	9/12/2016	Statewide assessment score reporting document; SAT scores; PSAT scores; STAR 360 ELA scores.	5/12/2017 one-time
G1.B1.S1.MA1  M335965	Based upon evidence and artifacts, monitoring of the implementation of this action step will...	Combass, Christopher	10/3/2016	Classroom writing samples, by discipline, may be collected or reviewed to determine the effectiveness of the implementation and the need for further study. As witnessed in the samples over time, students should be improving their writing skills.	5/12/2017 monthly
G1.B1.S1.MA4  M335966	Creative note-taking strategies and incorporation of key vocabulary into speaking and writing.	Combass, Christopher	9/12/2016	Interaction with the text will be evident through posted work or interactive student interactive notebooks. Student writing and summarizing work will be assessed for academic and content vocabulary. Through classroom walk-throughs and discussions with students, evidence will be obtained as to the degree of implementation of 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.). Artifacts will be gathered through student work, work posted, and lesson plans.	5/12/2017 monthly
G1.B1.S1.MA1  M335967	Email to Dr. Hankla and Mr. Combass the need to discuss in PLCs and team meetings low-stakes and...	McLeod, Kip	9/12/2016	PLCs and PDs are scheduled on the master calendar as separate dates and in team meeting agendas. Notices posted at teacher sign-in and flyers placed in mailboxes.	5/12/2017 monthly
G1.B1.S1.MA3  M335968	Email to Dr. Hankla and Mr. Combass the need to discuss in PLCs and team meetings the degree of...	McLeod, Kip	9/12/2016	PLCs and PDs are scheduled on the master calendar as separate dates and in team meeting agendas. Notices posted at teacher sign-in and flyers placed in mailboxes.	5/12/2017 monthly
G1.B1.S1.A1  A322684	Teachers will learn how to develop short, "low stakes," and extended, "high stakes," writing...	Combass, Christopher	9/19/2016	Writing artifacts, Do Nows, posted student work narratives relating back to the standard, quick writes, formative and summative assessments, etc. will be available for viewing as student work, student posted work, and assessments. Writing will be a "Look For" in all lesson plans.	5/12/2017 monthly
G1.B1.S1.A2  A322685	Train teachers on creative note taking and making skills as evidence of students' interaction with...	Combass, Christopher	9/12/2016	Notes from team meetings held weekly. Student interactive notebooks, writing samples, increased use of academic and content vocabulary in student work samples.	5/12/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1  M335969	Teachers will be offered additional support through LFS resources, PLCs, and PD days for deeper...	Combass, Christopher	9/12/2016	Artifacts of student work as well as evidence of instruction during classroom visits will inform the administrative team of the progress towards the incorporation of the terminology students will see on their high-stakes exams. Classroom wall charts and or student writing samples; graphic organizers with Tier 1, Tier 2, and Tier 3. vocabulary relating to the unit.	5/12/2017 weekly
G1.B1.S3.MA4  M335970	Essential questions that act as advanced organizers and vocabulary schema.	Combass, Christopher	10/3/2016	Essential questions from classroom boards and unit plans will reflect the EQ as a tool for organizing vocabulary utilizing the language of the standard, scaffolding only when necessary. Students can articulate by their knowledge of the E. Q. what it is they will know, understand, and be able to do at the completion of the unit or lesson. EQs will be of the level of rigor that through the knowing, understanding, and being able to do will prepare the students for high-stakes assessments.	5/12/2017 weekly
G1.B1.S3.MA1  M335971	Send email to Dr. Hankla and Mr. Combass regarding the need to present in PLCs and team meetings...	McLeod, Kip	10/3/2016	PLCs and PDs are scheduled on master calendar as separate dates and included in team meetings. Notices posted at teacher sign-in and flyers placed in mailboxes.	5/12/2017 quarterly
G1.B1.S3.MA2  M335972	Send email to Dr. Hankla and Mr. Combass regarding the development of EQs	McLeod, Kip	10/3/2016	Emails printed and PLCs and PD scheduled on master schedule for teachers requesting extra support and review of EQ development.	5/12/2017 monthly
G1.B1.S3.A1  A322686	Teachers will learn that improved reading, speaking, and listening in every course is the...	Combass, Christopher	9/19/2016	Reminders sent out to staff, observation in the classroom, and instructional rounds of exemplary usage of the three types of vocabulary. CTE will increase cross-curricula reading and writing with assistance of ELA staff.	5/12/2017 monthly
G1.B1.S3.A2  A322687	Teachers will refine their Essential Questions as a literary comprehension tool utilizing...	Combass, Christopher	8/1/2016	Properly worded, rigorous EQs will be collected through lesson plans and classroom board configurations.	5/12/2017 monthly

## V. Professional Development Opportunities

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

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.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 and understanding of content-specific standards while providing formative/summative assessments for and of learning.	\$0.00
2	G1.B1.S1.A2	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.B1.S3.A1	Teachers will learn that improved reading, speaking, and listening in every course is the identification of understanding and usage of Tier 1, Tier 2, Tier 3 words through the use of the Language of The Standards. (LOTS) Cross-curricula instruction includes explicit reading and writing strategies.	\$0.00
4	G1.B1.S3.A2	Teachers will refine their Essential Questions as a literary comprehension tool utilizing appropriate "Tiered" vocabulary. Properly worded EQs give the content vocabulary the "Velcro" to attach meaning. EQs become an advanced organizer in reading.	\$0.00
Total:			\$0.00