

## Differentiated Accountability Action Plan

	<b>School:</b> Hamilton County High School <b>District:</b> Hamilton County <b>Region:</b> Region II	<b>Grade Levels:</b> 7 - 12 <b>Content Area(s):</b> Reading <b>Instructional Review Date:</b> October 12 - 13, 2010
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### Instructional Review: Reading SIP Action Steps

School's SIP Goals Correlated to Reading	Commendations on SIP Problem Solving Process related to Reading	Concerns on SIP Problem Solving Process related to Reading	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
			Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Title, Name)
<ul style="list-style-type: none"> <li>• Increase students scoring level 3 to 55%.</li> <li>• Increase students scoring levels 4 and 5 to 25%.</li> <li>• Increase students making learning gains to 80%.</li> <li>• Increase learning gains among bottom 25% to 90%.</li> </ul>	<ul style="list-style-type: none"> <li>• Some teachers are incorporating collaborative, engaging activities.</li> <li>• Many teachers have a good rapport with students.</li> <li>• Some teachers are including board configurations written in student friendly language and linking them to instruction.</li> <li>• Some teachers are using technology to enhance instruction.</li> <li>• In many classrooms, students are reading independently.</li> <li>• All subject areas have developed pacing guides.</li> </ul>	In many classes, students are not engaged in the learning process.	Strategy: Student reading achievement improves when teachers employ a variety of instructional strategies (e.g., collaborative structures, hands-on activities) and make adjustments to instruction in order to engage students in the learning process.	Evidence: The percentage of students scoring at the 60th percentile or higher on FAIR Reading Comprehension will increase.	
			Action Step #1: The District Reading Specialist and the school-wide coaches will collaborate to create and facilitate professional development within content-specific professional learning communities focused on employing collaborative structures as part of daily instruction.	Month/Day to Month/Day October 14 - November 18, 2010	District Reading Specialist; School-based Academic Coaches
			Action Step #2: School-wide coaches will facilitate lesson planning within content-specific professional learning communities to develop lessons that include collaborative structures as part of daily instruction.	Month/Day to Month/Day November 18, 2010 - June, 2011	School-based Academic Coaches
			Action Step #3: School-wide coaches will provide support for individual teachers through the intensive coaching model (i.e., co-planning, modeling instruction, co-teaching, observing, and debriefing) to incorporate a variety of instructional strategies (e.g., collaborative structures, hands-on activities) and make adjustments to instruction in order to engage students in the learning process.	Month/Day to Month/Day November 18, 2010 - June, 2011	School-based Academic Coaches
			Action Step #4: Teachers will employ a variety of instructional strategies (e.g., collaborative structures, hands-on activities) and make adjustments to instruction in order to engage students in the learning process.	Month/Day to Month/Day November 30, 2010 - June, 2011	School-based Administrators
			Teachers are not incorporating direct, explicit reading and/or vocabulary acquisition strategy instruction across the curriculum.	Strategy: Student reading achievement improves when teachers provide direct, explicit reading and vocabulary strategy instruction that follows an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	Evidence: The percentage of students scoring at the 60th percentile or higher on FAIR Reading Comprehension will increase.

	Action Step #1: The District Reading Specialist will collaborate with the Literacy Leadership Team to develop a reading FCIM focus calendar and a protocol for collaboratively designing grade-level reading focus lessons to be delivered during the reading Challenge, Help, And Review In Order To Succeed (CHARIOTS) period.	Month/Day to Month/Day October 13 - October 29, 2010	<b>District Reading Specialist; School-based Academic Coaches</b>
	Action Step #2: The District Reading Specialist will collaborate with school-based coaches to create and facilitate professional development for all teachers and administrators focused on providing direct, explicit reading strategy instruction following an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment in all content area classes.	Month/Day to Month/Day October 13 - November 3, 2010	<b>District Reading Specialist; School-based Academic Coaches</b>
	Action Step #3: The District Reading Specialist will collaborate with the school-based coaches to create and facilitate professional development during CHARIOTS planning time that focuses on direct, explicit reading and vocabulary strategy instruction following an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	Month/Day to Month/Day November 3, 2010 - June, 2011	<b>District Reading Specialist; School-based Academic Coaches</b>
	Action Step #4: School-based coaches will support individual teachers to implement direct, explicit reading and vocabulary strategy instruction following an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	Month/Day to Month/Day November 3, 2010 - June, 2011	<b>School-based Academic Coaches</b>
	Action Step #5: Teachers will implement direct, explicit reading and vocabulary strategy instruction following an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment during the reading CHARIOTS period and as part of cross-content instruction.	Month/Day to Month/Day November 15, 2010 - June, 2011	<b>School-based Administrators</b>
Students assigned to reading intervention blocked classes are not receiving grade level language arts instruction.	Strategy: Student reading achievement improves when students are provided with grade level language arts instruction .	Evidence: The percentage of students scoring at the 60th percentile or higher on FAIR Reading Comprehension will increase.	
	Action Step #1: The Transformation Office will collaborate with school-based administrators to develop and implement a plan to provide all students with grade level language arts instruction.	Month/Day to Month/Day October 13 - December 31, 2010	<b>Transformation Office Staff; School-based Administrators</b>

			Action Step #2: School will implement the plan to provide all students with grade level language arts instruction.	Month/Day to Month/Day Second Semester	<b>School-based Administrators</b>
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### Differentiated Accountability Action Plan

Florida Department of Education 	<b>School:</b> Hamilton County High School <b>District:</b> Hamilton County <b>Region:</b> Region II	<b>Grade Levels:</b> 7 - 12 <b>Content Area(s):</b> Writing <b>Instructional Review Date:</b> October 12 - 13, 2010
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#### Instructional Review: Writing SIP Action Steps

School's SIP Goals Correlated to Writing	Commendations on SIP Problem Solving Process related to Writing	Concerns on SIP Problem Solving Process related to Writing	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
			Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Title, Name)
<ul style="list-style-type: none"> <li>Increase students in 8th grade scoring Level 3 or above to 92%.</li> <li>Increase students in 10th grade scoring Level 3 or above to 92%.</li> <li>Increase the percentage of 8th grade students making AYP in all subgroups in writing to 92%.</li> <li>Increase the percentage of 10th grade students making AYP in all subgroups in writing to 92%.</li> </ul>	<ul style="list-style-type: none"> <li>In science classes, teachers are incorporating written responses.</li> </ul>	Many teachers are not incorporating formalized writing as part of regular instruction.	Strategy: Student writing achievement improves when teachers incorporate formalized writing (e.g., short responses, extended responses, and essays) as part of regular instruction.	Evidence: The percentage of students scoring 4 and above on FCAT Writes will increase.	
			Action Step #1: District Reading Specialist will collaborate with Regional Reading Coordinator to develop professional development for whole school faculty on incorporating formalized writing (e.g., short responses, extended responses, and essays) as part of regular instruction.	Month/Day to Month/Day November 1 - 15, 2010	District Reading Specialist; Regional Reading Coordinator
			Action Step #2: School-based coaches will facilitate lesson planning during content-specific professional learning communities to incorporate formalized writing (e.g., short responses, extended responses, and essays) as part of regular instruction.	Month/Day to Month/Day November 15 - December 15, 2010	District Reading Specialist; Regional Reading Coordinator
			Action Step #3: School-based coaches will work with individual teachers through the intensive coaching model (i.e., co-planning, modeling, co-teaching, observing, and debriefing) to incorporate formalized writing (e.g., short responses, extended responses, and essays) as part of regular instruction.	Month/Day to Month/Day January, 2011 - June, 2011	School-based Coaches
			Action Step #4: Teachers will incorporate formalized writing (e.g., short responses, extended responses, and essays) as part of regular instruction.	Month/Day to Month/Day January 19, 2011 - June, 2011	School-based Administrators

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	<b>School:</b> Hamilton County High School <b>District:</b> Hamilton County <b>Region:</b> Region II	<b>Grade Levels:</b> 7 - 12 <b>Content Area(s):</b> Mathematics <b>Instructional Review Date:</b> October 12 - 13, 2010
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### Instructional Review: Mathematics SIP Action Steps

School's SIP Goals Correlated to Mathematics	Commendations on SIP Problem Solving Process related to Mathematics	Concerns on SIP Problem Solving Process related to Mathematics	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
			Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Title, Name)
<ul style="list-style-type: none"> <li>Increase students scoring level 3 to 55% (254 students)</li> <li>Increase students scoring levels 4 and 5 to 25% (116 students)</li> <li>Increase the number of students making learning gains to 80% (358 students)</li> <li>Increase learning gains among bottom 25% to 90% (92 students)</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics teachers begin each class with an engaging bell-ringer.</li> <li>Mathematics teachers collaborate after school hours as a professional learning community.</li> <li>Most mathematics teachers are incorporating technology into daily instruction.</li> </ul>	There is limited evidence of differentiated instruction based on an analysis of student data.	Strategy: Student mathematics achievement will increase when teachers differentiate instruction based on an analysis of student assessment data, interests, learning styles, and individual abilities.	Evidence: The percentage of students scoring at or above proficiency as well as students making Learning Gains on district and state mandated assessments will increase.	
			Action Step #1: The school-based mathematics coach will collaborate with the district Transformation Office, district Professional Development coordinator, and North East Florida Educational Consortium (NEFEC) to identify or design professional development on differentiating instruction based on an analysis of student assessment data, interests, learning styles, and individual abilities.	October 14, 2010 - November 7, 2010	School-based mathematics coach, district Transformation Office, District PD coordinator, and NEFEC
			Action Step #2: The school-based mathematics coach and the district Transformation Office will meet with teachers and school-based administration in their professional learning communities to deliver professional development on differentiating instruction based on an analysis of student assessment data, interests, learning styles, and individual abilities.	October 25, 2010 - December 17, 2010	School-based mathematics coach, district Transformation Office, and school-based administration
			Action Step #3: The school-based mathematics coach will support mathematics teachers through the coaching cycle (i.e., co-planning, modeling, co-teaching, observing, and debriefing) to differentiate instruction based on an analysis of student assessment data, interests, learning styles, and individual abilities.	November 7, 2010 - June 2011	School-based mathematics coach
			Action Step #4: Teachers will incorporate effective differentiation strategies based on an analysis of student assessment data, interests, learning styles, and individual abilities during daily instruction.	November 7, 2010 - June 2011	School-based administration and Transformation Office
			Few mathematics teachers provide instruction that meets the benchmark's Cognitive Complexity level and follows an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson	Strategy: Student mathematics achievement increases when teachers provide instruction that meets the benchmark's Cognitive Complexity level and follows an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson	Evidence: The percentage of students scoring at or above proficiency as well as students making Learning Gains on district and state mandated assessments will increase.

practice as well as a lesson assessment.

<p>Action Step #1: The school-based mathematics coach and district staff will collaborate with North East Florida Educational Consortium (NEFEC) to design and present professional development to mathematics teachers and school-based administration that is focused on providing instruction that meets the benchmark's Cognitive Complexity level and follows an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.</p>	<p>October 14, 2010 - November 7, 2010</p>	<p><b>School-based mathematics coach, district Transformation Office, District PD coordinator, and NEFEC</b></p>
<p>Action Step #2: The school-based mathematics coach and district staff will work with teachers and school-based administration through their professional learning communities to develop mathematics lessons that meets the benchmark's Cognitive Complexity level and follows an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.</p>	<p>October 25, 2010 - December 17, 2010</p>	<p><b>School-based mathematics coach, district Transformation Office, and school-based administration</b></p>
<p>Action Step #3: The school-based mathematics coach will support individual teachers through the coaching model (i.e., co-planning, modeling, co-teaching, observing, and debriefing) to deliver instruction that meets the benchmark's Cognitive Complexity level and follows an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.</p>	<p>November 7, 2010 - June 2011</p>	<p><b>School-based mathematics coach</b></p>
<p>Action Step #4: Teachers will provide instruction that meets the benchmark's Cognitive Complexity level and follows an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.</p>	<p>November 7, 2010 - June 2011</p>	<p><b>School-based administration and Transformation Office</b></p>

## Differentiated Accountability Action Plan

 Florida Department of Education	School: <b>Hamilton High School</b> District: <b>Hamilton</b> Region: <b>Region II</b>	Grade Levels: <b>7-12</b> Content Area(s): <b>Science</b> Instructional Review Date: <b>October 12-13, 2010</b>
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### Instructional Review: Science SIP Action Steps

School's SIP Goals Correlated to Science	Commendations on SIP Problem Solving Process related to Science	Concerns on SIP Problem Solving Process related to Science	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)		
			Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Title, Name)	
<ul style="list-style-type: none"> <li>To increase the number of students achieving proficiency in science as measured by the FCAT by 10%.</li> <li>To increase the number of students achieving at Levels 4 and 5 in science proficiency as measured by the FCAT by 5%.</li> </ul>	<ul style="list-style-type: none"> <li>Most science classrooms were using technology to meet different learning styles.</li> <li>Most science teachers used a common board configuration including essential and guiding questions.</li> <li>Some science teachers displayed exemplary student work.</li> <li>Most students were engaged in science classes.</li> </ul>	Few science teachers create lesson plans that show clear evidence of unpacking the standards/benchmarks and use of the 5 E instructional delivery model.	Strategy: Student achievement will increase when science teachers create lesson plans that show clear evidence of unpacking the standards/benchmarks and follow the 5 Es research-based instructional delivery model.	Evidence: Increase in the percentage of science students who score 70% or higher on district progress monitoring assessments.		
			Action Step #1: District instructional services staff school-based science coach, science department chair and administrative staff will collaborate to develop a protocol for assistance and supervision to help science teachers create lesson plans that include unpacking the standards/benchmarks, and use of the 5E research-based instructional delivery model.	Month/Day to Month/Day November 4, 2010	District Instructional Services Staff, School Based Administrative Staff and Science Coach	
			Action Step #2 School-based science coach will collaborate with science teachers through planning periods and lesson study activities to create lesson plans that include unpacking the standards/benchmarks that support the 5 E's research-based instructional delivery model.	Month/Day to Month/Day November 10 - December 8	School-based science coach	
			Action Step #3: The school-based science coach will provide support for science teachers through lesson planning, modeling, co-teaching, observing, and debriefing.	Month/Day to Month/Day November 15, 2010 and on-going	School-based science coach	
			Action Step #4: Science teachers will create lesson plans that include unpacking the standards/benchmarks that support the 5 E's research-based instructional delivery model.	Month/Day to Month/Day December 8, 2010 and ongoing	Administrators	
		Few science teachers use questioning strategies and discourse techniques to promote higher order critical, independent, and creative thinking such as adequate wait time, scaffolding, and "accountable talk."		Strategy: Student achievement in science will increase when science teachers use higher order questioning strategies and discourse techniques to promote critical, creative, and independent thinking.	Evidence: Increase in the percentage of science students who score 70% or higher on district progress monitoring assessments.	
				Action Step #1: School-based academic coaches will collaborate with District Instructional Services and administrative staff to problem solve to identify barriers around the implementation of the previous staff developments that were provided on higher order questioning techniques and discourse strategies such as adequate wait time, scaffolding, and "accountable talk."	Month/Day to Month/Day November 12, 2010	District Instructional Staff, Administrators, and School-based Science Coach
				Action Step #2: School-based academic coaches and the District Instructional Services staff will meet with science teachers in their planning periods to deliver additional professional development on higher order questioning and discourse strategies such as use of adequate wait time, scaffolding and "accountable talk."	Month/Day to Month/Day November 19, 2010	District Instructional Staff and School-based Science Coach

			<p>Action Step #3: School-based science coach will support teachers through the coaching cycle (i.e., co-planning, modeling, co-teaching, observing, and debriefing) to include the use of higher-order questioning and discourse during daily instruction.</p>	<p>Month/Day to Month/Day November 22, 2010</p>	<p><b>District Science Specialist and School-based Science Coach</b></p>
			<p>Action Step #4: Teachers will use effective higher order questioning strategies and discourse techniques in daily instruction to promote higher order critical, independent, and creative thinking such as use of adequate wait time, scaffolding and "accountable talk."</p>	<p>Month/Day to Month/Day December 7, 2010 and on-going</p>	<p><b>Administrators</b></p>

## Differentiated Accountability Action Plan

	<b>School:</b> Hamilton High School <b>District:</b> Hamilton <b>Region:</b> Region II	<b>Grade Levels:</b> 7-12 <b>Content Area(s):</b> ESE <b>Instructional Review Date:</b> October 12-13, 2010
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### Instructional Review: ESE SIP Action Steps

School's SIP Goals Correlated to ESE	Commendations on SIP Problem Solving Process related to ESE	Concerns on SIP Problem Solving Process related to ESE	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
			Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Title, Name)
	<ul style="list-style-type: none"> <li>• Teachers of students with disabilities who are required to take alternate assessment are using a pacing guide aligned with the Sunshine State Standards with Access Points.</li> <li>• Support facilitation is built in the master schedule based on individual student needs.</li> <li>• 90% of students with disabilities who are pursuing a standard diploma are receiving support facilitation in reading and math.</li> <li>• Ninth grade students with disabilities who are pursuing a standard diploma are receiving support facilitation in reading, math, and science.</li> <li>• Special diploma students who are receiving services in the self-contained classroom are allowed opportunities for student led discussion and exploration.</li> <li>• All teachers are made aware of accommodations and modifications and strategies for areas of difficulties appropriate for each student through professional development during planning periods.</li> <li>• Special diploma students who are receiving services in the self-contained classroom are provided the opportunity to participate in community-based instruction.</li> <li>• Discipline referrals have decreased for students with disabilities.</li> <li>• Exceptional Education teachers participate in Lesson Study with the general education teachers.</li> </ul>	<p>Communication and collaboration is not fluid between general education and exceptional education teachers concerning students with disabilities progress towards mastering standards.</p>	<p>Strategy: Achievement for students with disabilities will improve when all teachers communicate and collaborate to meet the needs of individual students.</p>	<p>Evidence: The percentage of students with disabilities who show gains on district and state mandated assessments.</p>	
			<p>Action Plan #1: District exceptional education staff will collaborate with FDLRS, school-based coaches and school exceptional education staff to create school-wide professional development on best practices for collaborative planning and teaching.</p>	October 29, 2010	<b>District and school exceptional education staff, FDLRS, and the school based coaches</b>
			<p>Action Plan #2: District exceptional education staff will collaborate with FDLRS, school-based coaches and school exceptional education staff to provide school-wide professional development on best practices for collaborative planning and teaching.</p>	November 1, 2010- December 17, 2010	<b>District and school exceptional education staff, FDLRS, and the school based coaches</b>
			<p>Action Plan #3: School-based coaches and exceptional education teachers will support all teachers through the coaching model (co-planning, modeling, co-teaching, observing, and debriefing) on effective collaborative planning and teaching.</p>	January 3, 2011 - June 2011	<b>School-based coaches and exceptional education teachers</b>
			<p>Action Plan 4 Teachers will utilize best practices for collaborative planning and teaching daily.</p>	January 3, 2011 - June 2011	<b>School Leadership</b>
			<p>Strategy: Student achievement will increase when academic and behavioral expectations are clear, communicated, and established through data chats, clear rituals and routines, and exemplary student work.</p>	<p>Evidence: The percentage of students with disabilities who show gains on district and state mandated assessments.</p>	
			<p>Action Plan #1: District and school leadership will engage in the problem solving process to develop a school-wide plan for communicating and setting clear and appropriate expectations to all students.</p>	October 29, 2010	<b>District and school exceptional education staff, FDLRS, and the</b>
			<p>Action Plan #2: District and school leadership will collaborate to create and provide professional development on utilizing the established process for communicating and setting clear and appropriate expectations for all students.</p>	November 1, 2010- December 17, 2010	<b>District and school exceptional education staff, FDLRS, and the school based</b>
			<p>Action Plan #3: School-based coaches will collaborate with teachers during professional learning communities to plan lessons that incorporate the established process for communicating and setting clear academic and behavioral expectations through data chats, clear rituals and routines, referencing common board configuration and essential questions, and posting exemplary student work with commentary.</p>	January 3, 2011 - June 2011	<b>School-based coaches and exceptional education teachers</b>

		<p>Action Plan #4: Teachers will establish clear academic and behavioral expectations through data chats, clear rituals and routines, referencing common board configuration and essential questions, and posting exemplary student work with commentary.</p>	<p>January 3, 2011 - June 2011</p>	<p><b>School Leadership</b></p>
	<p>Exceptional education staff are not being utilized to maximize the impact on achievement for students with disabilities.</p>	<p>Strategy: Student achievement will increase when exceptional education staff are being utilized to maximize the impact on achievement for students with disabilities.</p>	<p>Evidence: The percentage of students with disabilities who show gains on district and state mandated assessments.</p>	
		<p>Action Step #1: District leadership, school leadership, and district exceptional education staff will engage in the problem solving process to develop a plan to effectively utilize exceptional education staff to increase student achievement.</p>	<p>November 1, 2010</p>	<p><b>District leadership, school leadership, and district exceptional education staff</b></p>
		<p>Action Step #2: School leadership will utilize the developed plan to reassign exceptional education staff to maximize their impact on increasing student achievement.</p>	<p>November 22, 2010</p>	<p><b>School Leadership</b></p>

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 Florida Department of Education	School: <b>Hamilton County High School</b> District: <b>Hamilton County</b> Region: <b>Region II</b>	Grade Levels: <b>7 - 12</b> Content Area(s): Instructional Review Date: <b>October 12 - 13, 2010</b>
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### Instructional Review: Other (e.g., behavior, attendance) SIP Action Steps

School's SIP Goals Correlated to Other	Commendations on SIP Problem Solving Process related to Other	Concerns on SIP Problem Solving Process related to Other	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)			
			Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Title, Name)		
<ul style="list-style-type: none"> <li>The goal for 2010-11 is to reduce the number of discipline referrals by 25%.</li> <li>HCHS will reduce the dropout rate from 3.8% in 2008-2009 to 2.8% in 2010-2011.</li> <li>In 2010-2011, the expected level of involvement will increase by from 5% in 2009-2010 to at least 10% in 2010-2011.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and students are now asking for most recent assessment data to identify growth and inform next steps.</li> <li>The school is preparing to utilize NEFEC's Navigator Plus system to house achievement data.</li> <li>The school is using School-wide Information System (SWIS) to monitor discipline patterns across campus.</li> <li>The CHAMPS program has been identified as the classroom behavior management model for the school.</li> </ul>	Teachers are not utilizing the CHAMPS protocol for effectively dealing with classroom management.	Strategy: Student achievement will increase when teachers effectively utilize the CHAMPS classroom management system with fidelity.	Evidence: School-wide discipline referrals will decrease during each monthly reporting period.			
			Action Step #1: School-based administration and academic coaches will deliver school-wide professional development on the implementation of CHAMPS strategies during daily instruction.	Month/Day to Month/Day October 2010 - November 2010	School-based administration and academic coaches		
			Action Step #2: School-based coaches and administration will collaborate with teachers during their professional learning communities to develop lesson plans that incorporate CHAMPS strategies throughout daily instruction.	Month/Day to Month/Day November 2010 - December 2010	School-based administration and academic coaches		
			Action Step #3: School-based coaches will work with individual teachers through the coaching cycle (i.e., co-planning, modeling, co-teaching, observing, and debriefing.) to implement CHAMPS strategies throughout daily instruction.	Month/Day to Month/Day December 2010 - January 2011	School-based academic coaches		
			Action Step #4: Teachers will effectively use the CHAMPS model to manage classroom behavior during daily instruction.	Month/Day to Month/Day February 2011 - June 2011	School-based administration		
		There is not a uniform system for collecting and analyzing data to drive instruction during the extended learning block (CHARIOTS).			Strategy: Student achievement will increase when teachers and administrators collaborate to analyze student assessment data to drive instruction during the CHARIOTS extended learning block.	Evidence: Students will show gains on state and district-mandated progress monitoring tools and summative assessments.	
					Action Step #1: School administration will collaborate with teachers and district staff to develop a centralized system for teachers to input student assessment data collected during the extended learning block.	Month/Day to Month/Day October 2010	School Administration
					Action Step #2: School administration will design and implement professional development for teachers on how to use the centralized reporting system.	Month/Day to Month/Day November 2010	School Administration
					Action Step #3: Teachers will use the centralized reporting system by inputting student assessment data and analyzing the information to drive instruction.	Month/Day to Month/Day October 2010 - June 2011	All classroom teachers
					Action Step #4: School administration will analyze the extended learning block student assessment data with teachers to inform instructional next steps.	Month/Day to Month/Day October 2010 - June 2011	School Administration
		Teachers are not conducting regularly scheduled data chats with students to identify specific	Strategy: Student achievement will increase when students engage in data chats and goal setting with teachers.	Evidence: Increase in student performance on progress monitoring tools and district and state-mandated assessments.			

academic/behavior goals and to determine strategies to achieve those goals.	Action Step #1: Administrators, deans, school-based coaches, and school counselors will facilitate discussions within the professional learning communities to develop protocols for effective teacher/student data chats and goal setting with students identified as the Lowest 25%.	Month/Day to Month/Day October 2010	School-based leadership team, academic coaches, school counselors and deans
	Action Step #2: The school based leadership team will develop a standard data chat/goal setting protocol to be utilized by all staff.	Month/Day to Month/Day October 2010	School-based leadership team
	Action Step #3: School-based administration, coaches, and school counselors and deans will collaborate and deliver whole-school staff development of best practices and rationale for teacher/student data chats.	Month/Day to Month/Day November 2010	School-based leadership team
	Action Step #4: School-based administration and coaches will model the established protocol for effective teacher/student data chats and goal setting.	Month/Day to Month/Day November 2010	School-based leadership team
	Action Step #5: The principal will develop and implement a monitoring process for teacher/student data chats to ensure fidelity of the process.	Month/Day to Month/Day October 2010	School principal
	Action Step #6: Teachers will conduct teacher/student data chats with students identified as Lowest 25% based on the schedule established by the school administration.	Month/Day to Month/Day December 2010 - June 2011	School administration
The school does not currently have a coordinated early warning system to identify students most at-risk of dropping out of school before graduation.	Strategy: Student achievement and graduation rates will increase when the school utilizes coordinated data points to identify students most at risk of dropping out of school before graduation.	Evidence: Increased student performance on academic and behavioral progress monitoring tools and district and state-mandated assessments.	
	Action Step #1: School administration will collaborate with the district Transformation Office to develop a consolidated early warning system from existing data sources to include variables such as attendance, discipline and classroom failure rate.	Month/Day to Month/Day October 2010	School Administration and district Transformation Office
	Action Step #2: School administration will utilize the tool to identify at-risk students, engage the problem-solving process to develop and implement a system of support, and monitor student improvement toward established goals.	Month/Day to Month/Day November 2010 - June 2011	School Administration
There is no systematic process to inform stakeholders of the school's progress toward its school improvement goals.	Strategy: Student achievement will increase when there is a systematic process to inform stakeholders of the school's progress toward its school improvement goals.	Evidence: Students will show gains on state and district-mandated progress monitoring tools and summative assessments.	
	Action Step #1: The school-based leadership team will develop a parent information delivery model (e.g., newsletter, website, and SAC/PTA meetings) to highlight school-wide data such as attendance rate, discipline patterns, and achievement results, and action steps to address movement toward school improvement goals.	Month/Day to Month/Day October 2010 - November 2010	School leadership team
	Action Step #2: The administrative team will implement the stakeholder information delivery model (e.g., newsletters, website and SAC/PTA meetings) to share progress toward school improvement goals.	Month/Day to Month/Day November 2010	School leadership team

## Differentiated Accountability Element I Action Plan

 Florida Department of Education	School: <b>Hamilton County High School</b> District: <b>Hamilton County</b> Region: <b>Region II</b>	Grade Levels: <b>7 - 12</b> Content Area(s): Instructional Review Date: <b>October 12 - 13, 2010</b>
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### Instructional Review Element I: Classroom Culture and Environment

- Classrooms are inviting to students, clear of clutter, and consistently used as a resource to promote learning.
- Classroom furniture and physical arrangements are conducive to learning and modified as appropriate to learners' exit activity.
- Classrooms utilize a common board configuration that includes a Date, Benchmark, Objective, Agenda, Bell Ringer, and Homework.
- Classrooms display/contain literacy-rich, instructional-based visual aids and resources (e.g., interactive word walls, content posters, process posters, classroom libraries, student produced work, and project displays).
- Interactive word walls are current, organized, and referenced throughout instruction in ways that help students increase their vocabulary acquisition and use of content vocabulary.
- Classrooms display exemplary student work to establish quality control expectations for various tasks and assessments (e.g., note-taking, graphic organizers, homework, and quizzes with problem solving steps).

Commendations on DA Indicators for Element I	Concerns on DA Indicators for Element I	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)		
		Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Title, Name)	
<ul style="list-style-type: none"> <li>• Student work is displayed in some classrooms.</li> <li>• Clear expectations and classroom procedures are evident in some classrooms.</li> <li>• Rooms are inviting and clear of clutter.</li> <li>• Common board configurations are visible.</li> <li>• Reading classrooms are print-rich.</li> <li>• Most students are comfortable asking for assistance.</li> </ul>	Exemplary student work is not posted in most classrooms.	Strategy: Student achievement will increase when teachers display exemplary student work to establish quality control expectations for various tasks and assessments (e.g., note-taking, graphic organizers, homework, and quizzes with problem solving steps).	Evidence:		
		Action Step #1: The Challenge, Help, And Review In Order To Succeed (CHARIOTS) teams will collaborate to create a protocol for selecting exemplary student work to establish quality control expectations for various tasks and assessments (e.g., note-taking, graphic organizers, homework, and quizzes with problem solving steps).	Month/Day to Month/Day		
		Action Step #2: The teachers will utilize the established protocol to identify exemplary student work to establish quality control expectations for various tasks and assessments (e.g., note-taking, graphic organizers, homework, and quizzes with problem solving steps).	Month/Day to Month/Day		
		Action Step #3: Teachers will bring identified exemplary student work to CHARIOTS team meetings twice per quarter to collaborate to select exemplary student work to establish quality control expectations for various tasks and assessments (e.g., note-taking, graphic organizers, homework, and quizzes with problem solving steps) for display in the classrooms.	Month/Day to Month/Day		
		Action Step #4: Teachers will post 3-5 examples of exemplary student work to establish quality control expectations for various tasks and assessments (e.g., note-taking, graphic organizers, homework, and quizzes with problem solving steps).	Month/Day to Month/Day		
	Common board configurations are not utilized as an instructional tool to guide and enhance instruction.		Strategy: Student achievement will increase when common board configurations are not utilized as an instructional tool to guide and enhance instruction.	Evidence:	
			Action Step #1: School-based coaches will collaborate to create and deliver professional development on incorporating common board configurations into daily instruction.	Month/Day to Month/Day	
			Action Step #2: School-based coaches will support teachers through the coaching model (co-planning, modeling, co-teaching, observing, and debriefing) on effectively incorporating common board configurations into daily instruction.	Month/Day to Month/Day	
			Action Step #3: Teachers will effectively incorporate common board configurations into daily instruction.	Month/Day to Month/Day	

## Differentiated Accountability Element II Action Plan

Florida Department of Education 	<b>School:</b> Hamilton County High School <b>District:</b> Hamilton County <b>Region:</b> Region II	<b>Grade Levels:</b> 7 - 12 <b>Content Area(s):</b> <b>Instructional Review Date:</b> October 12 - 13, 2010
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### Instructional Review Element II: Instructional Tools and Materials

- Curriculum maps for each content area by course and/or grade level include the scope and sequence, pacing/calendaring of content, and suggested science laboratory experiments, mathematics manipulatives, writing prompts, etc. for each unit of study.
- Content materials are available in a variety of formats, are research-based, and are aligned with the standards.
- Adequate content materials and technologies that support student learning are neatly organized, readily available for use, and easily accessible by the teacher and all students (e.g., textbooks, workbooks, journals, novels, manipulatives, measuring instruments, science lab materials, graphing calculators, and computers).
- Culturally and developmentally appropriate materials are utilized to support student learning.
- Supplemental materials offer further breadth and depth to lessons.
- Various learning styles are represented by resource materials (e.g., auditory, visual, kinesthetic).
- Course materials relate to students' lives and highlight ways learning can be applied in real-life situations.
- Teachers have access to projection devices and a range of technology including manipulatives.
- All instructional staff members are provided with training on the use of necessary instructional tools and materials.

Commendations on DA Indicators for Element II	Concerns on DA Indicators for Element II	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)			
		Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Name)	(Title)	
<ul style="list-style-type: none"> <li>• Content materials are available in a variety of formats.</li> <li>• Most classrooms have adequate content materials and technologies to meet the needs of various learning styles.</li> <li>• Teachers have access to projection devices.</li> </ul>	Few classrooms have sufficient supplemental materials that are both culturally and developmentally appropriate.	Strategy: Student achievement will increase when students and teachers have access to supplemental materials that are both culturally and developmentally appropriate.	Evidence:			
		Action Step #1: School-based administration, coaches, and teachers will collaborate with district staff to identify and acquire supplemental materials that are both culturally and developmentally appropriate based on student needs.	Month/Day to Month/Day			
		Action Step #2: School-based coaches will work with teachers through the coaching cycle (i.e., co-planning, modeling, co-teaching, observation, and debriefing) to incorporate supplemental materials that are both culturally and developmentally appropriate to enhance instruction.	Month/Day to Month/Day			
		Action Step #3: Teachers will incorporate supplemental materials that are both culturally and developmentally appropriate to enhance instruction.	Month/Day to Month/Day			

## Differentiated Accountability Element III Action Plan

 Florida Department of Education	School: <b>Hamilton County High School</b> District: <b>Hamilton County</b> Region: <b>Region II</b>	Grade Levels: <b>7 - 12</b> Content Area(s): Instructional Review Date: <b>October 12 - 13, 2010</b>
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### Instructional Review Element III: Lesson Planning

- Teachers follow instructional pacing guides that are aligned with the standards.
- Essential Questions are written in student friendly language, posted in the classroom, and referred to during every lesson to build connections between activities and learning.
- Teachers unpack standards to determine the content, knowledge, and abilities expected at each grade level or with a course of study.
- Teachers develop lesson plans using a research-based lesson format that promotes a gradual release of responsibility.
- Teachers follow an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.
- Teachers use the Test Item Specifications to select examples for use during explicit instruction, modeled instruction, guided practice, independent practice, and lesson assessment for instruction of benchmarks.
- Lesson delivery is appropriately paced and allows students sufficient opportunity to practice new skills and strategies with adjustments to instruction as appropriate to meet student needs.
- The re-teaching of previously taught material is seamlessly integrated and students are provided opportunities to apply prior knowledge to new content/concepts and to real word context.
- Teachers share lesson ideas and evaluate the effectiveness of lesson planning and delivery through common planning time, the Lesson Study Process, and Professional Learning Communities (PLCs).

Commendations on DA Indicators for Element III	Concerns on DA Indicators for Element III	Strategies	Evidence of Implementation			
		(to address Concerns)	(to document Progress)	(Title)		
		Action Steps	Timeline (Introduced to Completed)	Person Responsible (Name)	(Title)	
<ul style="list-style-type: none"> <li>• Teachers are following district pacing guides.</li> <li>• Essential Questions are posted and written in student friendly language.</li> <li>• Most teachers collaborate during lesson planning.</li> </ul>	Few teachers follow an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	Strategy: Student achievement increases when teachers follow an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	Evidence:			
		Action Step #1: School-based coaches and district staff will collaborate with North East Florida Educational Consortium (NEFEC) to design and present school-wide professional development that is focused on an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	Month/Day to Month/Day			
		Action Step #2: School-based coaches and district instructional staff will work with teachers through their professional learning communities to develop content-specific lessons that incorporate an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	Month/Day to Month/Day			
		Action Step #3: School-based coaches will support individual teachers through the coaching model (i.e., co-planning, modeling, co-teaching, observing, and debriefing) to implement an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	Month/Day to Month/Day			
		Action Step #4: Teachers will effectively implement an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	Month/Day to Month/Day			
	Lesson delivery is inappropriately paced and does not allow students sufficient opportunity to practice new skills and strategies with adjustments to instruction as appropriate to meet student needs.		Strategy: Student achievement will increase when lessons are appropriately paced and allow students sufficient opportunity to practice new skills and strategies with adjustments to instruction as appropriate to meet student needs.	Evidence:		
			Action Step #1: School-based coaches and district staff will collaborate with North East Florida Educational Consortium (NEFEC) staff to design and present school-wide professional development focused on lesson delivery that is appropriately paced and allows students sufficient opportunity to practice new skills and strategies with adjustments to instruction as appropriate to meet student needs.	Month/Day to Month/Day		
			Action Step #2: School-based coaches and district instructional staff will work with teachers through their professional learning communities to develop content-specific lessons that are appropriately paced and allows students sufficient opportunity to practice new skills and strategies with adjustments to instruction as appropriate to meet student needs.	Month/Day to Month/Day		

**Differentiated Accountability Element III Action Plan**

Florida Department of Education



School: Hamilton County High School  
 District: Hamilton County  
 Region: Region II

Grade Levels: 7 - 12

Content Area(s):

Instructional Review Date: October 12 - 13, 2010

**Instructional Review Element III: Lesson Planning**

		Action Step #3: School-based coaches will support individual teachers through the coaching model (i.e., co-planning, modeling, co-teaching, observing, and debriefing) to implement lesson delivery that is appropriately paced and allows students sufficient opportunity to practice new skills and strategies with adjustments to instruction as appropriate to meet student needs.	Month/Day to Month/Day	
		Action Step #4: Teachers will implement lesson delivery that is appropriately paced and allows students sufficient opportunity to practice new skills and strategies with adjustments to instruction as appropriate to meet student needs.	Month/Day to Month/Day	

## Differentiated Accountability Element IV Action Plan

 Florida Department of Education	<b>School:</b> Hamilton County High School <b>District:</b> Hamilton County <b>Region:</b> Region II	<b>Grade Levels:</b> 7 - 12 <b>Content Area(s):</b> <b>Instructional Review Date:</b> October 12-13, 2010
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### Instructional Review Element IV: Questioning

- Questioning strategies are designed to promote critical, independent, and creative thinking.
- Questioning techniques require students to compare, classify, analyze different perspectives, induce, investigate, problem solve, inquire, research, and to make decisions.
- Teachers use inquiry methods to promote conceptual change and a deeper understanding of the content.
- Teachers model higher order thinking skills using "think-a-louds" to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making/revising predictions.
- Scaffolding, pacing, prompting, and probing techniques are used when asking questions.
- Teachers use adequate "wait time" between asking questions and eliciting student responses.
- Students understand the purpose of a lesson or a lab and are able to explain what they are learning and how it relates to real world and/or current events relevant to students' gender, ethnicity, age, culture, etc.
- Students engage in "accountable talk" to show, tell, explain, and prove reasoning during modeled instruction and guided practice.
- Students use content vocabulary from the interactive word wall during classroom discourse.
- Students use a variety of methods (i.e., verbal, visual, numerical, algebraic, and graphical) to represent and communicate their ideas and/or procedures.
- Teachers provide students opportunities to contribute to class discussion and elaborate upon their own ideas.

Commendations on DA Indicators for Element IV	Concerns on DA Indicators for Element IV	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
		Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Name) <small>(Title, Name)</small>
<ul style="list-style-type: none"> <li>• A few teachers are using inquiry methods to promote creative and independent thinking.</li> <li>• In some CTE classrooms, students are engaging in peer-to-peer interactions.</li> <li>• In some classrooms, students are allowed opportunities to contribute to class discussion.</li> <li>• In a math class, the teacher used an appropriate redirect strategy to orient student responding.</li> </ul>	Few teachers use questioning strategies and discourse techniques to promote higher order critical, independent, and creative thinking such as adequate wait time, scaffolding, and "accountable talk."	Strategy: Student achievement will increase when teachers use higher order questioning strategies and discourse techniques to promote critical, creative, and independent thinking.	Evidence:	
		Action Step #1: School-based academic coaches will collaborate with the District Reading Specialist and North East Florida Educational Consortium (NEFEC) to identify or design professional development on higher order questioning techniques and discourse strategies such as adequate wait time, scaffolding, and "accountable talk."	Month/Day to Month/Day	
		Action Step #2: School-based academic coaches and the District Reading Specialist will meet with teachers in their professional learning communities to deliver professional development on higher order questioning and discourse strategies such as use of adequate wait time, scaffolding and "accountable talk."	Month/Day to Month/Day	
		Action Step #3: School-based coaches will support teachers through the coaching cycle (i.e., co-planning, modeling, co-teaching, observing, and debriefing) to include the use of higher-order questioning and discourse during daily instruction.	Month/Day to Month/Day	
		Action Step #4: Teachers will use effective higher order questioning strategies and discourse techniques in daily instruction to promote higher order critical, independent, and creative thinking such as use of adequate wait time, scaffolding and "accountable talk."	Month/Day to Month/Day	

## Differentiated Accountability Element V Action Plan

 Florida Department of Education	School: <b>Hamilton County High School</b> District: <b>Hamilton County</b> Region: <b>Region II</b>	Grade Levels: <b>7 - 12</b> Content Area(s): Instructional Review Date: <b>October 12 - 13, 2010</b>
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### Instructional Review Element V: Student Engagement

- Teachers employ a variety of learning strategies that engage students in active participation, address multiple learning styles and cultural experiences, and stimulate students' intellectual interest.
- Units of study are introduced with a hook to engage students in connections relevant to students' interests, culture, age, gender, etc.
- Students fully participate in the learning process by asking and answering questions, attempting new approaches, making mistakes, and asking for assistance.
- Students interact with other students and teachers concerning their tasks and assessments aligned with the standards.
- Students participate in hands-on activities that include the use of appropriate content materials and technologies.
- Teachers conduct inquiry based activities, demonstrations, and/or lab experiments on a regular and consistent basis.
- Students are comfortable taking part in peer-to-peer interaction while working in pairs, triads, and quads.
- Teachers incorporate collaborative structures (e.g., think-pair-share) during guided practice.
- Students take part in cooperative projects where each student's knowledge is needed by others in the group to complete the task.
- Students are active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data.
- Teachers make adjustments in instruction (e.g., pace, modality, questioning, and collaborative structures) for all students in the classroom based on student engagement throughout a lesson.

Commendations on DA Indicators for Element V	Concerns on DA Indicators for Element V	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
		Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Title, Name)
<ul style="list-style-type: none"> <li>• The students are comfortable interacting with peers and teachers.</li> <li>• Inquiry-based activities are taking place in the science and CTE classrooms.</li> <li>• Collaborative groups are evident in some classrooms.</li> <li>• A variety of learning strategies are utilized in some exceptional education classrooms.</li> </ul>	Most students are not active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data as part of the learning process.	Strategy: Student achievement will increase when students are active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data as part of the learning process.	Evidence:	
		Action Step #1: The District Reading Specialist will collaborate with North East Florida Educational Consortium (NEFEC), the Regional Reading Coordinator, and the school-based coaches to create and provide professional development on effective strategies that will allow students to be active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data as part of the learning process.	Month/Day to Month/Day	
		Action Step #2: The District Reading Specialist will collaborate with school-based coaches to support teachers through the coaching model (co-planning, modeling, co-teaching, observing, and debriefing) on incorporating effective strategies that will allow students to be active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data.	Month/Day to Month/Day	
		Action Step #3: Teachers will incorporate effective strategies that will allow students to be active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data.	Month/Day to Month/Day	
	Most students are not fully engaged in the learning process.	Strategy: Student achievement will increase when students fully participate in the learning process by asking and answering questions, attempting new approaches, making mistakes, and asking for assistance.	Evidence:	
		Action Step #1: The District Reading Specialist will collaborate with NEFEC, the Regional Reading Coordinator, and school-based coaches to create and provide professional development on fully engaging students in the learning process by asking and answering questions, attempting new approaches, making mistakes, and asking for assistance.	Month/Day to Month/Day	
Action Step #2: The District Reading Specialist will collaborate with school-based coaches to support teachers through the coaching model (co-planning, modeling, co-teaching, observing, and debriefing) to incorporate effective strategies that fully engage students in the learning process by asking and answering questions, attempting new approaches, making mistakes, and asking for assistance.		Month/Day to Month/Day		

**Differentiated Accountability Element V Action Plan**

Florida Department of Education



School: Hamilton County High School

District: Hamilton County

Region: Region II

Grade Levels: 7 - 12

Content Area(s):

Instructional Review Date: October 12 - 13, 2010

***Instructional Review Element V: Student Engagement***

		Action Step #3: Teachers will incorporate effective strategies that fully engage students in the learning process by asking and answering questions, attempting new approaches, making mistakes, and asking for assistance.	Month/Day to Month/Day	
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## Differentiated Accountability Element VI Action Plan

	<b>School:</b> Hamilton County High School <b>District:</b> Hamilton County <b>Region:</b> Region II	<b>Grade Levels:</b> 7 - 12 <b>Content Area(s):</b> <b>Instructional Review Date:</b> October 12 - 13, 2010
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### Instructional Review Element VI: Rigorous Tasks and Assessments

- Tasks follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge (DOK) Levels (i.e., DOK 1 Recall and Reproduction, DOK 2 Skills and Concepts/Basic Reasoning, DOK 3 Strategic Thinking/Complex Reasoning, and DOK 4 Extended Thinking/Reasoning).
- Tasks and assessments meet each benchmark's Cognitive Complexity rating (i.e., low, moderate, or high).
- Students are provided with specific expectations as to how class assignments are to be completed, when they are to be finished, the form in which they are to be presented, and the quality of the final product.
- Teachers hold students accountable for and give appropriate feedback on classwork and homework.
- Frequent informal and formal assessments are used to monitor individual student progress, including progress toward mastery of the standards and to make instructional changes, if needed. • Teachers
- incorporate "Checks for Understanding" throughout a lesson (e.g., fist or five, thumbs up/down/middle, white board responses, and student accountable talk) to ensure students are obtaining the knowledge and skills to answer the Essential Question by the end of class with a final Check for Understanding (e.g., exit ticket, journal response, and board races).
- Teachers make adjustments in instructional techniques for all students in the classroom based on student responses to "Checks for Understanding" throughout a lesson.
- Scoring rubrics are generated, utilized, and shared with students to establish detailed expectations on lessons, assignments, essays, and projects.
- Teachers use formative assessments to monitor students' mastery of skills and strategies and to pace students' learning.
- Teachers use summative assessments to monitor students' retention and reinforcement of skills and strategies following instruction.
- Teachers maintain accurate, complete and updated documentation, (e.g., data binders), of student data for all assessments as well as observational and anecdotal records in the course of monitoring students' development.
- Teachers employ performance-based assessments that require students to demonstrate skills and competencies that realistically represent problems and situations likely to be encountered in daily life, then judge the quality of the student's work based on an agreed-upon set of criteria.
- Student portfolios are maintained and used as an ongoing measure of student progress and may include student work, reports, reflections, self-assessments, and even peer-teacher assessments.
- Diagnostic assessments are used for the students not demonstrating progress in core content instruction.
- Teachers have a direct real-time access to student achievement data and collaboration in order to implement instructional changes based on the data.

Commendations on DA Indicators for Element VI	Concerns on DA Indicators for Element VI	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
		Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Name) <small>(Title,</small>
<ul style="list-style-type: none"> <li>• Exit slips are used to check for understanding in some classes.</li> <li>• Teachers have access to student achievement data.</li> </ul>	Most teachers are not providing students with clear expectations as to how class assignments are to be completed, when they are to be finished, the form in which they are to be presented, and the quality of the final product.	Strategy: Student achievement improves when teachers provide students with clear expectations as to how class assignments are to be completed, when they are to be finished, the form in which they are to be presented, and the quality of the final product.	Evidence:	
		Action Step #1: The District Reading Specialist will collaborate with school-based coaches to facilitate lesson planning during content-area professional learning communities to implement a gradual release model of instruction (i.e., direct, explicit instruction, modeled instruction, guided practice, and independent practice) as a means of providing students with clear expectations for completion of class assignments.	Month/Day to Month/Day	
		Action Step #2: School-based coaches will work with individual teachers through the intensive coaching model (i.e., co-planning modeling instruction, co-teaching, observing, and debriefing) to implement a gradual release model of instruction (i.e., direct, explicit instruction, modeled instruction, guided practice, and independent practice) as a means of providing students with clear expectations for completion of class assignments.	Month/Day to Month/Day	
		Action Step #3: Teachers will implement a gradual release model of instruction (i.e., direct, explicit instruction, modeled instruction, guided practice, and independent practice) as a means of providing students with clear expectations for completion of class assignments.	Month/Day to Month/Day	
	Most tasks and assignments do not follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge (DOK) Levels (i.e., DOK 1 Recall and Reproduction, DOK 2 Skills and Concepts/Basic Reasoning,	Strategy: Student achievement improves when tasks and assignments follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge (DOK) Levels.	Evidence:	

## Differentiated Accountability Element VI Action Plan

Florida Department of Education 	School: <b>Hamilton County High School</b> District: <b>Hamilton County</b> Region: <b>Region II</b>	Grade Levels: <b>7 - 12</b> Content Area(s): Instructional Review Date: <b>October 12 - 13, 2010</b>
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### Instructional Review Element VI: Rigorous Tasks and Assessments

	DOK 3 Strategic Thinking/Complex Reasoning, and DOK 4 Extended Thinking/Reasoning).	Action Step #1: District Reading Specialist will collaborate with Regional Reading Coordinator to provide professional development for school-based coaches focused on developing tasks and assignments that follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge (DOK) Levels.	Month/Day to Month/Day	
		Action Step #2: School-based coaches will facilitate lesson planning during content-specific professional learning communities to include tasks and assignments that follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge (DOK) Levels.	Month/Day to Month/Day	
		Action Step #3: School-based coaches will work with individual teachers through the intensive coaching model (i.e., co-planning, modeling instruction, co-teaching, observing, and debriefing) to include tasks and assignments that follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge (DOK) Levels in daily instruction.	Month/Day to Month/Day	
		Action Step #4: Teachers will incorporate tasks and assignments that follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge (DOK) Levels in daily instruction.	Month/Day to Month/Day	
	Some teachers are not incorporating "Checks for Understanding" throughout the lesson.	Strategy: Student achievement improves when teachers incorporate "Checks for Understanding" throughout the lesson.	Evidence:	
		Action Step #1: The District Reading Specialist will collaborate with the Regional Reading Specialist to develop school-wide professional development focused on incorporating "Checks for Understanding" throughout daily instruction.	Month/Day to Month/Day	
		Action Step #2: School-based coaches will facilitate lesson planning in content-specific professional learning communities to infuse "Checks for Understanding" throughout daily instruction.	Month/Day to Month/Day	
		Action Step #3: Teachers will infuse "Checks for Understanding" throughout daily instruction.	Month/Day to Month/Day	
	Some teachers are not utilizing data effectively to determine instruction.	Strategy: Student achievement improves when teachers utilize data effectively to determine instruction.	Evidence:	
		Action Step #1: North East Florida Educational Consortium will provide professional development for school-based coaches to access and utilize data effectively to determine instruction.	Month/Day to Month/Day	
		Action Step #2: School-based coaches will facilitate lesson planning in content-specific professional learning communities to access and utilize data effectively to determine instruction.	Month/Day to Month/Day	
		Action Step #3: Teachers will access and utilize data effectively to determine instruction.	Month/Day to Month/Day	

## Differentiated Accountability Element VII Action Plan

 Florida Department of Education	School: <b>Hamilton County High School</b> District: <b>Hamilton County</b> Region: <b>Region II</b>	Grade Levels: <b>7 - 12</b> Content Area(s): Instructional Review Date: <b>October 12 - 13, 2010</b>
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### Instructional Review Element VII: Differentiated Instruction

- Student performance and assessment data is analyzed and used as a basis for providing specific levels of differentiated instruction.
- Teachers meet with administration and/or instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for deficient students and enrichment for proficient students.
- Teachers vary the levels of abstractness and complexity as appropriate for students at different levels of readiness through modifications, accommodations, and extensions of content and instructional tools and materials.
- Based on individual student needs, students are actively engaged in varied partner, triad, quad, and/or small group activities that reinforce or enhance skills on previously taught content.
- During individual or group activities, teachers simultaneously provide intensive, maintenance and enrichment instruction to rotating groups of students, or to individual students based on individual needs indicated by data reports.
- Based on the various learning styles, interests and abilities of individual students, teachers employ unit menus (i.e., an array of project choices) leveled tasks (i.e., a series of tasks at a consistent cognitive level), and/or tiered learning activities (i.e., a series of related tasks of varying complexity) as alternative ways of mastering the same benchmark.
- Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and/or extend learning.
- School administrators and teachers target interventions for individual students in AYP subgroups based upon data analysis.

Commendations on DA Indicators for Element VII	Concerns on DA Indicators for Element VII	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
		Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Name) <small>(Title,</small>
• In some classrooms there is evidence that teachers are giving attention to individual student needs.	There is limited evidence of differentiated instruction based on an analysis of student data.	Strategy: Student achievement will increase when teachers differentiate instruction based on an analysis of student assessment data, interests, learning styles, and individual abilities.	Evidence:	
		Action Step #1: School-based coaches will collaborate with the district Transformation Office and North East Florida Educational Consortium (NEFEC) to identify or design professional development on differentiating instruction based on an analysis of student assessment data, interests, learning styles, and individual abilities.	Month/Day to Month/Day	
		Action Step #2: School-based coaches and the district Transformation Office will meet with teachers in their professional learning communities to deliver professional development on differentiating instruction based on an analysis of student assessment data, interests, learning styles, and individual abilities.	Month/Day to Month/Day	
		Action Step #3: School-based coaches will support teachers through the coaching cycle (i.e., co-planning, modeling, co-teaching, observing, and debriefing) to differentiating instruction based on an analysis of student assessment data, interests, learning styles, and individual abilities.	Month/Day to Month/Day	
		Action Step #4: Teachers will use effective differentiation strategies based on an analysis of student assessment data, interests, learning styles, and individual abilities.	Month/Day to Month/Day	

## Differentiated Accountability Element VIII Action Plan

	<b>School:</b> Hamilton County High School <b>District:</b> Hamilton County <b>Region:</b> Region II	<b>Grade Levels:</b> 7 - 12 <b>Content Area(s):</b> <b>Instructional Review Date:</b> October 12 - 13, 2010
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### Instructional Review Element VIII: Cross Content Reading and Writing Instruction

- All teachers participate in ongoing professional development to increase knowledge and application of research-based reading strategies (e.g., concept mapping, forming mental images, K-W-L chart, and series of event chain) in all content area lessons.
- Teachers provide the scaffolding and support across content areas (i.e., reciprocal teaching routines) necessary for students to generalize the use of four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing.
- Teachers incorporate vocabulary acquisition strategies (e.g., picture notes, word mapping, interactive word walls, column notes, and context clues) into their lessons before, during, and after reading content materials.
- To comprehend content area reading materials, teachers provide students with explicit vocabulary instruction to determine the meanings of general, specialized, and technical content-related words and concepts (e.g., word origins and their meanings, decontextualizing words, high frequency words across multiple domains, multi-faceted meanings, and shades of meaning).
- Teachers use non-fiction reading materials that support student learning and ensure materials are readily available and easily accessible by all students.
- Students write science lab reports and/or maintain lab journals that include the components of the scientific method.
- Word problems are incorporated into every mathematics lesson and all homework sets.
- Teachers incorporate FCAT short response and extended response items in lessons, homework, and assessment to apply scientific and mathematical thinking and skills.
- Students follow a common writing process to produce essays and compositions including prewriting/planning, writing/drafting, revising, editing/proofreading and publishing.

Commendations on DA Indicators for Element VIII	Concerns on DA Indicators for Element VIII	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
		Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Name) <small>(Title)</small>
<ul style="list-style-type: none"> <li>• In some science classes, teachers are incorporating reading strategies.</li> <li>• In science classes, teachers are incorporating written responses.</li> <li>• Mathematics teachers are incorporating word problems as part of instruction.</li> </ul>	Most teachers are not incorporating vocabulary acquisition instruction as part of daily lessons.	Strategy: Student achievement improves when teachers incorporate vocabulary acquisition instruction as part of daily lessons.	Evidence:	
		Action Step #1: District Reading Specialist will collaborate with Regional Reading Coordinator to develop professional development for school-based coaches on incorporating vocabulary acquisition instruction as part of daily lessons.	Month/Day to Month/Day	
		Action Step #2: School-based coaches will facilitate lesson planning during content-specific professional learning communities to incorporate vocabulary acquisition instruction as part of daily lessons.	Month/Day to Month/Day	
		Action Step #3: School-based coaches will work with individual teachers through the intensive coaching model (i.e., co-planning, modeling, co-teaching, observing, and debriefing) to incorporate vocabulary acquisition instruction as part of daily lessons.	Month/Day to Month/Day	
		Action Step #4: Teachers will incorporate vocabulary acquisition instruction as part of daily lessons.	Month/Day to Month/Day	
Many teachers are not incorporating formalized writing as part of regular instruction.		Strategy: Student writing achievement improves when teachers incorporate formalized writing (e.g., short responses, extended responses, and essays) as part of regular instruction.	Evidence:	
		Action Step #1: District Reading Specialist will collaborate with Regional Reading Coordinator to develop professional development for whole school faculty on incorporating formalized writing (e.g., short responses, extended responses, and essays) as part of regular instruction.	Month/Day to Month/Day	
		Action Step #2: School-based coaches will facilitate lesson planning during content-specific professional learning communities to incorporate formalized writing (e.g., short responses, extended responses, and essays) as part of regular instruction.	Month/Day to Month/Day	
		Action Step #3: School-based coaches will work with individual teachers through the intensive coaching model (i.e., co-planning, modeling, co-teaching, observing, and debriefing) to incorporate formalized writing (e.g., short responses, extended responses, and essays) as part of regular instruction.	Month/Day to Month/Day	

**Differentiated Accountability Element VIII Action Plan**

Florida Department of Education 	School: Hamilton County High School District: Hamilton County Region: Region II	Grade Levels: 7 - 12 Content Area(s): Instructional Review Date: October 12 - 13, 2010
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**Instructional Review Element VIII: Cross Content Reading and Writing Instruction**

	Teachers are not incorporating direct, explicit reading strategy instruction across the curriculum.	Action Step #4: Teachers will incorporate formalized writing (e.g., short responses, extended responses, and essays) as part of regular instruction.	Month/Day to Month/Day		
		Strategy: Student reading achievement improves when teachers provide direct, explicit reading strategy instruction that follows an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	Evidence:		
		Action Step #1: The District Reading Specialist will collaborate with the Literacy Leadership Team to develop a reading FCIM focus calendar and a protocol for collaboratively designing grade-level focus lessons to be delivered during the Challenge, Help, And Review In Order To Succeed (CHARIOTS) period.	Month/Day to Month/Day		
		Action Step #2: The District Reading Specialist will collaborate with the Regional Reading Coordinator and school-based coaches to create and facilitate professional development for all teachers and administrators focused on providing direct, explicit reading strategy instruction following an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment in all content area classes.	Month/Day to Month/Day		
		Action Step #3: The District Reading Specialist will collaborate with school-based coaches to create lesson plans for the CHARIOTS period that focus on direct, explicit reading strategy instruction following an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	Month/Day to Month/Day		
		Action Step #4: School-based coaches will support individual teachers to implement direct, explicit reading strategy instruction following an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment during the CHARIOTS period.	Month/Day to Month/Day		
		Action Step #5: Teachers will implement direct, explicit reading strategy instruction following an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment as part of cross-content instruction.	Month/Day to Month/Day		

## Differentiated Accountability Element IX Action Plan

 Florida Department of Education	School: <b>Hamilton County High School</b> District: <b>Hamilton County</b> Region: <b>Region II</b>	Grade Levels: <b>7 - 12</b> Content Area(s): Instructional Review Date: <b>October 12 - 13, 2010</b>
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### Instructional Review Element IX: Florida's Continuous Improvement Model (FCIM)

- Teachers use Florida's Assessment for Instruction in Reading (FAIR) to drive FCIM for reading.
- Reading teachers use the FAIR Broad Screen/Progress Monitoring Tool (BS/PMT) three times a year to identify content cluster areas for comprehension in need of additional time and focus and predict student's FCAT Success Probability (FSP).
- Reading teachers review universal screening data following each FAIR BS/PMT of Reading Comprehension (RC) to identify students in need of intervention/differentiated instruction.
- Reading teachers use Targeted Diagnostic Inventory (TDI) results of Maze and Word Analysis (WA) to help identify the underlying reasons for reading comprehension problems and assist in intervention planning for students with FSPs below 85%.
- Every 20 days, all students receiving reading intervention complete Ongoing Progress Monitoring (OPM) of Reading Comprehension (RC), Maze, and Florida Oral Reading Fluency (F-ORF).
- Reading teachers access student data on the Progress Monitoring Resource Network (PMRN) to compare students' rate of progress to rate of progress required to close the current gap to determine if reading intervention plans are effective.
- Reading teachers examine rate of progress for all disaggregated groups and modify interventions for groups not meeting rate of expected progress to close gaps.
- Benchmark assessments in reading, mathematics, and science are disaggregated to focus instruction on student weaknesses in each benchmark's content foci (i.e., specific skill) listed in the Content Focus Reports.
- Mathematics and science FCIM calendars, mini-lessons, and mini-assessments are developed within PLCs and aligned with each benchmarks' level of cognitive complexity, sample item design features, and stimulus and response attributes, as well as the grade-level specifications content limits detailed in the Test Item Specifications.
- FCIM mini-lessons instruction is explicit and delivered by all teachers on a daily basis.
- Teachers analyze data from ongoing assessments (i.e., baseline, monthly, mini, and mid-year) to determine student levels of deficiency and proficiency on annually assessed benchmarks for all subject areas.
- FCIM mini-assessment data is analyzed during PLCs and used to redirect the instructional focus based on student achievement.
- Based on FCIM mini-assessment results, students are provided tutorial and enrichment opportunities.
- FCIM maintenance strategies are developed within PLCs and are a part of daily instruction and school wide systems.
- School leadership monitors the fidelity and evaluates the effectiveness of the FCIM mathematics and science processes including FAIR for reading through classroom walkthroughs and regular meetings with grade levels and/or the department teams.
- Data chats occur regularly between district personnel and principal, principal and teacher, and teacher and student.

Commendations on DA Indicators for Element IX	Concerns on DA Indicators for Element IX	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)		
		Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Name)	(Title)
<ul style="list-style-type: none"> <li>• Some teachers are using focus lessons as part of the FCIM process.</li> <li>• Teachers are at the beginning stages of using data to group students.</li> </ul>	Teachers are not using the FCIM process with fidelity.	Strategy: Student achievement will increase when teachers utilize focused lessons and implement the FCIM process with fidelity.	Evidence:		
		Action Step #1: The district will collaborate with the school-based leadership team to establish FCIM focus calendars, create an FCIM staff development plan, and a procedure for the development of focused lesson plans as part of the FCIM process.	Month/Day to Month/Day		
		Action Step #2: The district and school based leadership will provide professional development through common planning periods to implement FCIM focus lessons in appropriate content-area classrooms.	Month/Day to Month/Day		
		Action Step #3: The district curricular staff will collaborate with the school-based leadership team to create and implement a plan to monitor the implementation of the FCIM calendars.	Month/Day to Month/Day		
		Action Step #4: School-based academic coaches will support teachers in the implementation of daily FCIM Instructional Focus Lessons through co-planning, modeling, co-teaching, observing, and debriefing.	Month/Day to Month/Day		
		Action Step #5: Teachers will effectively implement FCIM focus lessons daily.	Month/Day to Month/Day		

## Differentiated Accountability Element X Action Plan

 Florida Department of Education	School: <b>Hamilton County High School</b> District: <b>Hamilton County</b> Region: <b>Region II</b>	Grade Levels: <b>7 - 12</b> Content Area(s): Instructional Review Date: <b>October 12 - 13, 2010</b>
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### Instructional Review Element IX: Florida's Continuous Improvement Model (FCIM)

- School and district leadership systematically collect and analyze multiple types of data to guide a range of decisions to improve instruction and increase student achievement.
- District leadership trains school leadership and staff on performance appraisal instruments and the performance appraisal process is implemented with fidelity by school administration.
- School and district leadership participate in a comprehensive instructional monitoring process that collects observational data on the fidelity of programs, policies, and procedures in the classroom.
- School and district leadership teams are visible in the classroom and serve as instructional leaders by offering and coordinating professional development to address instructional needs/concerns through data analysis and instructional walkthroughs.
- School and district leadership provide teachers with guidance and modeling in the classroom designed to improve instruction while adhering to all steps of the coaching cycle.
- School and district leadership allocates resources fairly, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.
- School and district leadership monitors the implementation of the School Improvement Plan with fidelity.
- School Advisory Council (SAC) receives quarterly updates on the implementation of the School Improvement Plans and makes necessary revisions.
- School's master schedule shows opportunity for common planning periods amongst instructional staff to promote Lesson Study, PLCs, and data chats.
- School leadership establishes a system for shared instructional leadership to formalize roles and responsibilities for the Principal, Assistant Principal(s), Instructional Coaches, Department Heads, Grade Level Lead Teachers, etc.
- School and district leadership align the coach's activities with the SIP and monitor the coach's impact using unannounced classroom walk through, looking for evidence of improvement.
- Instructional coaching responsibilities are clearly delineated from other administrative activities.

Commendations on DA Indicators for Element X	Concerns on DA Indicators for Element X	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)		
		Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Name)	(Title)
<ul style="list-style-type: none"> <li>• Academic coaches are in place, and staff feel they are helpful.</li> <li>• Teachers have common planning scheduled for core content areas.</li> <li>• District staff are helpful and responsive based on school needs.</li> </ul>	Teacher and administrators are not conducting data chats based on a schedule.	Strategy: Student achievement will increase when administrators, teachers, and students engage in individual data chats and goal setting.	Evidence:		
		Action Step #1: The school based leadership team will collaborate with the district to develop a standard data chat/goal setting protocol to be utilized by all staff.	Month/Day to Month/Day		
		Action Step #2: The principal will collaborate with the district to develop and implement a monitoring process for Administrator/Teacher and Teacher/Student data chats to ensure fidelity of the process.	Month/Day to Month/Day		
		Action Step #3: The district will deliver a staff development of best practices for Teacher/Student data chats through common planning.	Month/Day to Month/Day		
		Action Step #4: School-based coaches will model the established protocol for effective Teacher/Student data chats and goal setting.	Month/Day to Month/Day		
		Action Step #5: The administrative team will conduct Administrator/Teacher data chats based on the schedule established by the school.	Month/Day to Month/Day		
		Action Step #6: Teachers will conduct Teacher/Student data chats based on the schedule established by the school administration.	Month/Day to Month/Day		
	Administrators are not conducting walkthroughs on a regular basis or utilizing the data to identify trends.	Strategy: Student achievement will increase when administrators monitor teacher instructional practices.	Evidence:		
		Action Step #1: The school-based leadership team will collaborate to develop a schedule for conducting classroom walkthroughs and collecting data to identify trends.	Month/Day to Month/Day		
		Action Step #2: The school-based leadership team will conduct walkthroughs based on the schedule.	Month/Day to Month/Day		
		Action Step #3: The school-based leadership team will share data from the classroom walkthroughs with the team leaders and coaches on a weekly basis to identify needs based on trends.	Month/Day to Month/Day		