

Hamilton County School District

Hamilton County High School



2017-18 School Improvement Plan

Hamilton County High School

5683 US HIGHWAY 129 S, Jasper, FL 32052

<http://hch.hamiltonfl.com>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 7-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

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

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

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

DA Region and RED	DA Category and Turnaround Status
Northwest - Wallace Selph	Comprehensive Support & Improvement - Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

Hamilton County High School will produce, through a rigorous curriculum, prepared young adults who are creative, individual learners, and productive citizens of society. Each individual will be prepared to enter college, trade/vocational school, or the work force with tools needed to be successful..

2. School Environment

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

Hamilton County High School understands the importance students finding a "connection" with school. Certainly, before we we arrive at rigor in the classroom we must build relationships with our students. Paramount to learning, students must feel their classrooms are an educationally "safe" environment. Hamilton County High School strives to create a "connection" and a conducive environment for learning by:

- spending time during the first week of school with relationship building, informative student tasks
- providing a wide variety of clubs and activities for students to expand their interests and school affiliation
- providing opportunities for one-on-one conferencing with teachers to improve reading/writing skills and build positive relationship with teachers
- encouraging community service projects, out side of instructional time, that build relationships among students, parents, teachers, and the community
- exploring with 7th and 8th grade students topics of interest through the "Teengagement" curriculum
- participating in the Positive Behavior Support (PBS) activities on relationship building. (FL MTSS)
- providing a meet and greet the teacher opportunity during Open House
- establishing "Parent University" evenings throughout the year to build positive relationships with parents
- providing a "Summer Bridge" program for students prior to entering the high school
- providing "choice" informational and fictional reading opportunities in the English and Reading classes
- providing students opportunities to select modes of presentation and means of acquiring information (Choice)
- providing sevicees through the migrant education program and an ELL para to facilitate transitions

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

Hamilton County High School strives to create an environment where students feel safe and respected.

- All students and parents/guardians of HCHS students sign a form stating they have read and will abide by the Student Code of Conduct
- Hamilton County High School staff includes two SROs, one assistant principals and one Dean of students to collaborate on campus safety and constant campus monitoring.
- campus is continually monitored with a video security system; in addition, a dean or an administrator is assigned a building to monitor throughout the day
- guidance and counseling is provided by two school counselors
- counseling services are also provided by Corner Drug Store, Meridian, Guardian Ad Litem and DJJ
- staff are assigned supervision stations and or are to be at their door to monitor student movement as well as creating a highly visible presence
- all staff annually complete the online compliance training dealing with the following safety concerns, Bloodborne Pathogens, Bullying Prevention, Child Abuse Reporting, Cyberbullying Prevention, Ethics for Educators, Harassment, HIPAA and FERPA, and following a "no touch" policy
- several staff members are trained in first aid, CPR, AED administration.
- teachers inform students of emergency exits and emergency procedures
- classrooms have emergency procedures and exit maps at their door
- staff engage students constantly to monitor bullying, disrespect, and safety issues.

Before School:

- staff meets the students in the courtyard, and interacts with the students throughout the time prior to 1st bell.
- buses are equipped with monitoring devices so that all issues or problems dealing with student safety and respect are recorded and reviewed in a timely manner.
- bus drivers maintain control of students to help with safety, and are in constant communication with transportation to assure issues are dealt with quickly.
- student bus drop-off at the school is monitored, as are all drop-off points for car riders.
- staff are instructed that no students are roaming the halls prior to first bell, which alleviates problems in gathering areas like restrooms and corridors.
- staff monitor lunchroom behavior

During School:

- administrators have instructed all staff to immediately report incidents or the potential for incidents to stop disrespectful and safety issues.
- parents are encouraged to report any issues immediately to administrator, teachers, and staff.
- teachers have the ability to continually move students to help limit bullying and disrespect in the classroom. -----teachers, staff, and administrators check bathrooms and hallways before, during, and after class to help move students along, increasing safety for all students.
- teachers, administrators, and staff sweep hallways and restrooms during school hours to maintain safety.

After School:

- administrators are on-site at dismissal to ensure safety and respect among students as they board buses and depart campus.
- all activities are staffed by trained and qualified individuals - teachers and administrators take on the role of coach/sponsor/leader to ensure cohesiveness of leadership activities to give students positive out of school activities.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Hamilton County High School has a Student Code of Conduct to establish an optimum learning environment across all disciplines. Areas of note include:

- The Code of Conduct is revised annually by students, parents, staff, and administration. The Code of Conduct is revised to provide an environment, which maximizes instruction time by eliminating distractions. The final revision and approval of the Code of Conduct is a function of the Hamilton County Board of Education.
- The consequences for violation of the Code of Conduct are administered in a consistent and fair manner following a set matrix of escalating consequences for each infraction.
- The Code of Conduct is available on-line and or by hard copy. Students and parents sign a form stating they have read and the student agrees to abide by the Code of Conduct.
- Teachers review with students the Code of Conduct and current revisions during the first week of school.
- Most recent revisions to the consequences for behavior incidents focused on minimizing ISS time to maximize instructional time. For many minor offences, ISS is assigned for only the period in which an infraction occurred. By reducing the time in ISS, the student is provided maximum direct instruction and the focus of the faculty in planning is on their instruction rather than creating assignments to send to ISS.
- To reduce the rate of recidivism, a curriculum is being developed by the ISS director to assist students in understanding how to avoid future placement in ISS. Additionally, referrals to guidance counselors were added to the continuum of consequences
- During staff meetings, the principal underscores the importance of all faculty and staff implementing the Code of Conduct consistently and fairly.
-

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Hamilton County High School provides for the positive social-emotional needs of all students through:

- Individual, small group, and classroom guidance through the guidance department.
- Teachers attended professional development sessions during pre-planning emphasizing the importance of building individual relationships with each of their students.
- Referrals to Meridian can be made for truancy, family concerns, behavior concerns, substance abuse, etc.
- Guardian Ad Litem and DJJ also provide onsite counseling with their clients.

3. Early Warning Systems

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

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

In addition to the warning indicators listed above, Hamilton County High School will review the following indicators:

- Retained or overage students
- 9th grade first term success
- Mobility (7th & 8th)
- Parenthood

Students exhibiting two or more indicators will be referred to MTSS team to determine appropriate interventions. Parents/guardians will be provided with a notice from the counselors. An intervention team may be comprised of counselors, external support personnel, and additional staff as needed to develop an action plan for student. As appropriate, students will be supported by a school-based resource teacher

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

7th = 2%
8th = 6%
9th = 3%
10th = 3%
11th = 3%
12th = 1%

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

7th=61 (10%)
8th=44 (7%)
9th=41 (6%)
10th=63 (10%)
11th=40 (6%)
12th=13 (2%)

Course failure whether in English Language Arts or math:

7th- ELA (4) Math(1)
8th-ELA 16 Math (36)
9th-ELA (8) Algebra 1 (28)
10th-ELA (4) Geometry (6)
11th-10 ELA (8) Algebra 2 (0)
12th-ELA (2)

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

FY 17 7th Math Level 1 (43%)
FY 17 7th Math Level 2 (25%)
FY 17 8th Math level 1 (51%)
FY 17 8th Math level 2 (23%)
FY 17 Alg. I level I (56%)
FY 17 Alg. I level 2 (19%)
FY 17 Geo level I (54%)
FY 17 Geo level 2 (54%)
FY 17 Bio level 1 (26%)
FY 17 Bio level 2 (45%)
FY 17 U S level 1 (47%)
FY 17 U S level 2 (32%)
FY 17 ELA Level 1 (52%)
FY17 ELA Level 2 (23%)
FY 17 ELA 8th level I (62%)
FY 17 ELA 8th level 2 (26%)
FY 17 ELA 9th level 1 (36%)
FY 17 ELA 9th level 2 (32%)
FY 17 ELA 10th level 1 (52%)
FY 17 ELA 10th level 2 (30%)

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	11	37	18	16	21	7	110
One or more suspensions	0	0	0	0	0	0	0	25	44	34	35	23	5	166
Course failure in ELA or Math	0	0	0	0	0	0	0	5	52	36	10	8	2	113
Level 1 on statewide assessment	0	0	0	0	0	0	0	108	71	115	102	34	0	430

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

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

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

The following strategies are adapted from the National Dropout Prevention Center (NDPC) "A Meta-Analysis of Dropout Prevention Outcomes and Strategies", April 2015 along with locally developed strategies to address our "Early Warning Indicators." Early Warning Indicators will be a monthly item on the administrative team agenda.

ATTENDANCE:

Absentee Protocol

1. 5 days within 90 days, parent letter from school requesting absenteeism conference
2. 10 days within 90 days, parent letter sent and student is placed on a attendance contract
3. 12 days within 90 days, parents are sent an attendance Warning letter
4. 15 days within 90 days , parents notified of a Habitually Truant letter
5. 16th days within 90 days, final notice and referral to the superintendent's office

Attendance Early Warning Indicator Current Status:

FY 2014 Students with chronic absenteeism by FL law, 21+ absences. 23.3%

FY 2015 Students with chronic absenteeism by FL law, 21+ absences. 18.0%

FY 2015 Students with 15+ days of absences 12.0%

FY 2015 Students with 10+ days of absences 15.0%

FY 2016 Students with chronic absenteeism by FL law, 21+ absences 9.4%

FY 2016 Students with 15+ days of absences 7.5%

FY 2016 Students with 10+ days of absences 12.9%

FY 2017 Students with chronic absenteeism by FL law, 21+ absences

FY 2017 Students with 15+ days of absences

FY 2017 Students with 10+ days of absences

BEHAVIOR/SUSPENSIONS

1. At the beginning of each school year teachers discuss with students issues that have historically been behavior problems at HCHS. Students are counseled as to how to report possible behavior issues immediately to adults. Additionally, students are made aware of the consequences of disruptive behaviors. This is our step one intervention.

2. The guidance department conducts individual, small group, classroom guidance sessions on appropriate behavior on school grounds. Additionally, The guidance department counsels all students on the impact and consequences of cyber bullying. This is our step two intervention.
3. The guidance department sets conferences with parents/guardians if the aforementioned interventions are unsuccessful. This is our step three intervention.
4. Students are referred to the CDS Family & Behavioral Health Services, Inc. or the Meridian counselors on campus 3 days per week, as a final intervention if necessary.

ACADEMIC

1. For students identified as needing academic assistance in the classroom are provided with interventions from Universal Design for Learning Guidelines as well as differentiation by process and product in the area of students' interests. Additionally, adjustments to the student learning environment and seating arrangements are used when warranted. These are samples of our step one interventions in the classroom.
2. Students needing additional learning time for acceleration are offered tutoring after school for one hour, twice a week. Many math and ELA students are provided tutoring during the school day. Intensified Reading was added back into the ninth grade curriculum. Students are provided transportation home following tutoring. Additionally, students may have one on one time with their teacher before school every day. In the areas of reading and math, ALL seventh and ninth graders have access to tutoring during the school day. Identified by academic performance eighth graders have math and reading tutoring during the school day. These are samples of extended learning opportunities for our students in need as a step two intervention.
3. Based on past student statewide assessment data where students scored a level 1 or 2 and current performance, students' schedules may be changed to add intensive support classes. This is our step three intervention.
4. After careful review of student academic and behavioral data, HCHS has chosen to follow "The Institute for School Achievement's Evidence-Based Whole-School Reform Strategy" section one paragraph two as it relates to the teaming of teachers. "through each of their four year's of high school, students work with a grade level multi-disciplinary team of teachers and a counselor. This structure is designed to: (1) personalize the school environment; (2) create strong, in-depth connections between the students and their teachers and counselor; and (3) enable the support network to be knowledgeable and engaged. The strong relationships generated by this team organization enables teachers to elicit higher levels of student performance. The team structure allows teachers to work collaboratively and collectively to support students' success." (Whole School Reform Strategies, ETS, pg2.)

Academic Early Warning Indicator Current Performance Status:

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

B. Family and Community Engagement

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

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

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/446293>.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

School Community Partnerships:

-School community communication via local paper, local radio interviews, posted flyers, school webpage, newspaper, and Facebook

-School coordinates and sponsors on campus community events such as: "Future Now" concert, Health Fair vendors, speakers, FLDOE update sessions, SWAT Tobacco Free speakers, voter registration opportunities during Open House for students and adults

- School participation in community events such as: Homecoming Bonfire, Homecoming Parade, visits to and support of the local nursing home, ROTC landscaping of Veterans Memorial Park, Band and ROTC Units participate in community parades, BETA Club sponsors school blood drives in conjunction with regional community blood banks, FFA students participate in "Events" day through cattle exhibitions and equestrian events, Hamilton County High School as partner school with the Tri-County Aviation Academy has participated in the development of the academy to train our students for jobs at Haeco Industries a local commercial airliner refurbishing company.

-Combined Partnerships include Health Clinic on campus for students and teachers and the School Advisory Committee

-Community supports the education programs through the awarding of thirty plus scholarships to Hamilton County High School students during the Honor's Night ceremony, local veterans groups and auxiliaries provide many scholarships during the annual ROTC spring banquet, PCS through an established foundation supports HCHS, PCS has generously supported academic and fine arts efforts at Hamilton County High School for many years, our local prison supports the school system through various grounds maintenance and cleaning projects, CNA candidates observe and earn clinical hours at the Suwanee Valley elder care facility, Hamilton County High School is supported by numerous members of our business community through our booster organizations.

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Moss, Felecia	Principal
Cooks, Marjorie	Assistant Principal
Harris, Phyllis	Other
Combass, Christopher	Instructional Coach
Wiggins, Natalie	Teacher, K-12
Eubanks, Tammy	Guidance Counselor
Perley, Rachel	Teacher, K-12
Beck, Anita	Teacher, K-12
Perez, Ruben	Dean
Daigle, Renee	Teacher, K-12

b. Duties

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

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

Principal Moss is responsible for all aspects of school operations. As the instructional leader of the school, the principal is also responsible for making curriculum decisions that promote student success as well as support instructional growth of teachers.

Ms. Cooks is responsible for curriculum and student support services for grades 7-8.

Dr. Moss and Mr. Combass is responsible for professional development as it relates to the SIP.

Mr. Ruben Perez is the Dean and responsible for campus discipline in grades 7-12.

Ms. Harris is responsible for assessment.

Grade level teachers and department representatives create the lines of communication to and from their disciplines.

The Leadership Team clearly communicates to their departments expectations for student academic and social growth. Decisions by the team are data-driven, collaborative, and consensus oriented. The work of the team is driven by the short and long-range goals of the school as expressed through the SIP, Mission and Vision statements.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Problem solving for maximizing student outcomes:

Hamilton County High School utilizes the Florida Department of Education's 8-Step Planning and Problem-Solving Process for Continuous Improvement.

1. Data is reviewed by teachers and administration to identify gaps in instruction or supports needed to sustain or improve effective use of evidence-based practices. Achievement, demographics, perception and process data are used. Potential root causes are discussed to identify what adult and or student practices may be the cause of the data. From this, strategic goals are formed and targets (SMART goals) are set.
2. Barriers to the strategic goal and targets are established and grouped into themed "buckets".
3. Buckets are prioritized by which bucket will have the greatest impact on the desired outcome. No more than two buckets will be chosen.
4. Brainstorm and select input on what strategies will reduce or eliminate the select barriers.
5. Develop an action plan for the strategy from Step 4 (no more than 1-3 strategies per barrier theme). Identify who will be responsible, for what data, how often the leading indicators will be collected and what evidence (qualitative) or artifacts (quantitative) will be used.
6. Determine how the Short Term Action Plan "STAP" will be monitored for fidelity of implementation.
7. Determine how we will know the strategies are truly effective, need to be reviewed, or need to be replaced in order to eliminate the chosen barrier.
8. Determine how progress toward the achievement of the goal and targets will be monitored.

The 8-Step cycle then returns to the original step for building the next plan or action to meet desired student outcomes.

Federal, state, and local financial resources:

Hamilton County is a Title 1 school:

Title 1 Part A funds will provide supplemental services such as:

- a. additional staff
- b. SIP aligned professional development
- c. funding strategies to attract high quality, highly qualified teachers to high need schools
- d. SIP supplemental materials and supplies for classrooms
- e. support for parental involvement programs

Title 1 Part C funds will be used at Hamilton County High School (HCHS) to:

- a. provide services for migrant students. Services will be coordinated and implemented through individual and small group tutoring and virtual programs
- b. bilingual services for students and families
- c. supplemental materials and supplies.

Title II funds will be used to:

- a. increase student achievement through increasing teacher and principal quality aligned to the SIP
- b. increase the number of highly qualified teachers, assistant principals, to include the principal
- c. recruiting and retaining highly qualified teachers, specialists in core academic subjects, and pupil services personnel
- d. reduce class size in areas of need with highly qualified teachers
- e. develop and implement initiatives to promote the retention of highly qualified teachers and principals in secondary schools with a high percentage of low-achieving students

- f. Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.
- g. carry out programs and activities related to exemplary teachers

Title III funds will provide for supplemental services for English Language Learners (ELL).

- a. support from a bilingual tutor
- b. supplemental materials and supplies.

Title VI funding provides support for activities and programs to increase the graduation rate of HCHS students by:

- a. provide a career and graduation coach to work with all students and parents to ensure that students successfully complete courses and assessments to earn a high school diploma.
- b. funding transportation for students to visit post-secondary institutions and businesses in their career choice areas.
- c. funding to assist student in taking the SAT or ACT to achieve a post-secondary readiness score.

Title X provides support for students identified as homeless. Examples of this support include: backpacks, home visits, materials and supplies, assistance with purchasing clothing for school to meet dress code, and other materials as needed.

Hamilton County High School partners with local law enforcement agencies to assist with violence prevention programs. This includes safety and security as well as a school resource officer which is housed at Hamilton County High School. Law enforcement through the sheriffs department sponsors the "Explorers" group that trains students who are interested in a career in law enforcement.

The school collaborates with the Hamilton County Alcohol and Other Drug Prevention Partnership/coalition and has provided programs such as the "SAVE A LIFE TOUR". The Coalition also has a SWAT program that encourages students to say no to tobacco. Student programs also include sessions to address topics such as various forms of bullying and teen dating violence.

Nutrition funds support programs that include providing all students breakfast and lunch on a daily basis through the Community Eligibility Provision. Nutrition funds also assist with supplying students a snack if they attend after school tutoring.

The district contracts, with the local Early Head Start Program, to provide childcare for the infants and toddlers of the teen parents attending HCHS to ensure that students have every opportunity to complete requirements for a high school diploma. The Adult Education program, which is housed at the Court House Annex, assists in serving students that may need an alternative to a high school setting in order to complete graduation requirements. Lastly, Career Technical Education job programs include classes that lead to certification in Nail Tech, Culinary Arts, CNA, Agriculture, and various technology related career fields.

Ultimately, the principal is responsible for the appropriate usage of local, state, and federal funding. The principal, with the leadership team, develops the School Improvement Plan. The development of the SIP utilized an 8 step process for identifying needs and targeting resources to meet those needs. Through the SIP, the federal, state, and local resources are appropriated, inventoried, and monitored to ensure the resources and professional development are tied to the SIP and allocated in a manner in which the greatest return on investment is possible. The leadership team meets at least once monthly, more often in the second semester as they develop the SIP, and the administrative team meets weekly.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Student
Mavis Troy	Education Support Employee
Allison Cromartie	Education Support Employee
Steve Troy	Parent
Kashanna Brown	Parent
Margaret Lewis	Business/Community
Samantha Norris	Parent
Amanda Waters	Parent
Jackie Pollack	Business/Community
Clyda Griner	Parent
Wanda Udell	Teacher
Michelle Morgan	Education Support Employee
Velora Loper	Parent
Jermaine Dye	Parent
Juliet Tucker	Parent
Christie Williams	Teacher
Tim Ingram	Business/Community
Tywan Lanier	Parent
Denise Selph	Parent
Jose Alvarez	Parent
Patricia Herring	Parent
Kizzy Burch	Parent
Christopher Combass	Teacher
Taffany Brown	Student
Kaylna Heck	Student
Luke Adkins	Student
Elizabeth Smith	Student

b. Duties

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

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

The development of this SIP was a collaborative thought process. All faculty members were given an opportunity to have input and or contribute to the document during pre-planning.. The LT will be presenting the SIP to the Hamilton County Board of Education.

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

The school level staff, through the representatives on the leadership committee, have input in the preparation of the school's annual budget and plan as the SIP is developed. Faculty submit materials and instructional resources for the FY17 budget prior to leaving for summer recess.

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

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

FY 16 Budget General Fund expenditures:

Reading Coaches & Instructors 3.66%

Program Specific-Band 0.103%

Digital Classroom Support 0.32%

Grant Funded in General Teacher Support Colleague 2.48%

FY 16 Budget General Fund expenditures total: 6.48%

FY16 Federal dollars:

Supplemental Teacher/Paras 85.9%

Professional Development 2.8%

FY16 Federal dollars total expenditure percentages: 88.70%

Capital Expenditures:

Digital Classroom Support 63.24% total

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Moss, Felecia	Principal
Combass, Christopher	Teacher, K-12
Norris, Amy	Teacher, K-12
Cooks, Marjorie	Assistant Principal
James, Dana	Teacher, K-12
Perley, Rachel	Teacher, K-12
Williams, Christie	Instructional Media

b. Duties

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

The major initiatives and focus of the LLT at Hamilton County High School will be to support and promote the implementation of Learning Focus Strategies delivery and planning framework and the use of best practices in literacy through adherence to the Florida State Standards content-specific standards and literacy standards for science, social studies, math and technical studies.

D. Public and Collaborative Teaching

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

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

Hamilton County High School has implemented many strategies to promote a positive working climate of collaboration and planning. These strategies include:

1. a monthly departmental meeting
2. a planning period built into each teacher's schedule
3. hiring a resource teacher to function as support to the student body as well as parents/guardians by intervening with the Early Warning initiatives when alerted by the staff a student is falling behind.
4. implementation of the Learning Focused School lesson plan format that incorporates gradual release framework and consistent expectations across all disciplines
5. the use of Title I funds to purchase resources and materials to supplement class texts
6. assigning paraprofessionals and administration to duty in lieu of teachers
7. the hiring of a high school Dean to ensure consistency in disciplinary procedures described in the Student Handbook;
8. monthly meetings/socials for collegial discussion
9. Due to the size of the school and the fact that our teachers are the sole teacher of their subject, we have developed grade band teams. The ninth and tenth grade teachers meet as separate teams, eleventh and twelfth collectively, to discuss interdisciplinary work, student behavior, as well as discussions around meeting student IEPs/504s. ESE personnel attend the team meetings to assist in facilitating the needs of the ESE students.
10. Time is allocated on Professional Learning days for vertical content alignment and data discovery.

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

The following strategies are currently in use to recruit, develop, and retain highly qualified, certified-in-field effective teachers:

1. The district attends recruiting events through NEFEC and career fairs at nearby colleges and universities during the year.
2. Applications are screened by the principal, human resource director, and administrative assistant for appropriate certification and number of years' experience.
3. Hamilton County Schools will offer retention and recruitment incentives to increase the candidate pool,

Major challenges:

1. A major obstacle regarding Hamilton County's low teacher retention ratio has to do with the community's demographics. Jasper, Florida, is a very small, rural community which struggles to attract industry, businesses, and provide jobs for spouses of teachers.
2. A salary structure competitive with surrounding counties.
3. Lack of local housing

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

Teachers provided honest feedback on the development of our new "onboarding/mentoring experience which includes:

1. New teachers are assigned a mentor teacher by the principal. Mentor teachers are required to have Clinical Educator Training.
2. Mentors are paid a supplement for their expertise.
3. Mentors are teachers of the same subject and same grade level when available.
4. The mentor teacher must have a minimum of 5 years experience in teaching and must be highly qualified in their area.
5. New teachers are provided an additional paid day prior to pre-planning to learn about our school, system, and benefits.
6. The Teacher Support Colleague (TSC) monitors the effectiveness of the program and provides additional support and resources where necessary.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

1. Organization
 - a. Requiring all lesson/unit plans follow a template requiring identification of the Florida Standard as well as any related Core Literacy Standards by standard not number.
 - b. Requiring Essential Questions (EQ) relating to the Florida Standards for each lesson. Unit "umbrella" EQ may be used where teachers are following the Learning Focused Schools design.
 - c. HCHS is focusing on curriculum and assessment alignment to provide a precise alignment to the Florida Standards.
2. Professional Learning
 - a. Professional learning opportunities have been and will be made available throughout the FY 2017 on the close reading process, incorporating literacy across all disciplines and FL Standards assessment alignment. .
 - c. Algebra and Geometry curriculum developer will provide ongoing support for the math department.
3. All purchased surfaces and resources must be directly tied to the department goals and state standards. All purchases of instructional funds are approved by the principal.
4. Each teacher has curriculum guides based upon the priority standards, ensuring all standards are delivered prior to state assessment. HCHS worked with another system and content specialist developing curriculum guides which incorporate content and interdisciplinary standards.

b. Instructional Strategies

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

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

1. Data from multiple sources, such as diagnostic exams, longitudinal student performance on statewide assessments, summative exams, as well as current classroom artifacts and evidence, provide information for teachers to:
 - a. Identify progress monitored students based on:
 - i. Early Warning Indicators
 1. Attendance
 2. Behavior
 3. Course Success
 4. Student's On-track Status
 - ii. Progress monitoring as a Level II intervention for students identified through the "Early Warning System." Teacher class loads should be constructed to provide teachers with an optimum opportunity to provide services to the identified population.
 - b. Identify Extended Learning Needs
 - i. Recommend students for tutoring classes
 - ii. Provide students with small group acceleration within the classroom
 - iii. Pull students from electives when applicable for additional in school assistance
 - c. Identify flexible classroom grouping
 - i. Tiered activities focused on the same learning goals
 - ii. Varied "products" to demonstrate mastery by student interest
 - iii. Varied "content/process" presenting material in visual, aural, and or kinesthetic modes
 - d. Identify students in need of language support assistance
2. Supplemental support for students having difficulty on state assessments is provided by:
 - a. Placement of students in intensive support classes
 - b. Extended learning time opportunities before, during, and after school
 - c. State Assessment refresh and review tutoring before assessment administrations
 - d. Math tutoring opportunities during the school day.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

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

Strategy Rationale

Many students entering HCHS are deficient in the fundamental foundation necessary to be successful in their core academic classes. Additional learning time is provided twice a week, with transportation home, for students to have individual and small group assistance in their areas of need.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Moss, Felecia, felecia.moss@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 reviewed during PLC and data chats with students.

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

Strategy: Summer Program

Minutes added to school year: 3,840

Transportation, breakfast, and lunch are provided for students to take course repair, course recovery or course acceleration.

Strategy Rationale

Students staying on course with their peers, regarding age and school grade level, have a better opportunity of completing school. All students do not learn at the same rate of speed creating a need for additional opportunities to stay on track to graduate.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Combass, Christopher, chris.combass@hamiltonfl.com

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

Course repair, completion and acceleration grades. Sustaining the number of students on-track to graduate.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

1. Participating in colleges and university day
2. Participating in Hamilton County's College and Career Fair Day
3. Attending college/tech school's prospective freshmen visitation days
4. Beginning in 6th grade, students will counseled to pick a path that may include college, career, military service. Student meet with counselors at least 2 times per year to stay on track. We are offering students the opportunity to vocational courses at RiverOak Technical Center and provide courses at the high school that lead to industry certification.
5. The ASVAB is given on campus for students who are interested in enlisting in the military.
6. HCHS offers at no charge through the Florida Partnership the PSAT 8/9 and PSAT 10/11, as well as the SAT Day in the spring for juniors. Student College Board test results are linked to Khan Academy for individualized tutoring programs, as well as diagnostic assessments.

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

1. 6th grade students are brought to the high school campus to participate in several assemblies.
2. High school principal visits elementary schools in the spring as they prepare to exit elementary.

3. HCHS provides a "Summer Bridge" transition program for all students entering HCHS.
4. All seniors participate in the "Senior Walk" at all three elementary schools.

b. College and Career Readiness

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

Guidance Counselors, teachers, and the HCHS resource teacher, universities, and technical colleges to meet with students during lunch time, elective class time, and after school. College visits introduce students to on campus experiences. Students meet with counselors to complete course requests to ensure students are participating in courses not only to meet graduation requirements, but to prepare them for college and careers. Senior and Junior graduation audits are performed by staff each year to ensure all students remain on track for graduation.

Students are introduced to "My Career Shines" as provided by the FLDOE.. Counselors, teachers, and coaches present students with specifics on their future career plans based on post-secondary schools expectations and requirements for their fields of interest. ROTC gives students opportunities to see explore the financial benefits of entering the military and workforce with or without college degrees.

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

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

HCHS CTE Offerings and Certifications

Classes Certifications

Culinary Arts 1-4 ServSafe
Culinary and Hospitality Specialties 1&2 ProStart

Digital Information Technology Microsoft Office Suite
Digital Design 2-3 Microsoft Office
Adobe Dreamweaver

Agriscience Foundations 1 Agriculture Biotechnology 2 Agriculture Biotechnology

Agriscience Foundations 1 Agriculture Biotechnology 2 Agriculture Technician
Environmental Resources 3 & 4

Grooming and Salon Services Core 1 N/A
Nails Specialty 2 & 3

Applied Healthcare Sciences CNA

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

CTE courses have been provided math textbooks related to their career interests. "Math Mondays" give an opportunity for math reinforcement in the CTE classes. Math teachers have met and will continue to provide a pacing guide to the extent possible so the math in the CTE courses is in context with the math taught in the student's required math class. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The curriculum frameworks where applicable incorporate the appropriate mathematical practices.

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

Hamilton County High School CTE courses follow the FLDOE Curriculum Framework. All of the courses in the CTE program have been academically aligned to the Florida Standards by the FLDOE. There is an expectation these co-curricular standards will taught in the CTE classes.

The Air Force ROTC follows the national curriculum and standards for students L1-4.

The curriculum frameworks provided by the FLDOE incorporates the grades 9-10 reading and writing literacy standards in the first two courses of most CTE programs and grade 11-12 reading and writing literacy standards in the third and fourth courses of most CTE programs.

HCHS is partners with River Oak Technical Center to expand the course and program selection for students at the post-secondary level. The district also has articulation agreements with various schools including Florida Gateway, North Florida Community College, River Oak Technical Center and Santa Fe Community College to give all students opportunities outside Hamilton County.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

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

Current longitudinal data to Hamilton County High School provides students with access to rigorous courses by offering Advance Placement, honors and Dual Enrollment courses.

The high school assists students with registration for ACT, SAT and PERT to provide multiple opportunities to achieve college readiness scores.

Fee waivers provided by ACT and SAT, as allowable, are delivered to students who would not be able to afford post-secondary tests. Additional funds are also available to help students to offset the costs of these exams. Hamilton County High School is a member of the Florida Partnership which provides SAT school day administration for all juniors as well as many other benefits that allow rural student's opportunities to expand their horizons.

The ASVAB is given on campus for students who are interested in enlisting in the military.

HCHS is a member of the North Florida Career Pathways Consortium(NFCPC). As a member, HCHS is able to afford our students classes and services through, River Oak Technical Center, Taylor Technical College, North Florida Community College, Tallahassee Community College, and Career Source North Florida.

HCHS is also a partner with the Tri County Aviation Academy in conjunction with Haeco Industries in Lake City Florida. This partnership affords our juniors and seniors an opportunity to learn about and become certified in the aviation repair industry.

HCHS also has articulation agreements with Florida Gateway College for programs not available through NFCPC.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase academic achievement across all disciplines through intensive and focused teaching/ learning approaches.

Strategic Goals Detail

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

G1. Increase academic achievement across all disciplines through intensive and focused teaching/learning approaches. 1a

G088528

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	30.0
ELA/Reading Lowest 25% Gains	50.0
Algebra I EOC Pass Rate	40.0
Bio I EOC Level 3	50.0
U.S. History EOC Pass	45.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of effective pedagogy in reading, writing and math across all disciplines for learning and critical thinking; core teachers lack consistency in instruction and vertical course alignment
- Lack of consistency of instruction and implementation of specific programs/plans/structures due to high teacher turnover
- Lack of prerequisite skills as students move through levels
- Students lack social-emotional attributes to achieve success in schools.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Availability for math and reading tutoring during the school day 7-9.
- Purposeful scheduling
- Acceleration classes
- Financial support of the district
- Intensive math and reading tutoring opportunities during the school day
- Intensive use of Khan Academy grades 7, 8, 9
- STAR 360 use in grades 7, 8, 9
- 6-8 Eureka Math curriculum assessments, and digital instruction suite; Math Nation for grades 9-10
- Literacy Coach for teacher support
- iReady for progress monitoring for grades 7-8
- Bridge programs for students transitioning
- Contractual literacy coaching/support for teachers in content-specific areas(i.e. math)
- Curriculum maps for for Math, Civics, US History; ELA

Plan to Monitor Progress Toward G1. 8

Quarterly reports will be reviewed for improvement in attendance, discipline and academic progress and FSA/EOC results.

Person Responsible

Felecia Moss

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Quarterly reports from SKYWARD and Performance Matters and FSA/EOC results.

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. Increase academic achievement across all disciplines through intensive and focused teaching/learning approaches. 1

G088528

G1.B1 Inconsistent use of effective pedagogy in reading, writing and math across all disciplines for learning and critical thinking; core teachers lack consistency in instruction and vertical course alignment 2

B235560

G1.B1.S1 Align core curriculum maps and guides to ensure standards-based instructions with relevant rigor for all core subjects. 4

S265168

Strategy Rationale

Inconsistency in performance of students from grade level to grade level in specific core subjects.

Action Step 1 5

Collaborate with NEFEC, Department of Education, External Partner and other content area experts to revise current maps and develop those for content areas where currently not available.

Person Responsible

Schedule

Monthly, from 7/3/2017 to 6/29/2018

Evidence of Completion

Completed curriculum maps

Action Step 2 5

Establish and implement grade level/content area PLCs to impact an increase in student achievement.

Person Responsible

Felecia Moss

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

PLC agenda and sign in sheets.

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

Lesson plans and curriculum maps will be checked to ensure alignment.

Person Responsible

Felecia Moss

Schedule

Weekly, from 8/14/2017 to 6/29/2018

Evidence of Completion

Lesson plans, curriculum maps and teacher comments will be captured to measure effectiveness.

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

Participation by assigned administrator/designee in PLCs.

Person Responsible

Felecia Moss

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

PLC agendas and sign in sheets

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

Lesson plans reflect curriculum map usage and pacing.

Person Responsible

Felecia Moss

Schedule

Monthly, from 9/1/2017 to 6/29/2018

Evidence of Completion

Curriculum maps and lesson plans are collected and analyzed to ensure compliance.

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

Review academic benchmarks and early warning system data for impact

Person Responsible

Felecia Moss

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Benchmark assessment data and early warning system data

G1.B2 Lack of consistency of instruction and implementation of specific programs/plans/structures due to high teacher turnover 2

 B235562

G1.B2.S1 Provide recruitment and retention bonus to attract and retain effective and highly effective instructional staff in areas in which there is a state administered assessment. 4

 S265165

Strategy Rationale

Difficult in small and rural community to recruit and retain highly effective staff.

Action Step 1 5

Utilize Memorandum of Understanding with Hamilton County Education Association; approved by the School Board to recruit and retain quality teachers.

Person Responsible

Felecia Moss

Schedule

On 8/31/2018

Evidence of Completion

MOU with School Board Approval

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

Identification of individuals eligible for bonus after receipt of Spring 2018 testing results.

Person Responsible

Schedule

Annually, from 9/1/2017 to 8/31/2018

Evidence of Completion

List of eligible teachers based on parameters identified in the MOU.

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

Teachers receive payment bonus.

Person Responsible

Schedule

Annually, from 9/1/2017 to 8/31/2018

Evidence of Completion

Payroll records

G1.B3 Lack of prerequisite skills as students move through levels **2**

 B251442

G1.B3.S1 Provide additional time during the school day for spiraling and building background in core classes. **4**

 S265167

Strategy Rationale

Students need individual and targeted instruction in order to progress.

Action Step 1 **5**

Provide intervention activities for students during the school day

Person Responsible

Felecia Moss

Schedule

On 6/8/2018

Evidence of Completion

Teacher schedules and lesson plans for intervention classes.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Lesson plans and learning walks will check for fidelity of critical thinking classes

Person Responsible

Schedule

Weekly, from 9/1/2017 to 6/8/2018

Evidence of Completion

Lesson plan and observation notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Review of benchmark assessment data

Person Responsible

Felecia Moss

Schedule

Monthly, from 9/1/2017 to 6/8/2018


Evidence of Completion

Benchmark data reports

G1.B4 Students lack social-emotional attributes to achieve success in schools. 2

 B251443

G1.B4.S1 Provide a qualified Resource Teacher and social worker to support students in developing the social and emotional skills for academic and behavioral success. 4

 S265176

Strategy Rationale

Children in poverty often lack the social/emotional development which allow them to deal with rigorous academic and behavioral expectations.

Action Step 1 5

Provide a resource teacher and social worker to school to work with students, teachers and families.

Person Responsible

Felecia Moss

Schedule

On 8/31/2018

Evidence of Completion

Contract

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Increased performance in benchmark assessments.

Person Responsible

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Benchmark data

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Review attendance, behavioral and benchmark assessment data

Person Responsible

















Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Quarterly reports(attendance, discipline, benchmark assessments)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B3.S1.MA1  M374378	Lesson plans and learning walks will check for fidelity of critical thinking classes		9/1/2017	Lesson plan and observation notes	6/8/2018 weekly
G1.B3.S1.MA1  M374380	Review of benchmark assessment data	Moss, Felecia	9/1/2017	Benchmark data reports	6/8/2018 monthly
G1.B3.S1.A1  A351476	Provide intervention activities for students during the school day	Moss, Felecia	9/1/2017	Teacher schedules and lesson plans for intervention classes.	6/8/2018 one-time
G1.B1.S1.MA3  M374210	Lesson plans reflect curriculum map usage and pacing.	Moss, Felecia	9/1/2017	Curriculum maps and lesson plans are collected and analyzed to ensure compliance.	6/29/2018 monthly
G1.B1.S1.A1  A351350	Collaborate with NEFEC, Department of Education, External Partner and other content area experts to...		7/3/2017	Completed curriculum maps	6/29/2018 monthly
G1.B1.S1.MA1  M374208	Lesson plans and curriculum maps will be checked to ensure alignment.	Moss, Felecia	8/14/2017	Lesson plans, curriculum maps and teacher comments will be captured to measure effectiveness.	6/29/2018 weekly
G1.MA1  M374202	Quarterly reports will be reviewed for improvement in attendance, discipline and academic progress...	Moss, Felecia	9/1/2017	Quarterly reports from SKYWARD and Performance Matters and FSA/EOC results.	8/31/2018 quarterly
G1.B1.S1.MA1  M374216	Review academic benchmarks and early warning system data for impact	Moss, Felecia	9/1/2017	Benchmark assessment data and early warning system data	8/31/2018 quarterly
G1.B2.S1.A1  A351345	Utilize Memorandum of Understanding with Hamilton County Education Association; approved by the...	Moss, Felecia	9/1/2017	MOU with School Board Approval	8/31/2018 one-time
G1.B1.S1.MA2  M374209	Participation by assigned administrator/ designee in PLCs.	Moss, Felecia	9/1/2017	PLC agendas and sign in sheets	8/31/2018 monthly
G1.B2.S1.MA1  M374198	Identification of individuals eligible for bonus after receipt of Spring 2018 testing results.		9/1/2017	List of eligible teachers based on parameters identified in the MOU.	8/31/2018 annually
G1.B2.S1.MA1  M374200	Teachers receive payment bonus.		9/1/2017	Payroll records	8/31/2018 annually
G1.B1.S1.A2  A351351	Establish and implement grade level/ content area PLCs to impact an increase in student achievement.	Moss, Felecia	9/1/2017	PLC agenda and sign in sheets.	8/31/2018 monthly
G1.B4.S1.MA1  M374344	Review attendance, behavioral and benchmark assessment data		9/1/2017	Quarterly reports(attendance, discipline, benchmark assessments)	8/31/2018 quarterly
G1.B4.S1.MA1  M374343	Increased performance in benchmark assessments.		9/1/2017	Benchmark data	8/31/2018 quarterly
G1.B4.S1.A1  A351439	Provide a resource teacher and social worker to school to work with students, teachers and families.	Moss, Felecia	9/1/2017	Contract	8/31/2018 one-time

V. Professional Development Opportunities

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

G1. Increase academic achievement across all disciplines through intensive and focused teaching/learning approaches.

G1.B1 Inconsistent use of effective pedagogy in reading, writing and math across all disciplines for learning and critical thinking; core teachers lack consistency in instruction and vertical course alignment

G1.B1.S1 Align core curriculum maps and guides to ensure standards-based instructions with relevant rigor for all core subjects.

PD Opportunity 1

Establish and implement grade level/content area PLCs to impact an increase in student achievement.

Facilitator

School-Based Leadership Team

Participants

Instructional Staff

Schedule

Monthly, from 9/1/2017 to 8/31/2018

G1.B3 Lack of prerequisite skills as students move through levels

G1.B3.S1 Provide additional time during the school day for spiraling and building background in core classes.

PD Opportunity 1

Provide intervention activities for students during the school day

Facilitator

Consultants of intervention programs; School-based leadership team.

Participants

Instructional and non-instructional staff based on program.

Schedule

On 6/8/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Collaborate with NEFEC, Department of Education, External Partner and other content area experts to revise current maps and develop those for content areas where currently not available.				\$67,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	310-Professional and Technical Services	0032 - Hamilton County High School	UniSIG		\$67,600.00
			<i>Notes: Funds to contract with NEFEC or other content area experts for up to \$1,000.00 per day for 32.6 days to include follow up and with external partner (MGT Consulting Group) at a flat rate of \$35,000.00</i>			
2	G1.B1.S1.A2	Establish and implement grade level/content area PLCs to impact an increase in student achievement.				\$21,574.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0032 - Hamilton County High School	UniSIG		\$17,533.00
			<i>Notes: Stipends for teachers</i>			
	6400	510-Supplies	0032 - Hamilton County High School	UniSIG		\$2,700.00
			<i>Notes: Materials and supplies for PLCs to include paper, chart paper, markers, post-it notes, highlighters, notebooks and index tabs for creation of data notebooks, clipboards for Lesson Study cycles, and Teaching Strategies with Poverty Quick Reference Guides.</i>			
	6400	220-Social Security	0032 - Hamilton County High School	UniSIG		\$1,341.00
			<i>Notes: Social Security and Medicare for teacher stipends (7.65%)</i>			
3	G1.B2.S1.A1	Utilize Memorandum of Understanding with Hamilton County Education Association; approved by the School Board to recruit and retain quality teachers.				\$10,765.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0032 - Hamilton County High School	UniSIG		\$10,000.00
	5100	220-Social Security	0032 - Hamilton County High School	UniSIG		\$765.00
4	G1.B3.S1.A1	Provide intervention activities for students during the school day				\$1,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0032 - Hamilton County High School	UniSIG		\$1,250.00
			<i>Notes: Purchase Early Warning System in Performance Matters</i>			

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5	G1.B4.S1.A1	Provide a resource teacher and social worker to school to work with students, teachers and families.				\$124,082.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0032 - Hamilton County High School			\$0.00
			<i>Notes: Purchase materials to provide intervention instruction for high school students: 600 licenses @5.80 each (Performance Matters interim assessment items)</i>			
	6110	130-Other Certified Instructional Personnel	0032 - Hamilton County High School	UniSIG		\$50,000.00
	6110	220-Social Security	0032 - Hamilton County High School	UniSIG		\$3,825.00
	6110	230-Group Insurance	0032 - Hamilton County High School	UniSIG		\$4,404.00
			<i>Notes: District portion of health insurance</i>			
	6110	240-Workers Compensation	0032 - Hamilton County High School	UniSIG		\$375.00
			<i>Notes: Worker's compensation for the School Social Worker.</i>			
	5100	510-Supplies	0032 - Hamilton County High School	UniSIG		\$3,700.00
			<i>Notes: Purchase reinforcers to use with students demonstrating targeted social skills/ character education traits as a part of the school-wide Positive Behavior Intervention and Support system.</i>			
	5100	120-Classroom Teachers	0032 - Hamilton County High School	UniSIG		\$42,000.00
	5100	210-Retirement	0032 - Hamilton County High School	UniSIG		\$3,158.00
	5100	220-Social Security	0032 - Hamilton County High School	UniSIG		\$3,213.00
	5100	240-Workers Compensation	0032 - Hamilton County High School	UniSIG		\$315.00
	6110	210-Retirement	0032 - Hamilton County High School	UniSIG		\$3,760.00
			<i>Notes: Retirement for social worker</i>			
	5100	330-Travel	0032 - Hamilton County High School	UniSIG		\$3,528.00
			<i>Notes: Funds will be utilized to cover student registration costs and travel for the provision of community excursions to provide students social skills training and therapeutic treatment for targeted students.</i>			
	6110	330-Travel	0032 - Hamilton County High School	UniSIG		\$1,400.00
			<i>Notes: Funds will be used for the School Social Worker to participate in the "2017 Educational Strategies and Student Engagement Conference. Destination Graduation - Together Ensuring Every Student Succeeds" and to fund local travel for conducting home visits and transporting students to agencies for accessing needed services.</i>			
	5100	230-Group Insurance	0032 - Hamilton County High School	UniSIG		\$4,404.00

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	<i>Notes: District portion of health insurance</i>		
			Total: \$225,271.00