

Holmes District School Board

Holmes County High School



2017-18 Schoolwide Improvement Plan

Holmes County High School

105 BLUE DEVIL DR, Bonifay, FL 32425

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	14%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

**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 was approved by the Holmes County School Board on 12/5/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	11
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	17
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	27

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Holmes County High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

Teachers are posted at duty stations around the school as students arrive and leave campus. As a small school, students are known by faculty and staff. The Principal and Assistant Principal are seen throughout the school on a daily basis and are readily available to any student or staff member.

HCHS also provides each student with a written copy of the school's Policies and Procedures as well as a copy of the District Code of Conduct.

HCHS has a zero tolerance for bullying.

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.

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

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.

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

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	41	26	42	101	210
One or more suspensions	0	0	0	0	0	0	0	0	0	9	6	4	2	21
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	66	56	67	15	204
	0	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	26	21	26	15	88

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

HCCHS created room in the daily schedule to provide for "Power Hour." This is a 60-minute block of time in the middle of the day in which students have lunch and have the opportunity to receive additional help from teachers. One-half of the teachers have office hours during the first half of Power Hour; they other half during the second half of Power Hour. Students may attend on their own or teachers may require the students to report to complete assignments, complete make-up work, or take make-up tests. If students fail to report as requested by the teacher, the teacher contacts the parent; then if necessary contacts the Assistant Principal. At that point the AP will assign the student to in-school suspension during his/her enrichment to complete the assignment.

The automated phone system calls parents each morning of students who were marked absent for first period.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Please see our online Parent Involvement Plan

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.

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Hudson, Mickey	Principal
Callahan, Medea	Assistant Principal
Kelly, Gilda	School Counselor
Simmons, Alice	Other

b. Duties

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

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

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

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

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

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.

The team meets quarterly to review screening data such as FSA Testing results, Progress Monitoring reports, report cards, and teacher reports and comments. The team will meet as necessary to review specific students and determine Tier 1 and 2 interventions and efficacy.

Title I, Part A

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

Title I, PART D

Title I Part D funds provide the local institution for neglected and/or delinquent children, and to at risk students services that are comparable to those provided to children in Title I schools such as: computer assisted instruction, drop out prevention program, mentors, and career exploration.

Title II

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

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

Title X Homeless

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

Supplemental Academic Instruction (SAI)

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

Nutrition Programs

HCHS participates in District wide free lunch and breakfast program.

Career and Technical Education

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

Other:

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
LeAnn Byrd	Parent
Mickey Hudson	Principal
James Sims	Teacher
Dwight Rich	Parent
Larry Cook	Business/Community
Ginny Cooper	Parent
Poe White	Teacher
Warren Bailey	Parent
Caleb Cooley	Student
Shauni Hooper	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

No funds were allocated for 2016-2017

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
Hudson, Mickey	Principal
Etheridge, Lucy	Instructional Media
Thompson, Carrie	Teacher, K-12
Jordan, Brandi	Teacher, K-12
Dixon, Paula	Teacher, K-12
Brooks, Cynthia	Teacher, K-12
Simmons, Alice	Other
Sims, James E.	Teacher, K-12
Callahan, Medea	Assistant Principal

b. Duties

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

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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

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

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

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

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

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.

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

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.

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

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: Summer Program

Minutes added to school year: 5,760

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hudson, Mickey, hudsonm2@hdsb.org

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

Student completion rates and grades earned.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

HCHS Guidance Staff conducts 8th Grade Parent Night for parents and students in the spring of the year. Students and parents are provided with information regarding school procedures, dress code, and graduation requirements. Faculty and staff are on hand to answer individual questions and assist parents and students in registering students for classes for the following year.

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.

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

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

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

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

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

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.

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Holmes County High School will earn the percentage points necessary to become a "B" rated school as evidenced on the 2017-2018 School Report.

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. Holmes County High School will earn the percentage points necessary to become a "B" rated school as evidenced on the 2017-2018 School Report. 1a

G097462

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- 50% of students are still reading below grade level.
- 70% of first time test takers did not meet proficiency on the Algebra I EOC exam.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I funds are available to provide additional materials and professional development for teachers to improve their knowledge of reading strategies.
- The District provides access to iReady for progress monitoring for all 9th and 10th grade students, as well as for the 11th and 12th grade students that have not passed the FSA ELA assessment. This progress monitoring is conducted 3 times during the year.
- Students are placed in Intensive Reading classes if they do not score proficient on the reading assessment.
- Students with disabilities are placed in inclusion classes with an inclusion teacher and offered a Learning Strategies class with an ESE teacher to enhance their study skills and receive additional accommodations as needed as evidenced in their IEP.

Plan to Monitor Progress Toward G1. 8

Progress monitoring reports, students scores

Person Responsible

Alice Simmons

Schedule

Every 2 Months, from 8/14/2017 to 5/31/2018

Evidence of Completion

Score reports, student's grades, teacher consult

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Holmes County High School will earn the percentage points necessary to become a "B" rated school as evidenced on the 2017-2018 School Report. **1**

 G097462

G1.B1 50% of students are still reading below grade level. **2**

 B261987

G1.B1.S1 HCCHS will utilize iReady to monitor students not achieving proficiency in reading to provide instruction to these students based on data received from testing. Students will be provided systemic, explicit reading instruction for information text. **4**

 S277478

Strategy Rationale

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

Action Step 1 **5**

iReady is the platform that is used for progress monitoring.

Person Responsible

Alice Simmons

Schedule

Every 2 Months, from 8/14/2017 to 5/31/2018

Evidence of Completion

Score reports

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

Data notebooks, progress monitoring reports, Classroom walkthroughs

Person Responsible

Mickey Hudson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Teacher Lesson Plans, student assessments, teacher evaluations

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

Progress monitoring reports, classroom walkthroughs

Person Responsible

Mickey Hudson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

2018 School score reports, Classroom walkthrough reports

G1.B1.S2 Students not meeting reading proficiency will be scheduled into an Intensive Reading class with a Reading Endorsed teacher. 4

S277479

Strategy Rationale

This class allows the teacher to target students' areas of weakness and give additional instruction in those areas.

Action Step 1 5

Students not meeting reading proficiency are scheduled into Intensive Reading classes.

Person Responsible

Alice Simmons

Schedule

Semiannually, from 8/14/2017 to 5/31/2018

Evidence of Completion

Student score reports and student schedules

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Schedules of students not meeting proficiency will be checked to ensure that they have been scheduled into an Intensive Reading class.

Person Responsible

Alice Simmons

Schedule

Semiannually, from 8/14/2017 to 5/31/2018

Evidence of Completion

List of students not meeting proficiency, student schedules

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Student score reports, classroom walkthroughs

Person Responsible

Mickey Hudson

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Student score reports, data notebooks, lesson plans,

G1.B1.S3 Students with Disabilities are scheduled into inclusion classes with an ESE teacher and the subject area teacher. 4

 S277480

Strategy Rationale

The ESE Teacher can model, monitor, and ensure that SWD receive accommodations necessary as indicated on their IEP.

Action Step 1 5

Inclusion classes are developed as part of the Master Schedule.

Person Responsible

Gilda Kelly

Schedule

On 5/31/2018

Evidence of Completion

Master Schedule, Class Rosters, Student Schedules, IEP Plans

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

SWD schedules will be check to ensure that they are scheduled into inclusion classes with an ESE teacher.

Person Responsible

Gilda Kelly

Schedule

On 5/31/2018

Evidence of Completion

Master Schedule, Student Schedules, IEP Plans

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

Students achievement will be monitored on an on-going basis.

Person Responsible

Gilda Kelly

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Student progress reports and state assessments

G1.B2 70% of first time test takers did not meet proficiency on the Algebra I EOC exam. **2**

 B261988

G1.B2.S1 Progress monitoring 3 times prior to the state testing window to ensure students are proficient in the skills being taught and allowing individualized instruction for those students not meeting achievement standards. iReady reports will be kept in Teacher's Data Notebook. **4**

 S277481

Strategy Rationale

Continuous monitoring allow teachers to target student weaknesses.

Action Step 1 **5**

Progress Monitoring will be conducted using the iReady platform 3 times during the year.

Person Responsible

Alice Simmons

Schedule

Every 2 Months, from 8/14/2017 to 5/31/2018

Evidence of Completion

Schedules of testing dates, student score reports

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Classroom walkthroughs, testing schedules, score reports

Person Responsible

Mickey Hudson

Schedule

Every 2 Months, from 8/14/2017 to 5/31/2018

Evidence of Completion

Walkthrough notes, testing schedules, student score reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student score reports will be reviewed for evidence of progress.

Person Responsible

Mickey Hudson

Schedule

Semiannually, from 8/14/2017 to 5/31/2018

Evidence of Completion

Student score reports

G1.B2.S2 HCCHS created an hour in the middle of the day, "Power Hour," which allows students to eat lunch and have an opportunity to report to their teachers for additional support and remediation. 4

 S277482

Strategy Rationale

Continuous remediation and review for students as indicated by student achievement data.

Action Step 1 5

Students will receive remediation/review during Power Hour.

Person Responsible

Alice Simmons

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Student achievement data; Power Hour Sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Teacher sign-in sheets will be monitored; student grades monitored

Person Responsible

Alice Simmons

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Teacher Power Hour Sign-in sheets, student grades, student test scores

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Increase in student grades and test scores

Person Responsible

Alice Simmons

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Teacher Power Hour Sign-in sheets, student test scores, student grades

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M402989	Progress monitoring reports, students scores	Simmons, Alice	8/14/2017	Score reports, student's grades, teacher consult	5/31/2018 every-2-months
G1.B1.S1.MA1 M402979	Progress monitoring reports, classroom walkthroughs	Hudson, Mickey	8/14/2017	2018 School score reports, Classroom walkthrough reports	5/31/2018 monthly
G1.B1.S1.MA1 M402980	Data notebooks, progress monitoring reports, Classroom walkthroughs	Hudson, Mickey	8/14/2017	Teacher Lesson Plans, student assessments, teacher evaluations	5/31/2018 monthly
G1.B1.S1.A1 A373904	iReady is the platform that is used for progress monitoring.	Simmons, Alice	8/14/2017	Score reports	5/31/2018 every-2-months
G1.B2.S1.MA1 M402985	Student score reports will be reviewed for evidence of progress.	Hudson, Mickey	8/14/2017	Student score reports	5/31/2018 semiannually
G1.B2.S1.MA1 M402986	Classroom walkthroughs, testing schedules, score reports	Hudson, Mickey	8/14/2017	Walkthrough notes, testing schedules, student score reports	5/31/2018 every-2-months
G1.B2.S1.A1 A373907	Progress Monitoring will be conducted using the iReady platform 3 times during the year.	Simmons, Alice	8/14/2017	Schedules of testing dates, student score reports	5/31/2018 every-2-months
G1.B1.S2.MA1 M402981	Student score reports, classroom walkthroughs	Hudson, Mickey	8/14/2017	Student score reports, data notebooks, lesson plans,	5/31/2018 quarterly
G1.B1.S2.MA1 M402982	Schedules of students not meeting proficiency will be checked to ensure that they have been...	Simmons, Alice	8/14/2017	List of students not meeting proficiency, student schedules	5/31/2018 semiannually
G1.B1.S2.A1 A373905	Students not meeting reading proficiency are scheduled into Intensive Reading classes.	Simmons, Alice	8/14/2017	Student score reports and student schedules	5/31/2018 semiannually
G1.B2.S2.MA1 M402987	Increase in student grades and test scores	Simmons, Alice	8/14/2017	Teacher Power Hour Sign-in sheets, student test scores, student grades	5/31/2018 quarterly
G1.B2.S2.MA1 M402988	Teacher sign-in sheets will be monitored; student grades monitored	Simmons, Alice	8/14/2017	Teacher Power Hour Sign-in sheets, student grades, student test scores	5/31/2018 quarterly
G1.B2.S2.A1 A373908	Students will receive remediation/ review during Power Hour.	Simmons, Alice	8/14/2017	Student achievement data; Power Hour Sign-in sheets	5/31/2018 weekly
G1.B1.S3.MA1 M402983	Students achievement will be monitored on an on-going basis.	Kelly, Gilda	8/14/2017	Student progress reports and state assessments	5/31/2018 monthly
G1.B1.S3.MA1 M402984	SWD schedules will be check to ensure that they are scheduled into inclusion classes with an ESE...	Kelly, Gilda	8/14/2017	Master Schedule, Student Schedules, IEP Plans	5/31/2018 one-time
G1.B1.S3.A1 A373906	Inclusion classes are developed as part of the Master Schedule.	Kelly, Gilda	8/14/2017	Master Schedule, Class Rosters, Student Schedules, IEP Plans	5/31/2018 one-time

V. Professional Development Opportunities

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

G1. Holmes County High School will earn the percentage points necessary to become a "B" rated school as evidenced on the 2017-2018 School Report.

G1.B1 50% of students are still reading below grade level.

G1.B1.S1 HCCHS will utilize iReady to monitor students not achieving proficiency in reading to provide instruction to these students based on data received from testing. Students will be provided systemic, explicit reading instruction for information text.

PD Opportunity 1

iReady is the platform that is used for progress monitoring.

Facilitator

iReady, cPalms

Participants

Instructional personnel

Schedule

Every 2 Months, from 8/14/2017 to 5/31/2018

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	iReady is the platform that is used for progress monitoring.				\$4,245.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0261 - Holmes County High School			\$4,245.00
2	G1.B1.S2.A1	Students not meeting reading proficiency are scheduled into Intensive Reading classes.				\$0.00
3	G1.B1.S3.A1	Inclusion classes are developed as part of the Master Schedule.				\$0.00
4	G1.B2.S1.A1	Progress Monitoring will be conducted using the iReady platform 3 times during the year.				\$0.00
5	G1.B2.S2.A1	Students will receive remediation/review during Power Hour.				\$0.00
					Total:	\$4,245.00