

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

SCHOOL INFORMATION AND REQUIRED SIGNATURES

**HILTON HEAD ISLAND HIGH SCHOOL SCHOOL
BEAUFORT COUNTY SCHOOL DISTRICT**

SCHOOL RENEWAL PLAN FOR YEARS 2014-2019 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (one year)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mary Cordray		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. Jeffrey Moss		4-20-16
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Todd Rhine		4-20-16
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Amanda O'Nan		4-20-16
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kristen Karszes		4-20-16
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 70 Wilborn Road
Hilton Head Island High School

SCHOOL'S TELEPHONE: (843) 689-4800

PRINCIPAL'S E-MAIL ADDRESS: elizabeth.o'nan@beaufort.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION

NAME

1. PRINCIPAL _____
2. TEACHER _____
3. PARENT/GUARDIAN _____
4. COMMUNITY MEMBER _____
5. SCHOOL IMPROVEMENT COUNCIL _____
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION

NAME

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

Academic Assistance, PreK–3

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

Academic Assistance, Grades 4–12

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

Parent Involvement

The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s EVALUATION/EVIDENCES, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

Staff Development

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

Technology

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

Innovation

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

Collaboration

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Developmental Screening

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

Half-Day Child Development

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

Developmentally Appropriate Curriculum for PreK–3

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

Parenting and Family Literacy

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

TABLE OF CONTENTS

(Mandated Component)

Include a table of contents to ensure inclusion of all required elements.

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

(Mandated Component)

MISSION, VISION, VALUES, AND BELIEFS

(Optional)

DISTRICT

Mission

The Beaufort County School District, through a personalized learning approach, will prepare graduates who compete and succeed in an ever-changing global society and career marketplace.

Vision

We will work with families and our diverse community to ensure that students perform at an internationally competitive level in a learning environment that is safe, nurturing and engaging.

Core beliefs

We believe:

- Every student can learn using his or her valuable and unique talents and skills.
- Learning takes place when the physical, emotional, social and intellectual well-being of all students is assured at every level and during every transition.
- High expectations of the school community positively impact student success.
- Early childhood learning experiences form the foundation of future school success.
- Students learn best when they are engaged and provided with opportunities for problem solving and active participation.
- All students are entitled to learning experiences so that they can become competent and confident in the skills and knowledge needed to become successful and productive citizens.
- Investment, involvement and connection of all members of the school community are essential to a student's success.
- Frequent informal and formal assessment aligned to clearly defined learning objectives will provide improved student achievement.
- The collection, analysis and use of data from a variety of sources are critical to making decisions.
- Students should be prepared to compete and contribute in a changing global and multilingual society.

SCHOOL

SCHOOL RENEWAL PLAN FOR Hilton Head Island High School

DATE: Spring 2015

Performance Goal Area: School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

PERFORMANCE GOAL 1:
(Statement of desired progress or result over five years)

Purpose and Direction: *Beaufort County School District maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.*

INTERIM PERFORMANCE GOAL: (One year goal)

1. Engage in a comprehensive process to review, revise and communicate that our purpose is to create student success.
2. Foster collaboration with community stakeholders and use their knowledge, skills and resources to support student learning.
3. Use system-wide strategies to listen to and communicate with stakeholders.
4. Communicate expectations and results for student learning and goals for improvement to all stakeholders.
5. Commit to a student-centered culture based on shared values and beliefs regarding teaching and learning. Support challenging, equitable educational programs and learning experiences for all students. Each school will develop a shared set of values and beliefs and build climate and culture to support the district’s mission and vision.

DATA SOURCE(S):
(List types of data that will be collected or examined to measure progress.)

School Calendar, Activity Logs, PLC and Department Minutes, Club and Student Group Agendas and Minutes

OVERALL MEASURES:

SOURCE: Percent of completion of Actions Listed for Goal 1, Strategy #5, Activity 1 (21 expected occurrences total)

AVERAGE BASELINE		2014-15	2015-16	2016-17	2017-18	2018-19
95% (20)	Projected Data	100%*	100%*	100%*	100%*	100%*
	Actual Data	95% (20/21)	81% (17/21)			

<p>DATA SOURCE(S): (List types of data that will be collected or examined to measure progress.)</p>	<p>School Calendar, Activity Logs, PLC and Department Minutes, Club and Student Group Agendas and Minutes</p>																												
<p>OVERALL MEASURES:</p> <p>SOURCE: Percent of completion of Actions Listed for Goal 1, Strategy #5, Activity 2 (158 expected occurrences total)</p> <p><i>* Represents projections of improvement</i></p>	<table border="1"> <thead> <tr> <th data-bbox="548 354 779 448">AVERAGE BASELINE</th> <th data-bbox="779 354 993 448"></th> <th data-bbox="993 354 1180 448">2014-15</th> <th data-bbox="1180 354 1388 448">2015-16</th> <th data-bbox="1388 354 1587 448">2016-17</th> <th data-bbox="1587 354 1787 448">2017-18</th> <th data-bbox="1787 354 1982 448">2018-19</th> </tr> </thead> <tbody> <tr> <td data-bbox="548 448 779 618">98% (39)</td> <td data-bbox="779 448 993 618">Projected Data</td> <td data-bbox="993 448 1180 618">100%*</td> <td data-bbox="1180 448 1388 618">100%*</td> <td data-bbox="1388 448 1587 618">100%*</td> <td data-bbox="1587 448 1787 618">100%*</td> <td data-bbox="1787 448 1982 618">100%*</td> </tr> <tr> <td data-bbox="548 618 779 756"></td> <td data-bbox="779 618 993 756">Actual Data</td> <td data-bbox="993 618 1180 756">100%</td> <td data-bbox="1180 618 1388 756">100% (158)</td> <td data-bbox="1388 618 1587 756"></td> <td data-bbox="1587 618 1787 756"></td> <td data-bbox="1787 618 1982 756"></td> </tr> <tr> <td data-bbox="548 756 779 756"></td> <td data-bbox="779 756 993 756"></td> <td data-bbox="993 756 1180 756"></td> <td data-bbox="1180 756 1388 756"></td> <td data-bbox="1388 756 1587 756"></td> <td data-bbox="1587 756 1787 756"></td> <td data-bbox="1787 756 1982 756"></td> </tr> </tbody> </table>	AVERAGE BASELINE		2014-15	2015-16	2016-17	2017-18	2018-19	98% (39)	Projected Data	100%*	100%*	100%*	100%*	100%*		Actual Data	100%	100% (158)										
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<p>OVERALL MEASURES:</p> <p>SOURCE: Percent of completion of Actions Listed for Goal 1, Strategy #5, Activity 3 (986 expected occurrences total)</p>	<table border="1"> <thead> <tr> <th data-bbox="548 1073 779 1167">AVERAGE BASELINE</th> <th data-bbox="779 1073 993 1167"></th> <th data-bbox="993 1073 1180 1167">2014-15</th> <th data-bbox="1180 1073 1388 1167">2015-16</th> <th data-bbox="1388 1073 1587 1167">2016-17</th> <th data-bbox="1587 1073 1787 1167">2017-18</th> <th data-bbox="1787 1073 1982 1167">2018-19</th> </tr> </thead> <tbody> <tr> <td data-bbox="548 1167 779 1338">99% (731/741)</td> <td data-bbox="779 1167 993 1338">Projected Data</td> <td data-bbox="993 1167 1180 1338">100%</td> <td data-bbox="1180 1167 1388 1338">100%*</td> <td data-bbox="1388 1167 1587 1338">100%*</td> <td data-bbox="1587 1167 1787 1338">100%*</td> <td data-bbox="1787 1167 1982 1338">100%*</td> </tr> <tr> <td data-bbox="548 1338 779 1476"></td> <td data-bbox="779 1338 993 1476">Actual Data</td> <td data-bbox="993 1338 1180 1476">97% (956)</td> <td data-bbox="1180 1338 1388 1476">96% (949)</td> <td data-bbox="1388 1338 1587 1476"></td> <td data-bbox="1587 1338 1787 1476"></td> <td data-bbox="1787 1338 1982 1476"></td> </tr> <tr> <td data-bbox="548 1476 779 1476"></td> <td data-bbox="779 1476 993 1476"></td> <td data-bbox="993 1476 1180 1476"></td> <td data-bbox="1180 1476 1388 1476"></td> <td data-bbox="1388 1476 1587 1476"></td> <td data-bbox="1587 1476 1787 1476"></td> <td data-bbox="1787 1476 1982 1476"></td> </tr> </tbody> </table>	AVERAGE BASELINE		2014-15	2015-16	2016-17	2017-18	2018-19	99% (731/741)	Projected Data	100%	100%*	100%*	100%*	100%*		Actual Data	97% (956)	96% (949)										
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ACTION PLAN FOR STRATEGY #5: Commit to a student-centered culture based on shared values and beliefs regarding teaching and learning. Support challenging, equitable educational programs and learning experiences for all students. Each school will develop a shared set of values and beliefs and build climate and culture to support the district’s mission and vision.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Student leaders share information, expectations, values and beliefs regarding teaching and learning with their peers. A. SGA to Class meetings B. SGA reports to SIC C. Principal’s Round Table meetings D. Superintendent’s Ambassadors E. IB Pinning	A. Up to monthly(8) B. Monthly(8) C. Once per semester(2) D. Once per semester(2) E. Once per year(1)	A. SGA Advisor B. SGA Advisor C. Principal D. Superintendent E. IB Coordinator	None	N/A	All continue
2. Include classified and certified staff in the sharing process. A. ILT begin (9/14) B. Connections	A. 4 times weekly (120) B. Weekly(30) C. Monthly (8)	A. All faculty B. All staff C. Principal	A. None B. None C. Varies	A. N/A B. N/A C. PTSO	All continue

ACTION PLAN FOR STRATEGY #5: Commit to a student-centered culture based on shared values and beliefs regarding teaching and learning. Support challenging, equitable educational programs and learning experiences for all students. Each school will develop a shared set of values and beliefs and build climate and culture to support the district’s mission and vision.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
C. Drop-in Pizza					
3. Address students’ overall sense of well-being – physical, social and emotional. A. Climate survey by SDE B. Guidance accessible during ILT and lunches (begin 9/14) C. Club development and memberships D. Anonymous box E. BCSD concern box F. Seahawks in Motion (begin 9/14) G. Intramurals (begin 9/14) H. ILT (begin 9/14) I. Assemblies J. Character Education K. Bilingual Liaison, School Social	A. Once yearly(1) B. Daily (180) C. Variable D. Daily (180) E. Daily (180) F. 2 days weekly (30@2=60) G. 2 days weekly (30@2=60) H. 4 days weekly (30@4=120) I. Variable (2) J. 2 times monthly (18) K. At least 5 of these 9 present daily (180)	A. Principal B. Guidance Department C. Principal and sponsors D. Guidance E. District F. Bishop/coordinator G. Bishop/coordinator H. Staff I. Principal J. Guidance Department K. Principal L. Principal	A. None B. None C. Variable D. None E. None F. none G. none H. None I. Variable J. Waived K. None L. None	A. N/A B. N/A C. Student activities D. N/A E. N/A F. N/A G. N/A H. N/A I. Student activities J. Sponsored K. N/A L. District	All continue All continue
New clubs 15-16: Coloring, Harry Potter, Gardening, Debate, Interconnect					

ACTION PLAN FOR STRATEGY #5: Commit to a student-centered culture based on shared values and beliefs regarding teaching and learning. Support challenging, equitable educational programs and learning experiences for all students. Each school will develop a shared set of values and beliefs and build climate and culture to support the district’s mission and vision.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
Worker, School Nurse, Administrators, Behavior Management Specialist, and Athletic Director accessible by request daily L. Bullying App Availability 24/7	L. Daily (318)				

<p>ACTION PLAN FOR STRATEGY #5: Commit to a student-centered culture based on shared values and beliefs regarding teaching and learning. Support challenging, equitable educational programs and learning experiences for all students. Each school will develop a shared set of values and beliefs and build climate and culture to support the district’s mission and vision.</p>					<p>EVALUATION/EVIDENCE</p>
<p>ACTIVITY</p>	<p>TIMELINE (Start and End Dates)</p>	<p>PERSON RESPONSIBLE</p>	<p>ESTIMATED COST</p>	<p>FUNDING SOURCE</p>	<p>INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)</p>

SCHOOL RENEWAL PLAN FOR Hilton Head Island High School

DATE: Spring 2014

Performance Goal Area: Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

PERFORMANCE GOAL 2: (Statement of desired progress or result over five years)

Resources and Support Systems: *Beaufort County School District has resources and provides services in all schools that support its purpose and direction to ensure success for all students.*

INTERIM PERFORMANCE GOAL: (One year goal)

1. Mentor qualified professional staff capable of fulfilling assigned roles and responsibilities.
2. Assign professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge and experience).
3. Ensure that all staff participate in a continuous program of professional development.
4. Assign sufficient staff to meet the vision and purpose of each school.
5. Budget sufficient resources to support educational programs and implement plans for improvement.
6. Monitor all financial transactions through a recognized, regularly audited accounting system.
7. Provide an environment that is safe and orderly for all occupants.
8. Provide technology infrastructure to supports schools’ teaching, learning and operational needs.
9. Develop and keep current a written security and crisis management plan with appropriate training for stakeholders.
10. Ensure that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral and educational and career planning.
11. Provide appropriate support for students with special needs.
12. Provide services that support the counseling, assessment, referral, educational and career planning needs of all students.

DATA SOURCE(S): (List types of data that will be collected or examined to measure progress.)

Guidance records, PLC and Department meeting minutes, Master Schedule, Credit Recovery roster, RTI referral log, Behavior Management Log

OVERALL MEASURES:

SOURCE: Percent of completion of Actions Listed for Goal 2, Strategy #12, Activity 1 (expected occurrences based on enrollment)

AVERAGE BASELINE		2014-15	2015-16	2016-17	2017-18	2018-19
50%	Projected Data	55%	60%	65%	70%	75%
	Actual Data	55%				

OVERALL MEASURES: SOURCE: Percent of students graduating from high school ‘on time’ in four years. (based on current 3 year avg)	AVERAGE BASELINE		2014-15	2015-16	2016-17	2017-18	2018-19
	86.9% National: 81.4%	Projected Data Actual Data	84.1 87.7%	86.0	*	*	*
OVERALL MEASURES: SOURCE: Percent of completion of Actions Listed for Goal 2, Strategy #12, Activity 3 (125 expected occurrences total)	AVERAGE BASELINE		2014-15	2015-16	2016-17	2017-18	2018-19
	115	Projected Data Actual Data	125 125	125 125	125	125	125
OVERALL MEASURES: SOURCE: Percent of students in ISS or OSS <i>* Represents projections of improvement</i>	AVERAGE BASELINE		2014-15	2015-16	2016-17	2017-18	2018-19
	60% 769/1287	Projected Data Actual Data	58%* 51.4% (645/1255)	56%*	54%*	52%*	50%*
<i>*PowerSchool “Student Discipline Count”</i>							

ACTION PLAN FOR STRATEGY #12: Provide services that support the counseling, assessment, referral, educational and career planning needs of all students.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Annually update individual graduation plans for all students in grades 8-12. A. Confer with parents/guardians and students	A. Ongoing (enrollment)	A. Guidance Department	A. None	A. N/A	Continue
2. Increase the percentage of students graduating from high school “on time” in four years. A. Credit Recovery B. Unit Recovery policy per PLC C. Special 2-	A. Ongoing(10) B. Ongoing(10) C. Yearly(1) D. Yearly(4) E. Yearly(2) F. Yearly(# FTEs)	A. Guidance Department/CR Coordinator/API B. Teachers C. Guidance Department/API D. SPED PLC Chair/Guidance/API E. ESOL PLC Chair/Guidance/API	A. Varies B. Varies C. None D. None E. None	A. District B. N/A C. N/A D. N/A E. N/A	All continue

ACTION PLAN FOR STRATEGY #12: Provide services that support the counseling, assessment, referral, educational and career planning needs of all students.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
credit classes D. Inclusion – SPED E. Inclusion – ESOL F. SIOP training					
3. Develop programs that allow teachers to merge student career plans into instruction. A. Guest speakers (Rotary, classroom level) B. CATE Completer Programs pursued C. ROTC career related events D. IBCC (begins 9/15) E. Annual Events:	A. Ongoing(5) B. Yearly(3) C. Ongoing (100) D. Enrollment (10) E. Yearly (6) F. Varies G. Varies H. Yearly (1)	A. Teacher/Principal B. CATE PLC Chair C. ROTC PLC Chair D. API E. CATE F. SPED G. Guidance chairperson H. Teacher	A. Varies B. None C. Varies D. Varies E. None F. None G. None H. None	A. Student Activities B. N/A C. ROTC D. District E. N/A F. N/A G. N/A H. N/A	All continue

ACTION PLAN FOR STRATEGY #12: Provide services that support the counseling, assessment, referral, educational and career planning needs of all students.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
Reality Store, ACE visit, College Day, College App Day, Work Keys, ACT F. Transition Goals-IEP G. Naviance (begins 9/15) H. Teacher Cadet					
4. Annually decrease the percentage of students receiving in-school suspension, out-of-school suspension and expulsion. A. RTI (Response to Intervention) B. Counseling Groups	A. Ongoing B. Weekly C. As needed	A. Guidance Department Chair B. Principal C. Guidance Department D. Behavior Management	A. Varies B. None C. None D. None	A. District B. N/A C. N/A D. N/A	All continue

ACTION PLAN FOR STRATEGY #12: Provide services that support the counseling, assessment, referral, educational and career planning needs of all students.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
C. Behavior Management Counseling		Specialist			

To add a row, go to the last box and press the tab button.

SCHOOL RENEWAL PLAN FOR Hilton Head Island High School

DATE: Spring 2014

Performance Goal Area: Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

PERFORMANCE GOAL 3:
(Statement of desired progress or result over five years)

Teaching and Assessing For Student Learning: *Beaufort County School District's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.*

INTERIM PERFORMANCE GOAL:
(One year goal)

1. Provide equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.
2. Promote active engagement of students in the learning process, including opportunities for them to apply higher-order thinking skills.
3. Allocate and protect instructional time to support student learning.
4. Provide for articulation and alignment among grade levels within the school.
5. Implement interventions to help students meet expectations for learning.
6. Provide comprehensive information and media services that support curricular and instructional programs.
7. Ensure that all students and staff members have regular and ready access to instructional technology and a comprehensive collection of materials that supports the curricular and instructional program.
8. Teachers will participate in collaborative learning communities and other professional learning to improve instruction and student learning.
9. Teachers will implement schools' Instructional processes in support of student learning.
10. Ensure that mentoring, coaching and induction programs support instructional improvement consistent with schools' values and beliefs about teaching and learning.
11. Engage families in meaningful ways in their children's educations and keep them informed of their children's learning progress.
12. Gather, analyze and use data and research in making curricular and instructional choices.
13. Monitor school climate and take appropriate steps to ensure that it is conducive to student learning.
14. Monitor and adjust curriculum, instruction and assessment systematically in response to data from multiple assessments of student learning and examinations of professional practice.
15. School leaders will monitor and support the improvement of instructional practices to ensure student success.
16. Ensure grading and reporting practices on clearly defined criteria that represent the attainment of content knowledge and skills and that are consistent across grade levels and courses.

DATA SOURCE(S):
(List types of data that will be collected or examined to measure progress.)

School Calendar, Activity Logs

OVERALL MEASURES:

SOURCE: Goal 3, Strategy #3, Activity 1: Number of Actions Listed for Goal 3, Strategy #3 , Activity 1 (144 expected)

AVERAGE BASELINE		2013-14	2014-15	2015-16	2016-17	2017-18
94% 79 of 84	Projected Data	100%	100%	100%	100%	100%
	Actual Data	22100% (144/144)	91% (225/248)			

OVERALL MEASURES: SOURCE: Goal 3, Strategy #5, Activity 1: Number of Subgroups addressed through interventions. Subsidized meals Special Education Ethnicity Gender LEP GT	AVERAGE BASELINE		2014-15	2015-16	2016-17	2017-18	2018-19
	6	Projected Data Actual Data	6 6	6 6	6 6	6 6	6 6
*continue to focus on supporting F/R, GT, & Gender subgroups							
OVERALL MEASURES: SOURCE: Goal 3, Strategy #10, Activity 1: Number of actions available to support each year.	AVERAGE BASELINE		2014-15	2015-16	2016-17	2017-18	2018-19
	8	Projected Data Actual Data	8 8	9 8	9 8	9 *	* *
*continue to focus on supporting F/R, GT, & Gender subgroups							
OVERALL MEASURES: SOURCE: Goal 3, Strategy #11, Activity 1: Number of Parent Subgroups addressed through interventions. Subsidized meals Special Education Ethnicity Gender LEP GT	AVERAGE BASELINE		2014-15	2015-16	2016-17	2017-18	2018-19
	3	Projected Data Actual Data	6 3	6 3	6 3	6 6	6 6
*continue to focus on supporting F/R, GT, & Gender subgroups							

OVERALL MEASURES:

SOURCE: Goal 3, Strategy #15, Activity 1: Number of Teacher Subgroups addressed through interventions.

PACE New Teacher
 ESOL New to the Nest
 SPED Veteran Teacher
 IB DP IB MYP
 IB CP AP
 CP Honors
 Informal Evaluation needing improvement
 Formal Evaluation with improvement plan

AVERAGE BASELINE		2014-15	2015-16	2016-17	2017-18	2018-19
9	Projected Data	14	14	14	14	14
	Actual Data	9	9.5			

*continue working to support Honors, AP, Informal evaluation needing improvement and CP(partial)

ACTION PLAN FOR STRATEGY #3: Allocate and protect instructional time to support student learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure that school-wide procedures are in place to maximize instructional time A. Review distribution of school events with Leadership Team B. Monitor teacher absences including PD C. ILT (begins 9/14) D. Core Subject tutoring	A. 2 times per month (20) B. Weekly (36) C. 4 days Weekly (120) D. Twice weekly (72)	A. Principal B. Principal C. Teachers D. Teachers	A. None B. None C. None D. \$18,000	A. N/A B. N/A C. N/A D. Admin account	All continue

ACTION PLAN FOR STRATEGY #5: Implement interventions to help students meet expectations for learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
<p>1. Anticipate, design and employ interventions that support student academic growth and development and that address the needs of learners at all ability levels.</p> <p>A. COIN Club</p> <p>B. At Risk meetings</p> <p>C. Expectations Team</p> <p>D. NGA</p> <p>E. ILT</p> <p>F. ESOL labs and classes</p> <p>G. Guidance</p>	<p>A. Weekly</p> <p>B. Biweekly</p> <p>C. Monthly</p> <p>D. Weekly</p> <p>E. Daily</p> <p>F. 2-4 per week</p> <p>G. As needed</p> <p>H. As needed</p> <p>I. Twice weekly</p> <p>J. Daily</p> <p>K. Daily</p> <p>L. Weekly</p> <p>M. As needed</p> <p>N. Daily</p> <p>O. Daily</p> <p>P. Daily</p> <p>Q. Daily</p>	<p>A. Behavior Management Specialist/Advisor</p> <p>B. Principal</p> <p>C. API</p> <p>D. NGA Coordinator</p> <p>E. Principal</p> <p>F. ESOL PLC Chair</p> <p>G. Guidance Department</p> <p>H. Hispanic Liaison</p> <p>I. Teachers</p> <p>J. Contracted tutors</p> <p>K. Teachers</p> <p>L. Teachers &</p>	<p>A. Varies</p> <p>B. None</p> <p>C. None</p> <p>D. Varies</p> <p>E. None</p> <p>F. None</p> <p>G. None</p> <p>H. None</p> <p>I. \$18,000</p> <p>J. \$30,000</p> <p>K. None</p> <p>L. None</p> <p>M. None</p> <p>N. Varies</p> <p>O. Varies</p> <p>P. Varies</p> <p>Q. None</p>	<p>A. District</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. School budget/district funds</p> <p>E. N/A</p> <p>F. N/A</p> <p>G. N/A</p> <p>H. N/A</p> <p>I. Admin Budget/district funds</p> <p>J. Title III</p> <p>K. N/A</p> <p>L. N/A</p> <p>M. N/A</p> <p>N. District</p> <p>O. District</p>	All continue

ACTION PLAN FOR STRATEGY #5: Implement interventions to help students meet expectations for learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
H. Hispanic Liaison		Staff	R. District	P. N/A	
I. After School Tutoring		M. Behavior Management Specialist/Guidance Department	S. District	Q. N/A	
J. ESOL tutoring/Q1			T. District	R. District	
K. Athletic tutoring			U. API	S. District	
L. Connections		N. MYP Coordinator	V. Principal	T. General	
M. Academic Behavior Intervention		O. IB Coordinator	W. Principal	U. None	
N. MYP		P. ESOL/SPED /English PLC Chairs		V. District	
O. IBDP				W. District	
P. READ 180		Q. Teachers			
Q. Inclusion		R. IB Coordinator			
R. IBCC		S. ESOL			
S. Rosetta Stone		T. Principal			
T. ACT/SAT tutoring/TCA		U. API			
U. Sheltered		V. Principal			

ACTION PLAN FOR STRATEGY #5: Implement interventions to help students meet expectations for learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
Classes V. SIOP training for teachers W. GT/AP/IBDP/IB CP/IBMYP training for teachers		W. Principal			

ACTION PLAN FOR STRATEGY #10: Ensure that mentoring, coaching and induction programs support instructional improvement consistent with schools' values and beliefs about teaching and learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Implement coaching, mentoring and induction programs that consistently support quality instruction					

ACTION PLAN FOR STRATEGY #10: Ensure that mentoring, coaching and induction programs support instructional improvement consistent with schools' values and beliefs about teaching and learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
that is aligned within the school to the district values and beliefs about teaching and learning.					
A. District two-year Induction Program	2014-15 school year	A. Human Resources	No cost	No cost	My Learning Plan
B. Cerra State Mentors		B. Human Resources			Performance Templates
C. Team Teaching		C. API/Dept Chair			
D. On-site mentor-mentee		D. Principal			Feedback from mentor-mentee
E. Improvement plans		E. Administration			
F. State evaluation		F. Human Resources			ADEPT Forms
G. Tech Coach		G. District appointee			State documentation
H. On-site induction cohort		H. Administration			Attendance
I. Intra-PLC observations	I. Fall/Spring	I. PLC Chairs			Attendance Observation Forms

ACTION PLAN FOR STRATEGY #11: Engage families in meaningful ways in their children’s educations and keep them informed of their children’s learning progress.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
<p>1. Regularly communicate with families regarding their children’s learning. Provide meaningful opportunities for families to participate actively in their children’s educations.</p> <p>A. IGP’s</p> <p>B. Parent Conferences</p> <p>C. Sunday email blast</p> <p>D. Chat with the principal with PTSO</p> <p>E. Parent Workshops</p> <p>F. Hispanic Parent Meetings</p> <p>G. PTSO Gmail</p>	<p>Aug 2015- June 2016</p>	<p>A. Guidance</p> <p>B. Teachers</p> <p>C. Principal</p> <p>D. Principal</p> <p>E. SIC/ Admin</p> <p>F. Liaison</p> <p>G. PTSO</p> <p>H. Mentor</p>	<p>No cost</p>	<p>No cost</p>	<p>100% IGP’s completed</p> <p>40% parents attended</p> <p>Email</p> <p>Attending meeting date</p> <p># of free events offered/provided</p> <p>On master calendar</p> <p>100% student grad rate</p> <p>GPA for teams posted by AD</p>

ACTION PLAN FOR STRATEGY #11: Engage families in meaningful ways in their children’s educations and keep them informed of their children’s learning progress.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
H. COIN club I. Athletics 2.0 policy J. Parent Support Groups (ROTC, Theater Guild, Band, Athletics, etc)(update yearly) K. School Report Card L. Open house M. State of the School N. Senior Parent Meetings O. PTSO monthly newsletters P. Morning News Q. Web page R. Parent phone calls		I. Coaching Staff/AD J. Choral/Drama Teacher K. State Dept of Ed L. Administration M. Principal N. Senior Admin and Class Advisor O. PTSO P. English Dept Q. Media Specialist R. Teachers			Tutoring documentation by AD Meeting minutes Posted on web site # of parents who attend API/Guidance letters (100%)

ACTION PLAN FOR STRATEGY #11: Engage families in meaningful ways in their children’s educations and keep them informed of their children’s learning progress.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)

ACTION PLAN FOR STRATEGY #15: School leaders will monitor and support the improvement of instructional practices to ensure student success.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure best practices in instruction to positively impact student achievement. A. State Evaluation B. RTI C. Induction Program	Aug 2014- J 2015	A. Principal B. Guidance	No cost	No cost	100% Completion by staff RTI on-going documentation Performance Template by Admin

ACTION PLAN FOR STRATEGY #15: School leaders will monitor and support the improvement of instructional practices to ensure student success.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
D. IBMYP/IBDP/AP/IBCP/GT Training E. Summer Institute F. District Best Practices PD Day G. SIOP Training H. SPED Inclusion Classes/ESOL push in I. ESOL Lab J. PLC <ul style="list-style-type: none"> • Vertical articulation • Common Assessment • Curriculum Mapping • Data Analysis • Best Practices • Learning targets/teaching strategies/technology integration 		C. District Office D. API E. District Office F. District Office G. District Office H. API I. API J. Teachers K. API/leadership L. API/Staff			and District Mentor My Learning Plan 88% students get a high school credit in course All ESOL level I and level II 80% passage rate Curriculum Mapping and Tracking Benchmark tests/ Final Exams/ common rubrics Timeline checks and adjustments MAP/Benchmark My Learning Plan End of the Year Consensus Data

ACTION PLAN FOR STRATEGY #15: School leaders will monitor and support the improvement of instructional practices to ensure student success.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
K. In-house Best Practices L. Teacher Observations and Evaluations M. CALT meetings N. Sheltered instruction O. New Teachers Group		M. Admin N. PLC chairs O. Principal			