Holmes District School Board

Holmes County High School

2019-20 Schoolwide Improvement Plan

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Holmes County High School

105 BLUE DEVIL DR, Bonifay, FL 32425

http://hchs.hdsb.org/

Demographics

Principal: Laurence Pender

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: C (48%) 2016-17: C (43%) 2015-16: C (47%) 2014-15: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	97%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	12%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

To 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 to make a successful transition into their chosen path upon graduation.

Provide the school's vision statement.

To become a high school that maintains a peaceful, productive, and orderly learning environment which promotes the academic, social, and developmental needs of all students while also being ranked in the top 10% of high schools in the state in student achievement.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Tate, Matt	Principal	The principal provides oversight for the implementation of school based initiative, ensuring the use of data-based decision making. He assesses the skill levels of school staff to determine professional development that will support ongoing school improvement.
Callahan, Medea	Assistant Principal	The assistant principal provides expertise on issues relating to behavior incentives and interventions that support school-based initiatives. She chairs the Threat Assessment Team to ensure that all stakeholders receive information as required regarding any student issues.
Kelly, Gilda	School Counselor	Coordinates and monitors MTSS interventions for students identified. She provides support for interventions for SWD and collaborates with the department team members to implement school-based initiatives.
Simmons, Alice	Instructional Coach	Participates in the design and delivery of professional development and provides support for assessment and implementation monitoring. Additionally, she assists in identifying student needs and analyzing existing literature on scientific-based curriculum/behavior assessment and intervention approaches.
Jordan, Brandi	Teacher, K-12	Provide information about core instruction, participate in the collection & analysis of data, and collaborate with the department team members to implement school-based initiatives.
Dixon, Paula	Teacher, K-12	Provides information about core instruction, participate in the collection & analysis of data, and collaborate with the department team members to implement school-based initiatives.
Somerset, Amy	Teacher, K-12	Provides information about core instruction, participate in the collection & analysis of data, and collaborate with the department team members to implement school-based initiatives.
Belser, Rachel	Teacher, K-12	Provides information about core instruction, participate in the collection & analysis of data, and collaborate with the department team members to implement school-based initiatives.
Lee, Jeff	Teacher, K-12	Provides information about core instruction, participate in the collection & analysis of data, and collaborate with the department team members to implement school-based initiatives.

Name	Title	Job Duties and Responsibilities
Steverson, Vicki	Teacher, K-12	Provides information about core instruction, participate in the collection & analysis of data, and collaborate with the department team members to implement school-based initiatives.
Carroll, Cody	Teacher, ESE	Provides information about core instruction, participate in the collection & analysis of data, and collaborate with the department team members to implement school-based initiatives.
Chandler, Carole	Teacher, K-12	Provides information about core instruction, participate in the collection & analysis of data, and collaborate with the department team members to implement school-based initiatives.
Steverson, Chris	Teacher, K-12	Provides information about core instruction, participate in the collection & analysis of data, and collaborate with the department team members to implement school-based initiatives.
White, Poe	Teacher, K-12	Provides information about core instruction, participate in the collection & analysis of data, and collaborate with the department team members to implement school-based initiatives.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	144	131	119	112	506
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	12	15	16	24	67
One or more suspensions	0	0	0	0	0	0	0	0	0	0	3	1	1	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	4	7	7	8	26
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	45	37	26	32	140

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	14	9	6	11	40

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

31

Date this data was collected or last updated

Sunday 9/15/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	0	0	0	0	0	0	
Course failure in ELA or Math	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	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	52%	56%	51%	51%	53%
ELA Learning Gains	44%	44%	51%	45%	45%	49%
ELA Lowest 25th Percentile	35%	35%	42%	27%	27%	41%
Math Achievement	24%	24%	51%	29%	29%	49%
Math Learning Gains	34%	34%	48%	30%	30%	44%
Math Lowest 25th Percentile	34%	34%	45%	21%	21%	39%
Science Achievement	58%	58%	68%	43%	43%	65%
Social Studies Achievement	56%	56%	73%	66%	66%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	144 (0)	131 (0)	119 (0)	112 (0)	506 (0)
Attendance below 90 percent	12 ()	15 ()	16 ()	24 ()	67 (0)
One or more suspensions	0 (0)	3 (0)	1 (0)	1 (0)	5 (0)
Course failure in ELA or Math	4 (0)	7 (0)	7 (0)	8 (0)	26 (0)
Level 1 on statewide assessment	45 (0)	37 (0)	26 (0)	32 (0)	140 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	56%	54%	2%	55%	1%
	2018	55%	54%	1%	53%	2%
Same Grade Comparison		1%				
Cohort Comparison						
10	2019	46%	47%	-1%	53%	-7%
	2018	53%	46%	7%	53%	0%
Same Grade Comparison		-7%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	63%	-5%	67%	-9%
2018	41%	42%	-1%	65%	-24%
Compare		17%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	57%	57%	0%	70%	-13%
2018	59%	64%	-5%	68%	-9%
Compare		-2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	20%	46%	-26%	61%	-41%
2018	15%	40%	-25%	62%	-47%
Compare		5%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	25%	32%	-7%	57%	-32%
2018	44%	42%	2%	56%	-12%
Compare		-19%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	27	32	18	30		29	33			
BLK	15	45								82	
WHT	54	42	32	26	33	29	59	60		86	45
FRL	45	42	42	21	31	36	48	57		83	29

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	34	42	26	36	33	29			50	
BLK	18	55		23	17						
WHT	58	53	40	35	33	38	48	59		78	55
FRL	47	53	51	28	27	38	47	53		59	49

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	4	15	11	3	9	8				46	
BLK	24	24		9	11	20					
HSP				20							
WHT	53	48	33	30	31	22	47	70		71	47
FRL	48	41	21	27	31	26	39	62		67	40

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	466
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Subgroup - Student with Disabilities -- full inclusion was implemented last year. Some of these students had never been in this setting prior to last year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Achievement - During the past two years our feeder school has had difficulty finding and retaining a certified mathematics instructor; one year they had 4 different teachers in the mathematics classroom. Last year the 8th grade teacher was out on maternity leave part of the year. These students are missing the basic foundations for Algebra I instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math Achievement - During the past two years our feeder school has had difficulty finding and retaining a certified mathematics instructor; one year they had 4 different teachers in the mathematics classroom. Last year the 8th grade teacher was out on maternity leave part of the year. These students are missing the basic foundations for Algebra I instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

Science Achievement - The school changed 9th grade science course to Biomedical Technology. This change allowed students to receive instruction in biology standards prior to entering Biology in the 10th grade where they then took the Biology EOC.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Students scoring level 1 on statewide assessments
Attendance

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math Achievement for all students
2. Achievement levels for students with disabilities
3. Achievement levels for Black/African American Students
4. ELA Achievement for all students
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Achievement for all students
Rationale	The Math Achievement for the 2018-2019 was 24%
State the measurable outcome the school plans to achieve	By the end of 2019-2020 school year HCHS will increase their Math Achievement by 10 percentage points as evidenced on the 2020 School Grade.
Person responsible for monitoring outcome	Matt Tate (matt.tate@hdsb.org)
Evidence-based Strategy	Intensive Math instruction provided by a certified teacher and supplemental on-line math curriculum in whole groups and small groups that addresses, algebraic concepts, model eliciting activities, mathematical practices, lessons using depth of knowledge complexity and math modeling standards. Instruction will include direct instruction, computer based instruction, peer tutoring.
Rationale for Evidence-based Strategy	Achieve 3000 researched based program to support Math standards and instruction.
Action Step	
Description	1. Purchase IXL research based math program to support math instruction
Person Responsible	Matt Tate (matt.tate@hdsb.org)

#2	
Title	Black/African American students and Students with disabilities are not meeting learning targets
Rationale	ESSA Federal Index indicates that Black/African American students and Students with disabilities are below the target level in achievement.
State the measurable outcome the school plans to achieve	By the end of 2019-2020 school year HCHS will increase the achievement levels of Black/African Americans and students with disabilities by 10 percentage points.
Person responsible for monitoring outcome	Matt Tate (matt.tate@hdsb.org)
Evidence-based Strategy	1. Purchase the research based Achieve 3000 reading program to support ELA instruction. 2. Analyze data from Achieve 3000 as the year progresses. 3. Purchase IXL research based math program to support math instruction. 4. Analyze data from IXL as the year progresses 5. Math teachers are receiving instruction in Strategic Instruction Model (SIM) Project.
Rationale for Evidence-based Strategy	Achieve 3000 researched based program to support ELA standards and instruction IXL researched based program to support mathematics standards and instruction. SIM is a state-funded, researched-based program.
Action Step	
Description	1. Purchase the research based Achieve 3000 reading program to support ELA instruction. 2. Analyze data from Achieve 3000 as the year progresses. 3. Purchase IXL research based math program to support math instruction. 4. Analyze data from IXL as the year progresses. 5. Math Teachers and 10th Grade ELA teacher will utilize SIM strategies in their classroom.
Person Responsible	Matt Tate (matt.tate@hdsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school continues to maintain an active website and Facebook page. In addition, teachers utilize the REMIND App for parents and students to receive reminders of upcoming due dates. The district provides the student management system, FOCUS, in which parents may view their child's progress at any time.

Holmes County High School reached out to parents to start a Parent-Teacher Organization this year. We feel this is an avenue that can reach an even broader parent audience.

PFEP Link

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

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.

In conjunction with our Mental Health Staff, students have identified an adult on campus with whom they feel they can talk to if needed. We have that adult listed on the students demographics in order to utilized their "check-in" person should the student have need. We have also placed Student Check-in Thermometers in each classroom so that the student may indicate to the teacher if they have a need to speak to a mental health staff member.

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

We hold an 8th grade Parent Night in the spring of the students' 8th grade year. Parents and students attend and are given information on graduation requirements, course offerings, and other school information. Students and parents together may select the students courses for their 9th grade year with the help of teachers and counselors available during that time. Parents are also encouraged to set-up individual meetings with the Guidance Staff as necessary.

Upper level students participate in various CTE courses and attend Senior Days at Chipola College and Florida Panhandle Technical School. Colleges and Military personnel routinely visit to offer information to all students.

HCHS is creating a College and Careers Club in which students will be given even more opportunities to attend Senior Days at colleges and career fairs.

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 leadership team meets regularly to collaborate and decide the best strategies to implement based on the school improvement plan. Data collection and dis-aggregation is processed by the leadership team in collaboration with team leaders who work with individual teachers to analyze the data and suggest strategies. Scientific research,specifically for fluency interventions, will be implements through MTSS. Testing data will be used to identify groups that need specialized interventions.

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

Upper level students participate in various CTE courses and attend Senior Days at Chipola College and Florida Panhandle Technical School. Colleges and Military personnel routinely visit to offer information to all students.

HCHS is creating a College and Careers Club in which students will be given even more opportunities to attend Senior Days at colleges and career fairs.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	**III.A.**	**Areas of Focus: Math Achievement for all students**	**$0.00**
2	**III.A.**	**Areas of Focus: Black/African American students and Students with disabilities are not meeting learning targets**	**$0.00**
		Total:	**$0.00**