



# **Accreditation Report**

Holmes County High School

Holmes County School District

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# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Holmes County High School is located in Bonifay, Florida. Almost 24% of the citizens in Holmes County live below poverty level. Holmes County is ranked 11th for the highest poverty population in the State of Florida. Bonifay is located in the rural northwest panhandle of Florida in Holmes County. The total county population is approximately 19,500 citizens. The county has a very small minority population with only 10% being non-white. The White population is 90%; Black is 7%; Other is 3%. (Based on 2010 Census)

The City of Bonifay has a population 2,756 based on the 2015 Census. The population is comprised of White, 86%; Black, 10%; Other, 4%. (Towncharts.com)

Forty-four percent of the population in Bonifay earn less than \$20,000 per year; 39% earn between \$20,000 and \$49,999; 17% earn more than \$50,000. (Towncharts.com)

Holmes County High School is the largest 9 - 12 grade school in the county with a student population of 496 students. The school serves the Bonifay area, however, all county students have school choice and may attend the school of their choice. The race distribution of students is: 89% White; 7% Black; 4% Other. This distribution mirrors the make-up of the County and the City. Holmes County High School is a Title I School (All schools in Holmes County are Title I schools) and all students receive free breakfast and lunch.

Holmes County High School employs a total of 37 Instructional Personnel; 10 hold Master's Degrees with the remaining holding Bachelor's Degrees. In addition, there are 5 Instructional Aides. The ethnic diversity of the staff closely mirrors that of the students with 90% White and 10% Other.

Holmes County is bordered by Alabama on the north and is approximately 40 miles from Panama City Beach to the south. Many residents travel outside the county for employment. Community involvement is a large part of the social aspects of Bonifay, This is a small town that has limited opportunities. Businesses in Bonifay are mostly family-owned and have been passed down through the generations. While this unique feature offers a personal touch of doing business, it is also one of the challenges Holmes County faces. There are no real industries in Holmes County, there are a few small manufacturing plants. The largest employment opportunities in Holmes County are the Holmes County School Board; Holmes County; City of Bonifay; Holmes County Correctional; and Doctors' Memorial Hospital. The lack of employment opportunities leads to many of our young adults moving out of county to seek employment or staying and working minimum wage jobs.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Mission Statement: We believe all students can learn; therefore, the mission of Holmes County High School is to provide a curriculum to develop the mental, physical, emotional, and social skills of students to enable them make a successful transition into their chose path upon graduation.

Vision Statement: To become a high performing high school by being ranked in the top 10% of high schools in the state in student achievement.

The school embodies this purpose by striving to offer more than the required curriculum. We offer Advanced Placement courses; dual-enrollment courses on campus (and access to courses off-campus); we have 3 course tracks that offer industry certifications; and we have a fully involved arts program in addition to courses that meet the States Graduation Requirements. The Master Schedule is developed based on student requests.

Teachers communicate high expectations for students through course outlines and conversations with students. The Leadership communicates high expectations for educators by providing support and meaningful professional development opportunities.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Holmes County High School was recognized by the Governor for having an overall science achievement score in the top 20% of the state.

End of Course scores for Mathematics - Algebra I, Geometry, and Algebra II - fell drastically from 2014 to 2015. To address this problem, we began using Agile Minds, a web-based intensified Algebra course with an extended-period course designed to help students who are one to three years behind in math. We filled a vacant position in the Math Department by moving a teacher to a course in which she felt more confident and hired a math teacher for the course she vacated. We are anticipating improvement in all three courses.

We are also planning ways to achieve a higher level of parent involvement.



## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Holmes County High School has a high level of Students with Disabilities. These students are widely accepted by the general education population as they participate in the general education curriculum in either inclusion classes or enrichment classes. They are encouraged by the general education students to participate in extra-curricular activities and social events.

# Self Assessment

## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

## Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.33

| Indicator | Statement or Question   | Response   | Evidence  | Rating  |
|-----------|---|--|---|---------|
| 1.1       | The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. | The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success. | <ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Purpose statements - past and present</li> </ul> | Level 3 |

| Indicator | Statement or Question  | Response  | Evidence  | Rating  |
|-----------|--|---|---|---------|
| 1.2       | The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. | Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice. | <ul style="list-style-type: none"> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•Parent Involvement Brochure</li> </ul> | Level 2 |

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| Indicator | Statement or Question   | Response   | Evidence  | Rating  |
|-----------|---|--|---|---------|
| 1.3       | The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. | School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available. | <ul style="list-style-type: none"><li>•Survey results</li><li>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•The school continuous improvement plan</li></ul> | Level 2 |

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

The school provides opportunities for stakeholders to review and revise the school purpose. The purpose statement consistently focuses on student success and achievement.

Our weakness appears to be more of a documentation issue and a parent involvement issue. As evidenced by the lack of parent involvement in completing surveys, we feel that our weakness is in involving all stakeholders in the process of review and revision on our school's purpose statement.

We are implementing more parent involvement opportunities to help sustain the area of strength we now enjoy, as well as improving areas of need. Our Parent Involvement Plan includes adding a 10th Grade and a 11th Grade Parent night to provide specific grade level information to those parents and students.

## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

| Indicator | Statement or Question  | Response  | Evidence  | Rating  |
|-----------|--|---|---|---------|
| 2.1       | The governing body establishes policies and supports practices that ensure effective administration of the school. | Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management. | <ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> <li>•Communications to stakeholder about policy revisions/Governing body policies, procedures, and practices are maintained at County Office</li> </ul> | Level 3 |

| Indicator | Statement or Question  | Response   | Evidence   | Rating  |
|-----------|--|--|--|---------|
| 2.2       | The governing body operates responsibly and functions effectively. | The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning. | <ul style="list-style-type: none"> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> <li>•District Office maintains documentation.</li> </ul> | Level 4 |

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| Indicator | Statement or Question   | Response  | Evidence  | Rating  |
|-----------|---|---|---|---------|
| 2.3       | The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. | The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership. | <ul style="list-style-type: none"><li>•Roles and responsibilities of school leadership</li><li>•School improvement plan developed by the school</li><li>•Communications regarding board actions</li><li>•Survey results regarding functions of the governing body</li><li>•Agendas and minutes of meetings</li><li>•Agendas and minutes of meetings/Communications regarding board actions documentation maintained at District</li></ul> | Level 4 |

| Indicator | Statement or Question   | Response   | Evidence   | Rating  |
|-----------|---|--|--|---------|
| 2.4       | Leadership and staff foster a culture consistent with the school's purpose and direction. | Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community. | <ul style="list-style-type: none"><li>•Examples of collaboration and shared leadership</li><li>•Examples of decisions aligned with the school's statement of purpose</li><li>•Examples of decisions in support of the school's continuous improvement plan</li><li>•District Reading Plan - maintained at District</li></ul> | Level 3 |

| Indicator | Statement or Question   | Response   | Evidence   | Rating  |
|-----------|---|--|--|---------|
| 2.5       | Leadership engages stakeholders effectively in support of the school's purpose and direction. | Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school. | <ul style="list-style-type: none"><li>•Minutes from meetings with stakeholders</li><li>•Survey responses</li><li>•Involvement of stakeholders in a school improvement plan</li></ul> | Level 2 |

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| Indicator | Statement or Question   | Response   | Evidence   | Rating  |
|-----------|---|--|--|---------|
| 2.6       | Leadership and staff supervision and evaluation processes result in improved professional practice and student success. | The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning. | <ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Job specific criteria</li><li>•Master Inservice Plan/Governing body policy on supervision and evaluation maintained at District</li></ul> | Level 2 |

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

All areas with the exception of 2.6: Leadership and staff supervision and evaluation processes result in improved professional practice and student success were rated at a Level 3. The governing body will continue to evaluate and reflect on current policies and procedures and will continue to meet the state guidelines to ensure that the school operates under governance and leadership that promote and support student performance and school effectiveness.

Our weakness is Indicator 2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success. The district implemented a new teacher evaluation system based on the Danielson model last year. It is anticipated that as this evaluation system is fully implemented, teacher evaluations will focus more specifically on how well teachers adjust their professional practices to improve student learning.



### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.83

| Indicator | Statement or Question   | Response   | Evidence  | Rating  |
|-----------|---|--|---|---------|
| 3.1       | The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. | Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations. | <ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Course descriptions</li> </ul> | Level 3 |

| Indicator | Statement or Question  | Response   | Evidence  | Rating  |
|-----------|--|--|---|---------|
| 3.2       | Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. | Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment. | <ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul> | Level 3 |

| Indicator | Statement or Question   | Response  | Evidence   | Rating  |
|-----------|---|---|--|---------|
| 3.3       | Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools. | <ul style="list-style-type: none"> <li>•Professional development focused on these strategies</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Interdisciplinary projects</li> </ul> | Level 3 |

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| Indicator | Statement or Question  | Response   | Evidence  | Rating  |
|-----------|--|--|---|---------|
| 3.4       | School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. | School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice. | <ul style="list-style-type: none"><li>•Curriculum maps</li><li>•Documentation of collection of lesson plans and grade books</li><li>•Peer or mentoring opportunities and interactions</li></ul> | Level 2 |

| Indicator | Statement or Question   | Response  | Evidence  | Rating  |
|-----------|---|---|---|---------|
| 3.5       | Teachers participate in collaborative learning communities to improve instruction and student learning. | Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities. | <ul style="list-style-type: none"><li>•Agendas and minutes of collaborative learning committees</li><li>•Calendar/schedule of learning community meetings</li></ul> | Level 2 |

| Indicator | Statement or Question   | Response  | Evidence  | Rating  |
|-----------|---|---|---|---------|
| 3.6       | Teachers implement the school's instructional process in support of student learning. | Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning. | <ul style="list-style-type: none"><li>•Examples of learning expectations and standards of performance</li><li>•Examples of assessments that prompted modification in instruction</li><li>•Examples of assessments that prompted modification in instruction are State ELA and EOC Assessments and District Progress Monitoring Assessments</li><li>Examples of learning expectations and standards of performance are State Standards and Benchmarks which can be found on cPLAMS</li></ul> | Level 2 |

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| Indicator | Statement or Question  | Response   | Evidence   | Rating  |
|-----------|--|--|--|---------|
| 3.7       | Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. | School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance. | <ul style="list-style-type: none"><li>•Professional learning calendar with activities for instructional support of new staff</li><li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li><li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li><li>•Documentation maintained at the District levels.</li></ul> | Level 3 |

| Indicator | Statement or Question   | Response   | Evidence   | Rating  |
|-----------|---|--|--|---------|
| 3.8       | The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. | Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress. | <ul style="list-style-type: none"><li>•Survey results</li><li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li><li>•Calendar outlining when and how families are provided information on child's progress</li><li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li></ul> | Level 3 |

| Indicator | Statement or Question   | Response   | Evidence  | Rating  |
|-----------|---|--|---|---------|
| 3.9       | The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. | School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills. | <ul style="list-style-type: none"><li>•List of students matched to adult advocate</li><li>•Master schedule with time for formal adult advocate structure</li><li>•Description of formal adult advocate structures</li></ul> | Level 3 |

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| Indicator | Statement or Question   | Response  | Evidence   | Rating  |
|-----------|---|---|--|---------|
| 3.10      | Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. | Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated. | <ul style="list-style-type: none"><li>•Sample report cards for each grade level and for all courses</li><li>•Sample communications to stakeholders about grading and reporting</li><li>•Policies, processes, and procedures on grading and reporting</li></ul> | Level 3 |

| Indicator | Statement or Question   | Response   | Evidence   | Rating  |
|-----------|---|--|--|---------|
| 3.11      | All staff members participate in a continuous program of professional learning. | All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. | <ul style="list-style-type: none"><li>•Results of evaluation of professional learning program.</li><li>•Evaluation tools for professional learning</li><li>•Brief explanation of alignment between professional learning and identified needs</li><li>•Brief explanation of alignment between professional learning and identified needs: Master In-service Plan maintained at District</li><li>•Evaluation tools for professional learning: Needs assessment conducted by instructional personnel annually maintained at District</li><li>•Results of evaluation of professional learning program: Maintained at District</li></ul> | Level 3 |

| Indicator | Statement or Question  | Response  | Evidence  | Rating  |
|-----------|--|---|---|---------|
| 3.12      | The school provides and coordinates learning support services to meet the unique learning needs of students. | School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students. | <ul style="list-style-type: none"><li>•Survey results</li><li>•List of learning support services and student population served by such services</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Data used to identify unique learning needs of students</li><li>•Training and professional learning related to research on unique characteristics of learning: Master In-service Plan maintained at District</li></ul> | Level 4 |

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Indicator 3.12: The school provides and coordinates learning support services to meet the unique learning needs of students was ranked at level 4. The school will continue to utilize learning support services; training and professional development for unique instructional needs; and data to ensure that the needs of all students are being met.

Indicators 3.2, 3.4, and 3.5 were rated at level 2. Indicator 3.2: Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice is an area of weakness in that it has not been fully implemented. Teachers are receiving training in the use of progress monitoring data training to review and revise learning objectives based on student need.

Indicator 3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success was an area of weakness. School leaders are monitoring and do support the improvement of instructional practices of teachers in an informal setting, however, this process needs to be formalized to document how this process is being completed. We will move forward in ensuring that we make a more concerted effort to not only continue this process, but to ensure that it is formally documented.

Indicator 3.5 Teachers participate in collaborative learning communities to improve instruction and student learning was also an area of weakness. Again, this process has been happening on an informal basis and written minutes and documentation have not been submitted. Teachers have been encouraged to participate in PLCs and other collaborative learning communities. Currently, the Language Arts Department is participating in a Professional Learning Community that is looking at ELA data with the English teachers and the reading teachers.

## Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.71

| Indicator | Statement or Question  | Response   | Evidence  | Rating  |
|-----------|--|--|---|---------|
| 4.1       | Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. | Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school. | <ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> <li>•Assessments of staffing needs: Master Schedule in FOCUS</li> <li>School budgets for the last three years: Maintained at District</li> </ul> | Level 3 |

| Indicator | Statement or Question   | Response   | Evidence  | Rating  |
|-----------|---|--|---|---------|
| 4.2       | Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. | Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction. | <ul style="list-style-type: none"> <li>•Survey results</li> <li>•School schedule</li> <li>•School calendar</li> </ul> | Level 3 |

## Accreditation Report

Holmes County High School

| Indicator | Statement or Question  | Response  | Evidence   | Rating  |
|-----------|--|---|--|---------|
| 4.3       | The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. | School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly. | <ul style="list-style-type: none"><li>•Records of depreciation of equipment</li><li>•Survey results</li><li>•Documentation of compliance with local and state inspections requirements</li><li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li><li>•System for maintenance requests</li><li>•Maintenance schedules</li><li>•Safety committee responsibilities, meeting schedules, and minutes</li><li>•Documentation of compliance with local and state inspections requirements: Maintained at District</li><li>Maintenance schedules: Maintained at District</li><li>Records of depreciation of equipment: Maintained at District</li></ul> | Level 4 |

| Indicator | Statement or Question  | Response   | Evidence   | Rating  |
|-----------|--|--|--|---------|
| 4.4       | Students and school personnel use a range of media and information resources to support the school's educational programs. | All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. | <ul style="list-style-type: none"><li>•Budget related to media and information resource acquisition</li><li>•Survey results</li><li>•Data on media and information resources available to students and staff</li><li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li><li>•Budget related to media and information resource acquisition: Maintained at District</li></ul> | Level 4 |

## Accreditation Report

Holmes County High School

| Indicator | Statement or Question  | Response  | Evidence  | Rating  |
|-----------|--|---|---|---------|
| 4.5       | The technology infrastructure supports the school's teaching, learning, and operational needs. | The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure. | <ul style="list-style-type: none"><li>•Technology plan and budget to improve technology services and infrastructure</li><li>•Assessments to inform development of technology plan</li><li>•Survey results</li><li>•Policies relative to technology use</li><li>•Assessments to inform development of technology plan: Maintained at District</li><li>Policies relative to technology use: Maintained at District</li><li>Technology plan and budget to improve technology services and infrastructure: Maintained at District</li></ul> | Level 4 |

| Indicator | Statement or Question  | Response  | Evidence  | Rating  |
|-----------|--|---|---|---------|
| 4.6       | The school provides support services to meet the physical, social, and emotional needs of the student population being served. | School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students. | <ul style="list-style-type: none"><li>•Agreements with school community agencies for student-family support</li><li>•Survey results</li><li>•Schedule of family services, e.g., parent classes, survival skills</li><li>•Social classes and services, e.g., bullying, character education</li><li>•List of support services available to students</li><li>•Agreements with school community agencies for student-family support: Maintained at District</li></ul> | Level 4 |



## Accreditation Report

Holmes County High School

| Indicator | Statement or Question   | Response   | Evidence   | Rating  |
|-----------|---|--|--|---------|
| 4.7       | The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. | School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students. | <ul style="list-style-type: none"><li>•List of services available related to counseling, assessment, referral, educational, and career planning</li><li>•Survey results</li><li>•Budget for counseling, assessment, referral, educational and career planning</li><li>•Description of IEP process</li><li>•Description of referral process</li></ul> | Level 4 |

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Standard 4 indicators received an average of 3.57. We will continue to seek highly qualified personnel and support staff to fill positions as they become vacant. We will continue to protect instructional time and we will use all material and fiscal resources in the best possible manner to ensure student learning continues to increase.

Although none the indicators received a rating of less than 3, it's important that resources and support systems continue to be improved constantly to meet the highest level of student success possible. The school Leadership Team will continue to ensure that all aspects of Standard 4 continue to be monitored and adjusted as necessary to ensure continued student success.

## Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.6

| Indicator | Statement or Question   | Response   | Evidence  | Rating  |
|-----------|---|--|---|---------|
| 5.1       | The school establishes and maintains a clearly defined and comprehensive student assessment system. | School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning. | <ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> <li>•Evidence that assessments are reliable and bias free: Maintained at District</li> </ul> | Level 3 |

| Indicator | Statement or Question  | Response   | Evidence  | Rating  |
|-----------|--|--|---|---------|
| 5.2       | Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. | Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions. | <ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul> | Level 3 |

| Indicator | Statement or Question  | Response   | Evidence  | Rating  |
|-----------|--|--|---|---------|
| 5.3       | Professional and support staff are trained in the evaluation, interpretation, and use of data. | Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data. | <ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> </ul> | Level 2 |

## Accreditation Report

Holmes County High School

| Indicator | Statement or Question  | Response  | Evidence  | Rating  |
|-----------|--|---|---|---------|
| 5.4       | The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. | A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level. | <ul style="list-style-type: none"><li>•Agendas, minutes of meetings related to analysis of data</li><li>•Examples of use of results to evaluate continuous improvement action plans</li><li>•Evidence of student readiness for the next level</li><li>•Evidence of student growth</li></ul> | Level 2 |

| Indicator | Statement or Question   | Response  | Evidence   | Rating  |
|-----------|---|---|--|---------|
| 5.5       | Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. | Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups. | <ul style="list-style-type: none"><li>•Minutes of board meetings regarding achievement of student learning goals</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li><li>•Executive summaries of student learning reports to stakeholder groups</li></ul> | Level 3 |

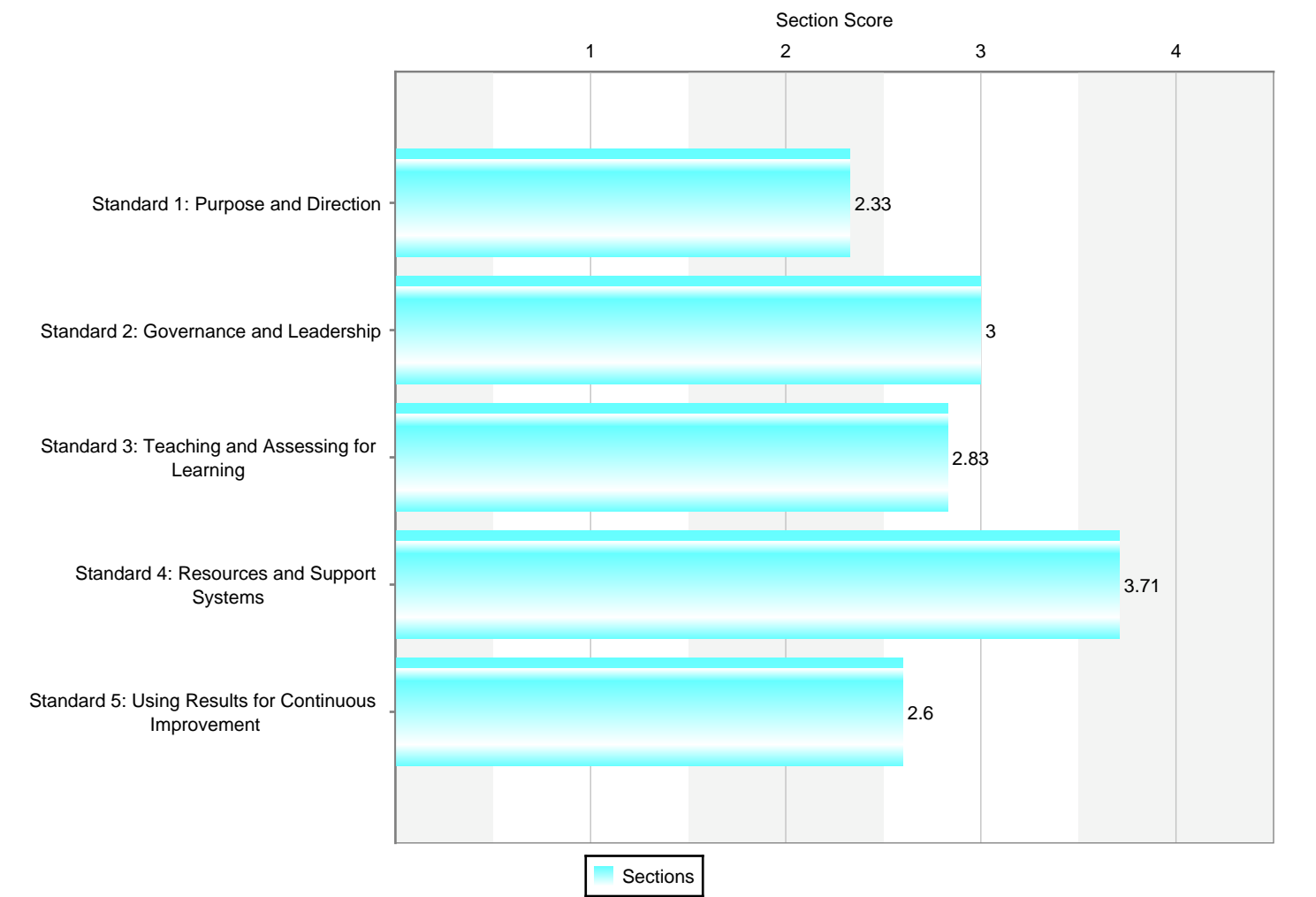
**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Indicator 5.1: The school establishes and maintains a clearly defined and comprehensive student assessment system. The school consistently uses the comprehensive assessment system dictated by the State of Florida to ensure that all results are evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning. The school will continue to follow protocols set by the state to ensure that student learning data is reliable and relevant in order to increase student achievement.

Indicator 5.3, Professional and support staff are trained in the evaluation, interpretation, and use of data, received a rating of Level 2. Training is provided in the use of progress monitoring data to guide instruction, however, not every teacher takes advantage of this training. The school will implement mandatory professional development in this area and will set a formal timeline in reviewing with teachers their implementation of the use of data to drive instruction.

Report Summary

Scores By Section



# **Stakeholder Feedback Diagnostic**

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Stakeholder Feedback Data**

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 1.    | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes      |         | HCHS       |

## Evaluative Criteria and Rubrics

Overall Rating: 2.0

|    | Statement or Question        | Response   | Rating  |
|----|------------------------------|--|---------|
| 1. | Questionnaire Administration | Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants. | Level 1 |

|    | Statement or Question                     | Response   | Rating  |
|----|---|--|---------|
| 2. | Stakeholder Feedback Results and Analysis | All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity. | Level 3 |



**Areas of Notable Achievement**

**Which area(s) indicate the overall highest level of satisfaction or approval?**

Purpose and Direction, 3.88  
 Governance and Leadership, 3.88

**Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

Purpose and Direction and Governance and Leadership

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Currently we are not using any other "survey" type feedback.

## **Areas in Need of Improvement**

**Which area(s) indicate the overall lowest level of satisfaction or approval?**

Teaching and Assessing was rated the lowest at 3.71

**Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?**

All areas are currently indicating an increase in stakeholder satisfaction.

**What are the implications for these stakeholder perceptions?**

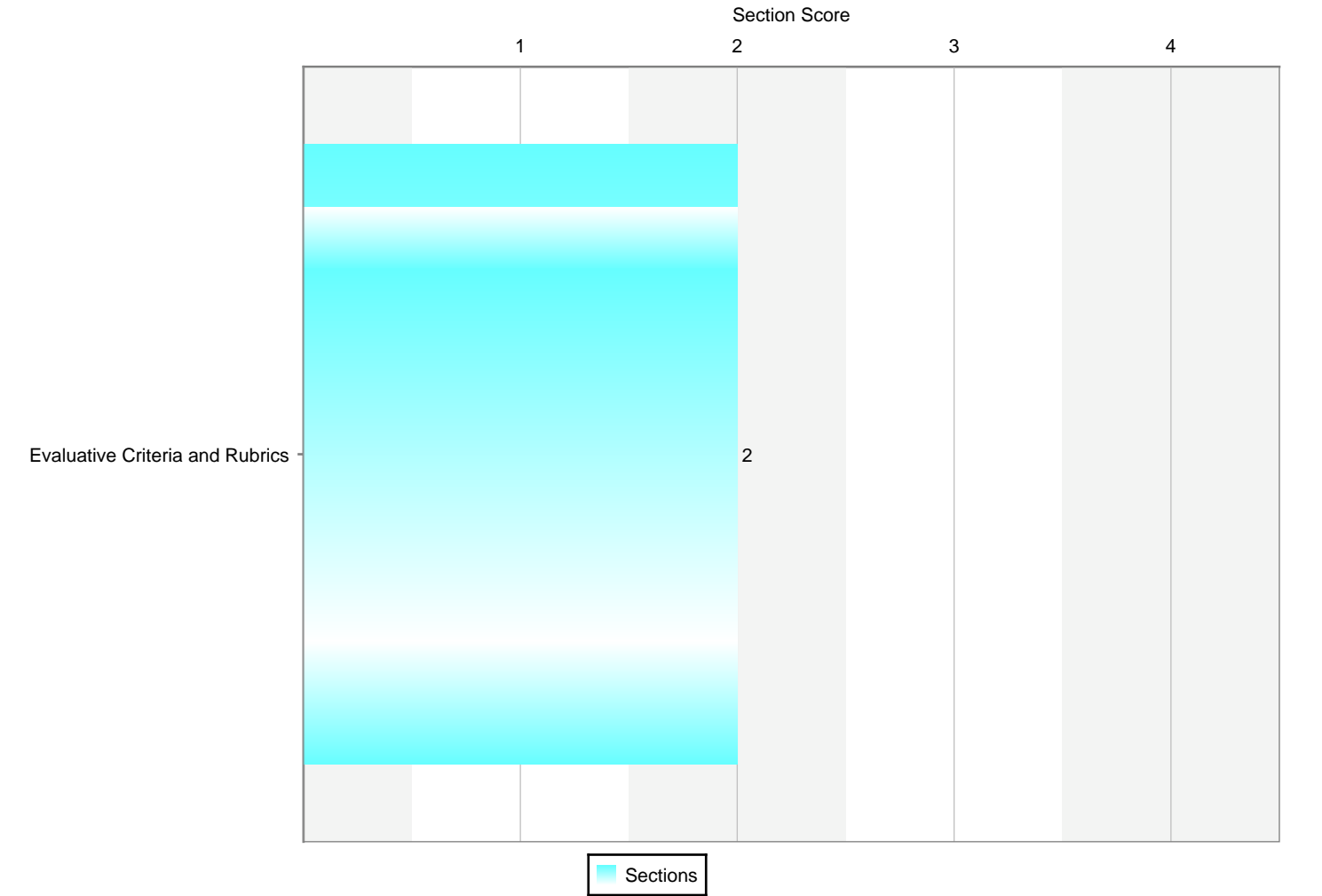
In the past several years, the state has revised the state standards and assessments. These changes have been publicized to parents via state websites, district websites, and school websites. We believe this has been beneficial in informing parents of the requirements for assessments and graduation of students.

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

At this time we are not using other sources of survey feedback.

Report Summary

Scores By Section



# **Student Performance Diagnostic**

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Student Performance Data**

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 1.    | Did you complete the Student Performance Data document offline and upload below? | Yes      |         | HCHS Data  |

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

|    | Statement or Question | Response  | Rating  |
|----|-----------------------|---|---------|
| 1. | Assessment Quality    | The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity. | Level 4 |

|    | Statement or Question | Response  | Rating  |
|----|-----------------------|---|---------|
| 2. | Test Administration   | All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes. | Level 4 |

|    | Statement or Question | Response   | Rating  |
|----|-----------------------|--|---------|
| 3. | Quality of Learning   | Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected. | Level 3 |

|    | Statement or Question | Response   | Rating  |
|----|-----------------------|--|---------|
| 4. | Equity of Learning    | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline. | Level 2 |

## **Areas of Notable Achievement**

**Which area(s) are above the expected levels of performance?**

We were above state level in English Language Arts and Science

**Describe the area(s) that show a positive trend in performance.**

Mathematics achievement showed a positive trend from 2011 to 2013, and again from 2015-2016.

**Which area(s) indicate the overall highest performance?**

Science showed the highest overall performance. Holmes County High School was recognized by the Governor for having an overall science achievement score in the top 20% in the State.

**Which subgroup(s) show a trend toward increasing performance?**

In ELA, the subgroup Black/African American is increasing in performance.

**Between which subgroups is the achievement gap closing?**

In ELA, the subgroup Black/African American gap is closing.

**Which of the above reported findings are consistent with findings from other data sources?**

At this time, the school SPAR report is the only data source being used.



## **Areas in Need of Improvement**

**Which area(s) are below the expected levels of performance?**

Mathematics and Social Science

**Describe the area(s) that show a negative trend in performance.**

Mathematics showed a negative trend beginning in 2014 where the average score fell 3 points from 2013. From 2014 to 2015 the scores fell a drastic 28 points.

**Which area(s) indicate the overall lowest performance?**

Mathematics

**Which subgroup(s) show a trend toward decreasing performance?**

Mathematics and Science show decreasing performance in all subgroups.

**Between which subgroups is the achievement gap becoming greater?**

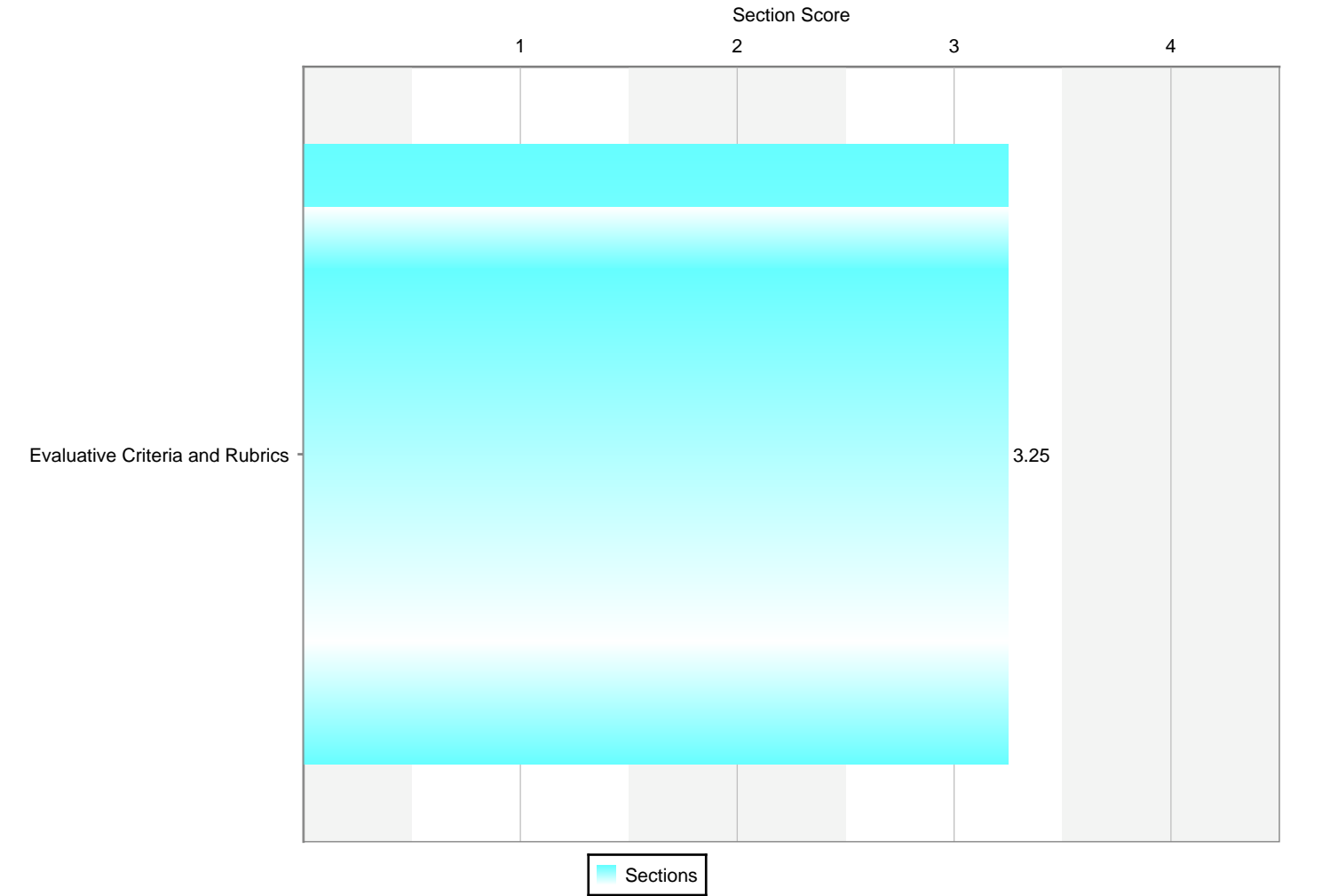
In both Mathematics and Science, the disabled subgroup shows the gap becoming greater.

**Which of the above reported findings are consistent with findings from other data sources?**

At this time the school SPAR report is the only data source being used.

Report Summary

Scores By Section



## **AdvancED Assurances**

## **Introduction**

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

## AdvancED Assurances

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 1.    | The institution has read, understands, and complies with the AdvancED Policies and Procedures. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 2.    | The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: <ul style="list-style-type: none"> <li>- Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction</li> <li>- Mission and purpose of the institution</li> <li>- Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership</li> <li>- Grade levels served by the institution</li> <li>- Staffing, including administrative and other non-teaching professionals personnel</li> <li>- Available facilities, including upkeep and maintenance</li> <li>- Level of funding</li> <li>- School day or school year</li> <li>- Establishment of an additional location geographically apart from the main campus</li> <li>- Student population that causes program or staffing modification(s)</li> <li>- Available programs, including fine arts, practical arts and student activities</li> </ul> | Yes      |         |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 3.    | The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional) | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 4.    | The institution monitors all financial transactions through a recognized, regularly audited accounting system. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 5.    | The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). | Yes      |         |            |

# **Plan for Accreditation Report**

**Overview**

**Plan Name**

Plan for Accreditation Report

**Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name   | Goal Details                                    | Goal Type | Total Funding |
|---|---|---|-----------|---------------|
| 1 | Holmes County High School will earn the percentage points necessary to become a "B" rated school evidenced on the 2016-2017 School Grades Report. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Academic  | \$0           |
| 2 | Holmes County High School will earn the percentage points necessary to become a "B" rated school evidenced on the 2016-2017 School Grades Report. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Academic  | \$0           |



## Goal 1: Holmes County High School will earn the percentage points necessary to become a "B" rated school evidenced on the 2016-2017 School Grades Report.

### Measurable Objective 1:

75% of All Students will demonstrate student proficiency (pass rate) on the FSA ELA exam in English Language Arts by 05/31/2017 as measured by 2017 Spring State Score Reports..

### Strategy 1:

Progress Monitoring - HCHS will utilize progress monitoring to monitor students reading below grade level to provide systemic, explicit instruction to these students on their areas of weakness based on the data received from progress monitoring testing. Students will be administered the progress monitoring test 3 times prior to sitting for the State FSA ELA exam. Teachers will use the data from each test administration to determine benchmarks that need improvement and will adjust teaching to meet the needs of the students.

Research Cited: Data Driven Instruction

| Activity - Performance Matters Training   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will be given a Data Notebook with testing data and teachers will receive instruction in the use of Performance Matters to administer tests and to derive the data necessary to adjust their teaching to meet the needs of the students. | Professional Learning | 10/18/2016 | 05/31/2017 | \$0               | No Funding Required | Leadership Team   |

## Goal 2: Holmes County High School will earn the percentage points necessary to become a "B" rated school evidenced on the 2016-2017 School Grades Report.

### Measurable Objective 1:

75% of All Students will demonstrate student proficiency (pass rate) on FSA EOC in Algebra I, Geometry, and Algebra II. in Mathematics by 05/31/2017 as measured by 2017 Spring State Score Reports..

### Strategy 1:

Progress Monitoring - HCHS will utilize progress monitoring to monitor students reading below grade level to provide systemic, explicit instruction to these students on their areas of weakness based on the data received from progress monitoring testing. Students will be administered the progress monitoring test 3 times prior to sitting for the State FSA ELA exam. Teachers will use the data from each test administration to determine benchmarks that need improvement and will adjust teaching to meet the needs of the students.

Research Cited: Data Driven Instruction

## Accreditation Report

Holmes County High School

| Activity - Performance Matters Training   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will be given a Data Notebook with testing data and teachers will receive instruction in the use of Performance Matters to administer tests and to derive the data necessary to adjust their teaching to meet the needs of the students. | Professional Learning | 10/18/2016 | 05/31/2017 | \$0               | No Funding Required | Leadership Team   |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

| Activity Name                | Activity Description  | Activity Type         | Begin Date | End Date   | Resource Assigned | Staff Responsible |
|------------------------------|---|-----------------------|------------|------------|-------------------|-------------------|
| Performance Matters Training | Teachers will be given a Data Notebook with testing data and teachers will receive instruction in the use of Performance Matters to administer tests and to derive the data necessary to adjust their teaching to meet the needs of the students. | Professional Learning | 10/18/2016 | 05/31/2017 | \$0               | Leadership Team   |
| Performance Matters Training | Teachers will be given a Data Notebook with testing data and teachers will receive instruction in the use of Performance Matters to administer tests and to derive the data necessary to adjust their teaching to meet the needs of the students. | Professional Learning | 10/18/2016 | 05/31/2017 | \$0               | Leadership Team   |
| Total                        |   |                       |            |            | \$0               |                   |