

Hamilton County High School



2014-15 School Improvement Plan

Hamilton County High School

5683 US HIGHWAY 129 S, Jasper, FL 32052

<http://hch.hamiltonfl.com>

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

46%

Alternative/ESE Center

No

Charter School

No

Minority

56%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	F	D	C

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

Hamilton County High School has formed groups called Trojan Partners. These groups consist of 10-12 students from the same grade level and one teacher. Students will remain with the same teacher throughout their high school career. Topics discussed will include but not be limited to grades, credits, future plans, and self-esteem. These groups meet once a month throughout the school year. The relationship develops throughout the four years and each student has one teacher to lean on from Freshman year to graduation, and hopefully beyond.

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

Before: staff meets the students in the courtyard, and interacts with the students throughout the time prior to 1st bell. At the bus depot, the staff are very kind to all of the drop-off kids, and personally make sure that they are on the right bus for the correct school. 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 drop-off at the school is staffed, 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. Select clubs and organizations meet before school with a trained and qualified adult.

During: staff engage students constantly to monitor bullying, disrespect, and safety issues. 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. SRO is on site for all fights and criminal activity. Staff are trained in first aid, CPR, AED administration, and emergency evacuations. Signage is posted to direct non-trained or non-certified staff members to areas where correct help can be administered. Teachers, administrators, and staff sweep hallways and restrooms for tardy students. Clubs and organizations meet on Fridays (activities

schedule) to give students something to get involved in and to meet specific student needs. Trojan partners forms personal relationships between administrators, staff, and students to show students that the adults at the school care and want them to succeed.

After: 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 something to do instead of staying home and getting into trouble.

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

1. The school has established a Student Code of Conduct which addresses various issues related to student behavior.
 - a. This code of conduct can be accessed two ways; parents/students can view the it on the school's website, or parents/students can request a hard copy from the school.
 - b. Teachers spend the first week of school teaching the Student Code of Conduct along with individual classroom expectations.
 - c. One of the specific ways in which this school has attempted to create distraction-free academic environment is by initiating a dress code.
 - i. The dress code is drawn up by school administrators and updated as needed.
 - ii. Faculty and staff input also add to the viability and acceptability of the dress code.
 - iii. Students are held accountable by all faculty and staff, even parents are brought into the equation, by making the code available for their perusal.
 - d. The school has developed a stronger tardy policy to address this issue since it impacts instructional time and engagements of all students.
2. During staff meetings the principal makes sure that all faculty and staff are implementing behavioral policies consistently, in addition to the individual accountability that is expected of the entire faculty.
3. All instructors are required to attend, and expected to implement, CHAMPS training to encourage positive classroom behavior.
4. The school is currently initiating PBIS in the seventh and eighth grades. The Trojan Pride Program for rewarding students and faculty for positive behaviors is in place nine through twelve.

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;
- a. Individual, small group, and classroom guidance through the guidance department.
 - b. Teachers attended professional development sessions during pre-planning emphasizing the importance of building individual relationships with each of their students.
 - c. Referrals to the Corner Drug Store, a service provided by CDS Family and Behavioral Health Services, can be made for truancy, family concerns, behavior concerns, substance abuse, etc.

Early Warning Systems

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

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

The school uses Skyward to monitor early warning indicators such as poor attendance, grades, and referrals. Utilizing the early warning indicators students are placed in biweekly progress monitoring by the teacher in the 9-12 school and by the team in the middle school. Teachers regularly review early

warning indicator data to adjust their Tier One Interventions. Teachers and teams are to choose between 5 and 15 percent of their students for intensive Tier Two Progress Monitoring based on early warning indicators. All Level One students and most Lever Two students from State Wide Standardized Assessments are scheduled into intensive support classes. Students with multiple behavior and truanancies are referred to the guidance office.

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

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

Indicator	Grade Level						Total
	7	8	9	10	11	12	
Attendance below 90 percent	14	14	17	20	17	11	93
One or more suspensions	75	40	43	59	25	0	242
Course failure in ELA or Math	3	8	41	43	31	11	137
Level 1 on statewide assessment	67	78	46	53	11	0	255

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	7	8	9	10	11	
Students exhibiting two or more indicators	63	31	34	46	5	179

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 employed in each of the three early warning indicators.

ATTENDANCE

1. Teachers provide affective differentiation in the classroom providing students possible additional interests in attending class as a step one intervention.
2. Students with truancy issues are referred to their guidance counselor as a step two intervention.
3. Students with continual truancy concerns are referred to CDS Family & Behavioral Health Services as a step three intervention.
4. If all previous interventions are unsuccessful students under the age of 16 and their guardians are referred to the judicial system.

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

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

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

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

Strong communication is 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. Letters of support are mailed yearly to solicit support. Flyers pertaining to school events are posted throughout the community at businesses and other popular areas. We highlight supporters in banners in the gym and in our newsletters, Facebook account, and using our school intercom and morning TV show.

In addition to our HCHS Guidance page on Facebook, notices go home consisting of important information pertaining to grades, graduation, discipline, dress code, etc. Announcements are made throughout the day to inform students of activities. The school website and district website are consistent and alert the community on important information.

Our stakeholders are encouraged to patronize local businesses so they feel our support as well, helping us sustain the partnership.

Effective Leadership

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

School Leadership Team

Membership

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
Hankla, Dr. Steven	Assistant Principal
Harris, Phyllis	Dean
Hamm, Abby	Teacher, K-12
Scott, Katie	Teacher, K-12
Touchton, Chandler	Teacher, K-12
Murphy, Patrick	Teacher, K-12
Wiggins, Natalie	Teacher, K-12
Combass, Christopher	Teacher, K-12
Bell, Geniane	Teacher, K-12
Williams, Paula	Teacher, K-12

Duties

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

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

The principal is responsible for curriculum and instructional leadership as well as 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.

Each assistant principal is assigned specific tasks by the principal; however, the ultimate role of both assistant principals is to observe instructional practices in the classroom and provide support with curriculum needs. Each assistant principal serves as an instructional leader to specific grades and are given the task of assisting teachers with professional growth in instruction as well as helping teachers identify needs of students based on data. The assistant principals are required to identify professional development needs of teachers and communicate the identified needs to the teachers and principal.

Grade level teacher leaders, dean of students, and guidance counselor serve as support and representation of the instructional staff on the campus. Team leader meetings with administrative staff are held monthly. During these meetings, team leaders are presented with various topics for discussion. Teacher leaders often are required to present topics of discussions with their team of teachers and provide responses to the principal. Teacher leaders, dean of students and guidance counselor work closely with administration to bring issues and concerns to leadership team meetings that directly affect the culture and environment of the school. When issues and/or concerns are presented to the administration, teacher leaders, dean of students and guidance counselor are often given the task of finding possible solutions to present to the principal. In such instances, the principal

is not the final voice; the teacher leaders are given an opportunity to resolve issues or concerns and return to their team with the final solution.

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

Hamilton County High School uses the problem-solving process which includes the three-tiered response to intervention framework to address the systems of support for students. The school utilizes Performance Matters, FAIR, and Ongoing Progress Monitoring data to determine the effectiveness of core instruction, allocate resources, and target programmatic areas that may need adjustment to address the needs of students as a tool for identifying professional development needs of teachers. Data is reviewed by teachers and administration after assessments are administered to identify gaps in instruction or supports needed to sustain or improve effective use of evidence-based practices.

Each core academic content area has a common planning time of 50 minutes each day. Teachers use this time for data analysis, collaboration and individual instructional planning. This time is also used for professional learning activities provided by state leaders, school based reading coach and other professional service providers. Extended student learning opportunities after school hours (After School Tutoring program) and targeting low performance students provide opportunities for reinforcement of benchmark skills for all AMO areas. Targeting of students in need is ongoing with recommendations for after school tutoring made by teachers to the coordinator of the program. Hamilton County maximizes the use of Federal, State and Local funds through coordination and collaboration of various programs for Hamilton County High School to provide services that are necessary to assist in student achievement. Hamilton County is a Title 1 school. Title 1 Part A funds provide supplemental services such as additional staff, professional development, supplemental materials and supplies for classrooms as well as support for parental involvement programs. Title 1 Part C funds are used at Hamilton County High School (HCHS) to provide services for Migrant students. They are coordinated and implemented through individual and small group tutoring, virtual programs, bilingual services for students and families and supplemental materials and supplies. Title II funds are used to provide professional development for content area teachers and school based administrators. Funds are also used to provide Leadership training and are currently providing funding support for assistant principals to participate in the Principals Leadership Academy. Title III provides funds for supplemental services for English Language Learners (ELL). Examples of how funds are spent are as follows: classroom support from a bilingual tutor and supplemental materials and supplies.

Title IV funding provides support for activities and programs to increase the graduation rate of HCHS students. These funds provide a career and graduation coach to work with all students and parents to ensure that students successfully complete courses and assessments to earn a high school diploma. Funds provide transportation for students to visit post-secondary institutions and businesses in their career choice areas. In addition, funds are also used 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, CAN, 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, resources are monitored and measured for effectiveness to determine continuation or a change of course to better meet the student needs. The leadership team meets at least once monthly and more often in the second semester as they develop the SIP for the following year.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Denise Clayton	Teacher
Debbie Herring	Teacher
Connie Speights	Parent
Nola Baltazar	Student
Darrell Davis	Teacher
Aubrey Morris	Student
Clay Moore	Student
Wanda Udell	Education Support Employee
Gloria Robinson	Parent
Travis Glover	Teacher
Marjorie Cooks	Principal
Michelle Lee	Education Support Employee
Imogene Bullock	Teacher
Velora Loper	Parent
Sarah Higginbothom	Business/Community
Michelle Carter	Student
Paula G. Williams	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

The SAC team meets to review last year's plan to discuss what was effective and what was ineffective along with the needs of the school as they change. At that point, a meeting is held with administration to discuss.

Development of this school improvement plan

Our faculty is divided into teams to work on the SIP. Each team meets to discuss the task assigned and looks at it from the total school perspective. All stakeholders have input in the process. This input is given to the SIP team.

Preparation of the school's annual budget and plan

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

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
McLeod, Kip	Principal
Bell, Geniane	Teacher, K-12
Scott, Katie	Teacher, K-12
Wiggins, Natalie	Teacher, K-12
Touchton, Chandler	Teacher, K-12
Combass, Christopher	Teacher, K-12
Hamm, Abby	Teacher, K-12
Murphy, Patrick	Teacher, K-12
Cooks, Marjorie	Assistant Principal
Hankla, Dr. Steven	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT at Hamilton County High School will be to implement the Common Core State Standards and the Comprehension Instructional Sequence (CIS) model in each content area classroom. A literacy/reading coach has been hired as a member of the staff, and the committee suggests that she be assigned as a member of the LLT in the effort to continue to promote literacy throughout the school.

Public and Collaborative Teaching

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

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

Hamilton County High School has implemented many strategies to promote a positive working climate of collaboration and planning. These strategies include monthly departmental professional development sessions which include lesson study and best practices; a planning period built into each teacher's schedule; the hiring of a literacy /reading coach to function as support to the whole faculty as it implements the Common Core literacy strategies; departments with common planning to promote collaboration; vertical alignment of curriculum and strategies with the English department; implementation of a user-friendly lesson plan format that incorporates gradual release framework; the use of Title I funds to purchase resources and materials to support teacher's use of best practices; assigning paraprofessionals and administration to duty in lieu of teachers; the hiring of a high school Dean to ensure consistency in disciplinary procedures described in the Student Handbook; a comprehensive plan to promote parent, community, student, and staff involvement; free breakfast and lunch for all students; and a master schedule that limits down time.

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

The recruitment process includes several items. When an opening in a school becomes available, the principal notifies the district human resource (HR) office. The HR department advertises the specific job opening. The district attends recruiting events through NEFEC and career fairs at nearby colleges and universities during the year. Resumes and applications are accepted until the closing date. Applications are screened by the principal, human resource director, and administrative assistant for appropriate certification and number of years' experience. The human resource administrative assistant contacts possible candidates for interviews and sets the calendar date for interviews. The interview panel will consist of three to four people: the principal(s), assistant principals, district office personnel, and other appropriate staff members. Interviews are conducted using the same set questions for all applicants with an equity coordinator leading the interview and panel members asking questions. A scoring rubric is used to determine the highest qualified applicant with the equity coordinator completing and ranking the rubrics after all interviews. The principal confers with the superintendent before a job offer is made. The principal then calls the applicant and offers him or her position. When the applicant accepts the offer, the principal approves the acceptance. The final step in the process is the Board of Education approves the superintendent's recommendation.

Teacher retention is the responsibility of the district and the principal. The district provides training and staff development for the teachers. The main issue 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 their personnel. Consequently, a majority of new teachers settle in surrounding counties and commute to Jasper to teach. Thus, many of these teachers tend to leave Hamilton County when they are able to secure employment closer to their homes. Another retention issue involves the fact that many inexperienced teachers find their first teaching employment in Jasper where it is less competitive than some of the surrounding college communities for a first year teacher to find a position. These novice teachers tend to use their first years of employment in Hamilton County as an opportunity for growth and experience to be used to find a teaching position in one of the larger more competitive nearby school systems. The principal of Hamilton County High School has initiated several changes in an attempt to retain his faculty. These measures include the following: increased planning time, improved master schedule, improved work time schedule, and an increase in the number of social activities to make the teachers feel like a part of the community of Hamilton County High School.

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

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

1. Organization

- a. Requiring all lesson/unit plans follow a template requiring identification of the Florida Standard as well as any related Common Core Literacy Standards.
- 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 on the “Opening” of the Instructional Framework this year. The “Opening” is to include Language of the Standards (LOTS), “Explicitly states the unit or lesson EQ and scaffolds for student understanding where necessary, student/teacher develops learning targets or “I Can” statements related to the Florida Standards and EQs., mini labs/guided practice guided practice leads students to inquiry and deeper understanding of what they are to Know, Understand, and Be Able To Do in reference to the Florida Standards.

2. Professional Learning

- a. Professional learning opportunities have been made available throughout the summer months on the use of CPALMS. Teachers were/are encouraged to utilize the following tools available for the Florida Standards when appropriate:
 - i. Model Eliciting Activities (MEA)
 - ii. Parent and Student Resources
 - iii. Lesson Plans
 - iv. Assessments
 - v. Virtual Manipulatives, etc.
- b. Differentiated Accountability team will be providing guidance in fall PL sessions on curriculum pacing guides for the Florida Standards.
- c. Onsite Literacy Coach will be working in cross disciplinary subjects on the incorporation of the literacy standards
- d. Generation Ready Math Coach will be spending 30 days on campus working rigorous instruction using the Florida Math Standards.

3. Professional Learning Communities

- a. PLCs meet twice per month to work on standards based instructional activities to include: lesson study, student performance tasks, progress monitoring, Florida Standards “Big Ideas/EQs”, etc.
- b. PLCs work on identifying trends in data to inform adjustments to instruction and or acceleration needs.
- c. PLCs work on benchmark exams, assessment development and aligning all assessment tasks to the Florida Standards.

d. PLCs evaluate textbooks, proprietary programs, and other resources for inclusion into the curriculum used to teach the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

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

1. Data from Performance Matters and Skyward data repositories, as well as current classroom artifacts and evidence, provide information for teachers to:
 - a. Identify progress monitored students based on:
 - i. Early Warning Indicators
 1. Attendance
 2. Behavior
 3. Course Success
 4. Student's On-track Status
 - ii. Progress monitoring as a level II intervention no more than 10-15% of the students on each middle school team. 9-12 individual teacher, guidance, administration progress monitoring for no more than 10-15% of the individual teachers' class loads
 - 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 for (UDL Options provided through Multiple Means of Representation, Engagement, Action and Expression)
 - 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 who would benefit from advanced on-line learning opportunities
 - e. Identify students in need of language support assistance
2. Supplemental support for students having difficulty on state assessments is provided by:
 - a. Placement of students in intensive support classes
 - b. Extended learning time opportunities before and after school
 - c. State Assessment refresh and review tutoring before assessment administrations

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:

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

Strategy Rationale

Many students entering HCHS are deficient in fundamentals 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 weakness.

Strategy Purpose(s)

- Instruction in core academic subjects

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 improved student achievement in core academic class.

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

1. Participating in colleges and university day
2. Participating in Hamilton County's Career Day
3. Attending college/tech school's prospective freshmen visitation days
4. Seniors utilize Career Cruiser and Florida Choices to prepare for their post-secondary options
 - a. Students explore interest inventories, the 17 Career Clusters, Financial Aid and job assistance.
5. The ASVAB is given on campus for students who are interested in enlisting in the military.

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

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

College and Career Readiness

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

Guidance Counselors, teachers, and the high school Career/Grad Coach invite colleges, universities, and technical colleges to meet with students during lunch time, class time, and after school. College visits introduce students to on campus experiences. Students meet with counselors to complete course requests to ensure that students are participating in courses not only to meet graduation requirements but to prepare them for college and careers. Students academic opportunities are monitored through the ReadStep in 8th grade and the PSAT in the 9th and 10th grades.

Students are introduced to career cruisers provided by Florida's DOE, Florida Choices, and Big Futures. Counselors, teachers, and coaches present students with specifics on their future career plans based on post-secondary schools expectations and requirements for their fields of interest. ROTC gives students opportunities to see explore the financial benefits of entering the military and workforce with or without college degrees.

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

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

HCHS CTE Offerings and Certifications

Classes Certifications

Culinary Arts 1-4 ServSafe

Culinary and Hospitality Specialties 1&2 ProStart

Computing for College and Careers Microsoft Office Suite

Digital Design 2-3 Microsoft Office

Adobe Photoshop

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

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

The school, through inter-disciplinary student interests, creates opportunities for academic disciplines to vary their lessons and units by individual student interest. Through Universal Designs for Learning teachers are encouraged to provide multiple means of representation, action, expression, and engagement as a means to process and product achievement. Students, when applicable, are encouraged through the literacy standards to write, speak, and or present on topics related to their chosen CTE pathway. Increased cross-curricular planning is a focus for our future in an effort to help all students remain interested and graduate on time. Hamilton County High School CTE courses follow the FLDOE Curriculum Framework. All of the courses in the CTE program have been academically aligned to the Florida Standards by the FLDOE. The Air Force ROTC follows the national curriculum and standards for students L1-4. The curriculum frameworks provided by the FLDOE incorporates the grades 9-10 reading and writing literacy standards in the first two courses of most CTE programs and grade 11-12 reading and writing literacy standards in the third and fourth courses of most CTE programs. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The

curriculum frameworks where applicable incorporate the appropriate mathematical practices. HCCHS is partners with Suwannee Hamilton Technical Center to expand the course and program selection for students at the post-secondary level. The district has articulation agreements with various schools including Florida Gateway, North Florida Community College, Suwannee Hamilton Technical Center and Santa Fe Community College to give all students opportunities outside Hamilton County.

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

Hamilton County High School provides students with access to rigorous courses by offering Advance Placement, honors and Dual Enrollment courses. The high school assists students with registration for ACT, SAT and PERT to provide multiple opportunities to achieve college readiness scores. Fee waivers provided by ACT and SAT, as allowable, are given to students. Additional funds are also available to help students to offset the costs of these exams. Hamilton County High School is a member of the Florida Partnership which provides SAT school day administration for all juniors as well as many other benefits that allow rural student's opportunities to expand their horizons. The ASVAB is given on campus for students who are interested in enlisting in the military. HCCHS continues to explore options for expanding Dual enrollment courses for students. HCCHS is partnering with Suwannee Hamilton Technical Center to expand the course and program selection for students at the post-secondary level. The district has articulation agreements with various schools including Florida Gateway, North Florida Community College, Suwannee Hamilton Technical Center and Santa Fe Community College to give all students opportunities to explore life and opportunities outside Hamilton County.

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Creating a positive school culture among all stakeholders and an increase in student achievement will be the result of effective implementation of researched based instructional practices. **1a**

 G038107

Targets Supported **1b**

Indicator	Annual Target
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Resources Available to Support the Goal **2**

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

Targeted Barriers to Achieving the Goal **3**

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

Plan to Monitor Progress Toward G1. 8

1-Monitor classrooms for effective teaching strategies through walk through's
-Hold post observation conferences with teachers

2-Evaluate benchmark assessments
-Monitor school wide discipline data

3-Data chats with teachers and students

Person Responsible

Schedule

Evidence of Completion

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

Action Plan for Improvement

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. Creating a positive school culture among all stakeholders and an increase in student achievement will be the result of effective implementation of researched based instructional practices. **1**

 G038107

G1.B17 Staff expectations, both individual and towards students, have a negative impact on the school culture and as a result, achievement is compromised. **2**

 B091644

G1.B17.S1 Continue to have opportunities for student/teacher to build trust and rapport thru extra curricula activities and team building activities (ex. sports, clubs, banquets, etc.) **4**

 S102527

Strategy Rationale

Action Step 1 **5**

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

Person Responsible

Schedule

Evidence of Completion

surveys from students, parents, staff and community partners

Plan to Monitor Fidelity of Implementation of G1.B17.S1 6

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B17.S1 7

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


Person Responsible

Schedule

Evidence of Completion

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

G1.B17.S2 Building a safe environment among faculty and staff to collaborate so we can have equitable representation of all stakeholders. 4

 S102528

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B17.S2 6

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

Person Responsible

Schedule

Evidence of Completion

Submission of documentation

Plan to Monitor Effectiveness of Implementation of G1.B17.S2 7

Monthly review documentation to look for increase in participation


Person Responsible

Schedule

Evidence of Completion

increase in the participation

G1.B17.S3 Celebrate successes throughout the school year to include all stakeholders; both professionally and personal levels (data chats with teachers, getting higher degrees, etc.) 4

 S102529

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B17.S3 6

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

Person Responsible

Schedule

Evidence of Completion

Agendas from meetings, list of winners during Pride Power,

Plan to Monitor Effectiveness of Implementation of G1.B17.S3 7

Climate Surveys

Person Responsible

Schedule

Evidence of Completion

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

G1.B17.S4 Positively collaborate to create a common language about high/rigorous expectations with staff and faculty members being included in the process. 4

 S102530

Strategy Rationale

Action Step 1 5

Faculty and Grade level meetings to discuss expectations of students.

Person Responsible

Schedule

Evidence of Completion

Minutes of meetings

Plan to Monitor Fidelity of Implementation of G1.B17.S4 6

Agenda and meeting notes

Person Responsible

Schedule

Evidence of Completion

Faculty/staff attendance and montly notes of discussions

Plan to Monitor Effectiveness of Implementation of G1.B17.S4 7

Meetings with faculty and staff


Person Responsible

Schedule

Evidence of Completion

Sign-in sheets, meeting notes

G1.B17.S5 District will schedule a motivational speaker in January to address school culture 4

 S102531

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

Sign in sheets, Newspaper article from local paper.

Plan to Monitor Fidelity of Implementation of G1.B17.S5 6

Teacher and student climate surveys

Person Responsible

Schedule

Evidence of Completion

Surveys

Plan to Monitor Effectiveness of Implementation of G1.B17.S5 7

Survey results, Sign-in sheets, newspaper article

Person Responsible

Schedule


Evidence of Completion

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

G1.B18 The lack of knowledge and training/implementation in rigor and high-order questioning has lead to low proficiency in overall student performance. **2**

 B091645

G1.B18.S1 Provide PD through our partners (DA Support Team and NEFEC) on rigor and higher-order questioning skills. **4**

 S102532

Strategy Rationale

Action Step 1 **5**

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

Person Responsible

Schedule

Evidence of Completion

Sigh in sheets, end of session evaluations

Plan to Monitor Fidelity of Implementation of G1.B18.S1 **6**

Implementation of the PD provided

Person Responsible

Schedule

Evidence of Completion

Dates of PD provided and rosters of participants

Plan to Monitor Effectiveness of Implementation of G1.B18.S1 7

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


Person Responsible

Schedule

Evidence of Completion

Walkthrough forms and Instructional Evaluations

G1.B18.S2 Academic coaches will mentor and model for new teachers and provide refresher PD and follow-up. 4

 S102533

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B18.S2 6

Ensure that the coaches are meeting with teachers.

Person Responsible

Schedule

Evidence of Completion

Coaches' logs of activities and dates of implementation

Plan to Monitor Effectiveness of Implementation of G1.B18.S2 7

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


Person Responsible

Schedule

Evidence of Completion

Increase in student performance on progress monitoring.

G1.B18.S3 SBLT will request specific Math coaching opportunities through the partners mentioned above, and a school-point person for Math will be designated by SBLT. 4

 S102534

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

Sign in visitor logs, meeting notes and emails.

Plan to Monitor Fidelity of Implementation of G1.B18.S3 6

Number of math coach visits to classrooms at HCHS

Person Responsible

Schedule

Evidence of Completion

Log of visits

Plan to Monitor Effectiveness of Implementation of G1.B18.S3 7

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


Person Responsible

Schedule

Evidence of Completion

Increase in progress monitoring data.

G1.B18.S4 Coordinate vertical teaming meetings on PD days between 6th and 7th grade levels and 8th and 9th grade levels. 4

 S102535

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

Agendas from PD days and minutes from lesson studies.

Plan to Monitor Fidelity of Implementation of G1.B18.S4 6

Agendas from PD days with meeting times and locations.

Person Responsible

Schedule

Evidence of Completion

Notes from meetings, and rosters of participants

Plan to Monitor Effectiveness of Implementation of G1.B18.S4 7

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


Person Responsible

Schedule

Evidence of Completion

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

G1.B18.S5 Provide a common rubrics for all teachers to use in writing across content areas 4

 S102536

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

Writing rubrics

Plan to Monitor Fidelity of Implementation of G1.B18.S5 6

Use of writing rubric in content area classes

Person Responsible

Schedule

Evidence of Completion

Student writing assignments with scores that correlate to comon rubrics

Plan to Monitor Effectiveness of Implementation of G1.B18.S5 7

Classroom walk-throughs


Person Responsible

Schedule

Evidence of Completion

Student writing assignments

G1.B18.S6 Planning templates will indicate higher-order questioning and teachers will use data to differentiate and drive instruction. 4

 S102537

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B18.S6 6

Completed lesson plans submitted on SKYWARD

Person Responsible

Schedule

Evidence of Completion

Teacher lesson plans on SKYWARD

Plan to Monitor Effectiveness of Implementation of G1.B18.S6 7

Check for higher order questions and differentiation in teacher lesson plans

Person Responsible

Schedule

Evidence of Completion

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

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B17.S1.A1	Continue to provide professional development activities and activities outside the school day to promote team building.		surveys from students, parents, staff and community partners	once	
G1.B17.S2.A1	Increase collaboration among faculty and staff through staff meetings, lesson studies, parent nights and parent conferences.		Sign In sheets, flyers, mass call outs, etc...	once	
G1.B17.S3.A1	Every faculty meeting ends with a brag. Student and Teacher of the Month programs are implemented. Pride program recognizing students accomplishments.		Photos of student of the Month on the hall walls, meeting notes and agendas, documented prize winners.	once	
G1.B17.S4.A1	Faculty and Grade level meetings to discuss expectations of students.		Minutes of meetings	once	
G1.B17.S5.A1	Speaker to help improve the school culture by increasing teacher and student motivation.		Sign in sheets, Newspaper article from local paper.	once	
G1.B18.S1.A1	All new teachers to HCHS will be required to attend a workshop on Webb's Depth of Knowledge. Administration will meet and coordinate with the district PD Coordinator to develop PD activities for returning teachers on rigor and higher order thinking skills.		Sign in sheets, end of session evaluations	once	
G1.B18.S2.A1	District Reading specialist mentors all reading teachers. Members from NEFEC and the DA team will assist in coaching since HCHS is without coaches.		Documentations such as walk through visits and coaching feed back forms.	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B18.S3.A1	Request NEFEC and DA Team Math rep to assist all Math teachers through observations and collaborations.		Sign in visitor logs, meeting notes and emails.	once	
G1.B18.S4.A1	Collaboration meetings between 6th and 7th grade teachers as well as 8th and 9th grade teachers.		Agendas from PD days and minutes from lesson studies.	once	
G1.B18.S5.A1	Implement a district wide rubric for teaching writing in all content areas.		Writing rubrics	once	
G1.B18.S6.A1	Lesson plan templates includes areas for teachers to document the higher order questions they will use during lessons.		Lesson plans	once	
G1.MA1	1-Monitor classrooms for effective teaching strategies through walk through's -Hold post observation conferences with teachers 2-Evaluate benchmark assessments -Monitor school wide discipline data 3-Data chats with teachers and students		Increase student achievement as evidenced by graduation rate, EOC pass rate, increased attendance rate, and a decrease in discipline incidents, a positive trend in benchmark assessment which will lead to an increased number of students scoring level 4 and 5 on FCAT exams,	once	
G1.B17.S1.MA1	Compare roster numbers to the previous years, compare tutoring students and teachers		Evidence in the participation in numbers of clubs, activities, attendance rate. Increase in grades and classes passed.	once	
G1.B17.S1.MA1	Extra-curricular activities such as banquets, bonfires, club days, pep rallies, tutoring programs and the like.		Tutoring rosters, student participation in after-school events, club rosters, field trip request forms, attendance data	once	
G1.B18.S1.MA1	Observation of teachers using higher-order questioning and rigorous activities as evidenced through classroom walk throughs.		Walkthrough forms and Instructional Evaluations	once	
G1.B18.S1.MA1	Implementation of the PD provided		Dates of PD provided and rosters of participants	once	
G1.B17.S2.MA1	Monthly review documentation to look for increase in participation		increase in the participation	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B17.S2.MA1	Monitor the participation of these events weekly using the documents listed in the evidence of completion		Submission of documentation	once	
G1.B18.S2.MA1	Classroom walkways checking for evidence of rigor and high-order questioning, review of progress monitoring data.		Increase in student performance on progress monitoring.	once	
G1.B18.S2.MA1	Ensure that the coaches are meeting with teachers.		Coaches' logs of activities and dates of implementation	once	
G1.B17.S3.MA1	Climate Surveys		Students of the month pictures on walls, employees/ teachers of the months announcements, results of the climate survey.	once	
G1.B17.S3.MA1	Notes from faculty meetings, Employee and Teacher's of the month, Student of the months, Pride power program		Agendas from meetings, list of winners during Pride Power,	once	
G1.B18.S3.MA1	Classroom walkthroughs in math classes to show an increase in rigor and high-order questioning as well as progress monitoring data		Increase in progress monitoring data.	once	
G1.B18.S3.MA1	Number of math coach visits to classrooms at HCHS		Log of visits	once	
G1.B17.S4.MA1	Meetings with faculty and staff		Sign-in sheets, meeting notes	once	
G1.B17.S4.MA1	Agenda and meeting notes		Faculty/staff attendance and montly notes of discussions	once	
G1.B18.S4.MA1	Review the initial progress monitoring data each year to determine if students are entering the next grade level with increased knowledge and skills obtained from previous year.		Increase in student performance on formative and summative assessments given a year after the vertical teaming and collaboration has occurred	once	
G1.B18.S4.MA1	Agendas from PD days with meeting times and locations.		Notes from meetings, and rosters of participants	once	
G1.B17.S5.MA1	Survey results, Sign-in sheets, newspaper article		Archived copy of newspaper article, sign-in sheets, end of the year survey results from students and teachers	once	
G1.B17.S5.MA1	Teacher and student climate surveys		Surveys	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B18.S5.MA1	Classroom walk-throughs		Student writing assignments	once	
G1.B18.S5.MA1	Use of writing rubric in content area classes		Student writing assignments with scores that correlate to comon rubrics	once	
G1.B18.S6.MA1	Check for higher order questions and differentiation in teacher lesson plans		Higher order questions and Tier 1, 2 and 3 students listed for differentiated instruction indicated in teacher lesson plan	once	
G1.B18.S6.MA1	Completed lesson plans submitted on SKYWARD		Teacher lesson plans on SKYWARD	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0